

Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 04, 2016

Sheridan School District NCES - 500015

Key Indicators are shown in **RED**.

District Context and Support for School Improvement

Improving the school within the framework of district support

Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/22/2015
	Evidence:	<p>Throughout the school year:</p> <ul style="list-style-type: none">◦The district has bi-monthly meetings for the district leadership team. The team works together to evaluate the budget and evaluate the best way to better meet the needs of students. Determinations are made based using such resources as teacher/student ratio excel spreadsheet, equipment replacement schedules, future plans/ visions for programs, sustainability data, growth data, and federal and state laws.◦District administrators conduct fund-audits through expenditure reports in order to determine course and budget corrections. Adjustments to fund allocations and coding are completed as the need arises. Funds are reallocated based on student needs. <p>Annually:</p> <ul style="list-style-type: none">◦Finance & coding training is provided on an annual basis for all district leaders (Tier I& II)keeping the ultimate goal of a clean audit in mind. <p>*Stakeholder input is used when determining the effectiveness and sustainability of a program.</p>
	Added:	

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)		
Status	Tasks completed: 0 of 17 (0%)		
	Level of Development:	Initial: Limited Development 07/29/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Our district looks for:</p> <ol style="list-style-type: none"> 1) experience in similar roles 2) demonstration of prior success in their current role 3) passion for what they do 4) student-centered philosophy 5) highly recommended by their peers 6) hold highly-qualified status 7) People skills/communication skills 8) Specialized training (NBCT, Master's degree, ELL, etc.) <p>Sheridan's current recruitment methods include:</p> <ol style="list-style-type: none"> 1) Teacher Fairs 2) Website 3) student interns 4) networking (word-of-mouth, other districts) 5) AEA job sites 6) Competitive salaries <p>New staff in the Sheridan School District are provided with induction training and mentoring by:</p> <ol style="list-style-type: none"> 1) Annual new teacher professional development provided by the District Office 2) Assigned a mentor using the state mentoring model as well as assigned a "buddy" teacher in the building. 3)Partnerships with Universities 4) Teacher of the Year 5)Professional Learning Communities (PLC/Grade Level Teaming 6) Professional Development both building-wide and individual 7) TESS 8) Instructional Specialists and Curriculum and Instruction Assistant Superintendent support 	
Plan	Assigned to:	Bridget Chitwood	
	Added:	07/29/2015	

	How it will look when fully met:	<p>In addition to the activities Sheridan School District currently has in place for recruitment, retention, training and support, the district will:</p> <p>Enhance mentoring and support through the development of a formalized training for mentors as well as buddy teachers that will take place throughout the school year. In collaboration with each building principal, the Assistant Superintendent of Curriculum and Instruction and the instructional specialists will provide ongoing support for new teachers by defining professional development for specific needs of the newly hired staff.</p> <p>A consistent interview process will be established that will include job descriptions and expectations of newly hired staff. The district will have a formalized orientation process that will include meeting several times during the year and include ongoing TESS training and a scheduled time with the building administrator.</p> <p>A Community Resource packet will be developed to assist new hires to the district in finding their place in our community.</p> <p>A Teacher Cadet program will be established in order to "grow our own" teachers within our community.</p>
	Target Date:	01/27/2017
	Tasks:	
	1. Develop guidelines/"curriculum" for training mentors assigned to newly hired staff. This curriculum should include parent interaction training.	
	Assigned to:	Bridget Chitwood
	Target Completion Date:	09/30/2016
	Comments:	
	2. Develop a schedule for training provided to mentors who are assigned to newly hired staff.	
	Assigned to:	Bridget Chitwood
	Target Completion Date:	09/30/2016
	Comments:	
	3. Develop a set of expectations/program designed to guide "Buddy teachers" who are assigned to assist newly hired teachers.	
	Assigned to:	Building level principals
	Target Completion Date:	09/30/2016
	Comments:	
	4. Establish a schedule for training "Buddy teachers" using the set of expectations/program designed by the building level principal.	
	Assigned to:	building level principal
	Target Completion Date:	09/30/2016
	Comments:	
	5. Building principals, Assistant Superintendent of Curriculum and Instruction, and instructional specialists will establish specific curriculum training/expectations for novice teachers and teachers new to the district.	
	Assigned to:	Bridget Chitwood
	Target Completion Date:	10/28/2016
	Comments:	

		6. Building principals, Assistant Superintendent of Curriculum and Instruction, and instructional specialists will develop a schedule for novice and teachers new to the district to receive ongoing specific curriculum training/expectations.
		Assigned to: Bridget Chitwood
		Target Completion Date: 10/28/2016
		Comments:
		7. Establish a committee to develop a district-wide interview process.
		Assigned to: Doug West
		Target Completion Date: 11/04/2016
		Comments:
		8. The Committee established for the purpose of developing a district-wide interview process will develop questions that are common to each building/job that covers district "look-fors" using a rubric scale.
		Assigned to: Doug West
		Target Completion Date: 11/04/2016
		Comments:
		9. If a job description has not been created for a posted job, one will be developed at that time.
		Assigned to: Doug West
		Target Completion Date: 11/04/2016
		Comments:
		10. Each building (or like-buildings) will establish a new employee cohort.
		Assigned to: building principal
		Target Completion Date: 01/27/2017
		Frequency: once a year
		Comments:
		11. Each building (or cohorts that are established with like-buildings) will develop a schedule that reflects multiple meetings throughout the school year in order to provide continuing support for novice and newly hired teachers. TESS will be included in this ongoing training.
		Assigned to: Building principal
		Target Completion Date: 01/27/2017
		Frequency: once a year
		Comments:
		12. A "welcome" resource packet will be created in order to acclimate newly hired staff to the Sheridan community.
		Assigned to: Doug West
		Target Completion Date: 01/27/2017
		Frequency: once a year
		Comments: Include rental information day care doctors dentists
		13. Develop a Teacher Cadet program.
		Assigned to: Bridget Chitwood

		Target Completion Date:	01/27/2017
		Comments:	
	14. Develop a network directory to assist with filling vacant position with excellent candidates.		
		Assigned to:	Matt Scarbrough
		Target Completion Date:	01/27/2017
		Comments:	Administrative staff will contribute to the compilation of this network directory.
	15. Develop a formal process for nominating teachers for local, state, and national awards.		
		Assigned to:	District level committee
		Target Completion Date:	01/27/2017
		Comments:	
	16. Collaborate with surrounding universities/colleges in participating in mock interviews in order to stay abreast of possible candidates to fill vacant positions.		
		Assigned to:	Doug West
		Target Completion Date:	01/27/2017
		Comments:	
	17. Publicize the instructional technology resources Sheridan School District has to offer students and instructional staff.		
		Assigned to:	Lauren Goins
		Target Completion Date:	01/27/2017
		Comments:	
Implement	Percent Task Complete:		0 of 17 (0%)

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Tasks completed: 0 of 10 (0%)		
	Level of Development:	Initial: Limited Development 11/05/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	Sheridan holds bi-monthly district leadership team meetings. The CFO provides annual financial training is provided as well as budget meetings. Although district school board policies and personnel policies drive some decisions, each building develops a building-level teacher handbook specific to the needs of the building. Staffing is largely autonomous in which the principal interviews and makes recommendations to the superintendent for both hiring and re-assigning positions. Master schedules, lunch schedules, etc. are expected to be developed at the building level with those schools sharing staff working together throughout the process. Fundraisers are also carried out without district dictates. School Leadership Teams are expected to be in place with each individual building choosing members and meeting dates. Building Level professional development is determined by building needs.	
Plan	Assigned to:	Susan Ridings	
	Added:	12/08/2015	
	How it will look when fully met:	In addition to Sheridan School District's description of our current level of implementation, the district wishes to create and implement plans for continued, focused professional development, garnering community support for change as well as attracting community members to schools, and increased transparency that will enable all stakeholders access to our vision and mission.	
	Target Date:	12/15/2017	
	Tasks:		
		1. Job descriptions will be in place for each member of the district leadership team in order to provide consistent expectations across the district.	
		Assigned to:	Doug West
		Target Completion Date:	05/27/2016
		Comments:	
		2. Opportunities for personal and small group budget training (especially for new staff)	
		Assigned to:	Rita Guess
		Target Completion Date:	10/28/2016
		Comments:	
		3. Each building level Leadership Team will receive training on developing a needs assessment.	
		Assigned to:	Building principal
		Target Completion Date:	12/16/2016
		Comments:	Arkansas Leadership Academy team institute and facilitation/coaching trainings could be utilized.
		4. Each building leadership team will receive training on effective implementation and operation of building leadership teams.	
		Assigned to:	building principal
		Target Completion Date:	12/16/2016
		Comments:	Arkansas Leadership Academy team institute and facilitation/coaching trainings could be utilized.

		5. Building leadership teams will receive training on the use of data when making decisions.	
		Assigned to:	building principal
		Target Completion Date:	12/16/2016
		Comments:	Arkansas Leadership Academy team institute and facilitation/coaching trainings could be utilized.
		6. Principals and Assistant Principals will participate in Arkansas Leadership Academy Institutes in order to be trained in effective leadership strategies.	
		Assigned to:	building principals
		Target Completion Date:	05/19/2017
		Comments:	Principals will rotate opportunities for attending various leadership institutes.
		7. All building leadership teams will receive training on effective ways to include stakeholders in leadership/building decision making.	
		Assigned to:	building principal
		Target Completion Date:	05/26/2017
		Comments:	Arkansas Leadership Academy team institute and facilitation/coaching trainings could be utilized.
		8. Building level principals will involve teachers and appropriate staff when developing the teacher handbook each year.	
		Assigned to:	building level principals
		Target Completion Date:	08/21/2017
		Comments:	
		9. District Leadership Team will review processes and procedures annually to ensure continuity of understanding across the district.	
		Assigned to:	Susan Ridings
		Target Completion Date:	10/02/2017
		Comments:	
		10. Sheridan School District will create a plan for building community support for change.	
		Assigned to:	Lauren Goins
		Target Completion Date:	12/15/2017
		Comments:	Arkansas Leadership Academy SWOBs Communications public information plans
Implement	Percent Task Complete:		0 of 10 (0%)

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Full Implementation		
	Level of Development:	Initial : Full Implementation 01/25/2016	

Evidence:	<p>Sheridan School District has focused on transforming the school day as a strategy that allows staff to increase the time students engage in productive, academic learning. Evidence of these opportunities are as follows:</p> <p>All schools in Sheridan School District have mental health services located on their campuses. Each campus also uses Response to Intervention protocols in order to meet the needs of each student. Students are offered healthy options for breakfast and lunch through Chartwell's at every campus. High School offers after-school tutoring as well as enrichment opportunities such as Chess Club, Destination Imagination, & quiz bowl. Support classes such as Read 180, Edgenity, SAS lab, and credit recovery, and concurrent credit are also ways that the high school uses the master schedule to engage students productively. Peer tutoring supports struggling learners and the high school employs a college and career counselor to serve all high school students.</p> <p>Junior High offers enrichment opportunities such as Chess Club, Destination Imagination, Robotics & quiz bowl. All 9th grade students are enrolled in a Keystone course and Read 180 is offered as a support for students reading below grade level.</p> <p>Both High School and Junior High schools incorporate an Advisory class.</p> <p>Both Intermediate schools offer Read 180 classes while elementary buildings provide literacy interventions through Ready Recovery or group interventions.</p> <p>The district monitors these strategies through progress monitoring student data and reviewing assessment results. Professional Development is targeted and curriculum alignment is ongoing.</p>
Added:	

District Context and Support for School Improvement

Clarifying district-school expectations

Indicator	IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)		
Status	Tasks completed: 11 of 15 (73%)		
	Level of Development:	Initial: Limited Development 08/06/2015	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	The district Director of Federal Programs meets regularly with the district leadership team. Central Office has assigned a representative from Central Office to visit East End each day of the week in order to provide those campuses with on-site assistance as needed. Other liaisons from Central Office include: Doug West in Human Resources, Susan Ridings for Indistar, Federal Programs,& Testing, Bridget Chit wood for Curriculum and Instruction, Rita Guess in finance, Mickey Siler for school safety, Caleb Wagnon in technology, Debbie Jones for Special Services, Roy Wilson for Gifted and Talented and Advanced Placement, Matt Scarbrough for athletics, Dee Creed for Alternative Learning Center, and Karen Talbert for Food Service.	
Plan	Assigned to:	Susan Ridings	
	Added:	10/08/2015	
	How it will look when fully met:	The Leadership Team will review, update, and develop job descriptions with expectations for each of the Central Office positions in which a team member serves as a liaison to schools. Job Descriptions and expectations will be published on the district website as well as discussed with each building level leadership team in order to make all staff aware of the role each person plays in the district.	
	Target Date:	06/30/2016	
Tasks:			
		1. Identify which positions from Central Office who are serving as liaisons currently have job descriptions.	
		Assigned to:	Doug West
		Target Completion Date:	10/30/2015
		Comments:	Doug West, Assistant Superintendent of Personnel and Student Services, has identified three of the 12 Central Office liaison positions who currently have job descriptions. They include: Assistant Superintendent of Personnel and Student Services (last revised 10/09/15), District Athletic Director, and Coordinator of Communications.
		Task Completed:	10/30/2015
		2. Develop a draft job description for those Central Office liaison positions who do not currently have a job description in place.	
		Assigned to:	Doug West
		Target Completion Date:	05/20/2016
		Comments:	
		3. Review, update, revise and develop a job description that includes expectations regarding how the role of Director of Federal Coordinator, Testing, and Compliance supports each school in the district.	
		Assigned to:	Susan Ridings
		Target Completion Date:	11/20/2015
		Comments:	A job description for the Director of Federal Programs, Testing, and Compliance has been developed and reviewed.
		Task Completed:	11/13/2015

		4. Review, update, revise and develop a job description that includes expectations regarding how the role of Director of Gifted and Talented & Advanced Placement supports each school in the district.
		Assigned to: Roy Wilson
		Target Completion Date: 11/20/2015
		Comments: A job description for the Director of Gifted and Talented & Advanced Placement has been developed and reviewed.
		Task Completed: 11/17/2015
		5. Review, update, revise and develop a job description that includes expectations regarding how the role of Assistant Superintendent of Curriculum and Instruction supports each school in the district.
		Assigned to: Bridget Chitwood
		Target Completion Date: 12/31/2015
		Comments: A job description for the assistant superintendent of curriculum and instruction has been developed, reviewed, and filed.
		Task Completed: 01/04/2016
		6. Review, update, revise and develop a job description that includes expectations regarding how the role of Assistant Principal/Director of the Alternative Learning Center supports each school in the district.
		Assigned to: Dee Creed
		Target Completion Date: 12/31/2015
		Comments: A job description for the Assistant Principal/Director of the Alternative Learning Center has been developed and reviewed.
		Task Completed: 02/03/2016
		7. Review, update, revise and develop a job description that includes expectations regarding how the role of Director of Special Services supports each school in the district.
		Assigned to: Debbie Jones
		Target Completion Date: 01/29/2016
		Comments: A job description for the Director of Special Services has been developed and reviewed.
		Task Completed: 01/28/2016
		8. Review, update, revise and develop a job description that includes expectations regarding how the role of Athletic Director supports each school in the district.
		Assigned to: Matt Scarbrough
		Target Completion Date: 01/29/2016
		Comments: A job description has been developed for the athletic director that includes expectations of how this role will support each school in the district.
		Task Completed: 12/04/2015
		9. Review, update, revise and develop a job description that includes expectations regarding how the role of Director of Transportation and Maintenance supports each school in the district.
		Assigned to: Mickey Siler
		Target Completion Date: 02/29/2016
		Comments: The job description for the Director of Maintenance and Transportation (actually termed Director of Administration Services) has been developed and reviewed.

		Task Completed:	02/25/2016
		10. Review, update, revise and develop a job description that includes expectations regarding how the role of Assistant Superintendent of Human Resources supports each school in the district.	
		Assigned to:	Doug West
		Target Completion Date:	02/29/2016
		Comments:	A job description for the Assistant Superintendent of Human Resources has been developed to reflect how this position supports each school in the district.
		Task Completed:	12/04/2015
		11. Review, update, revise and develop a job description that includes expectations regarding how the role of Director of Food Services supports each school in the district.	
		Assigned to:	Karen Talbert
		Target Completion Date:	03/31/2016
		Comments:	
		12. Review, update, revise and develop a job description that includes expectations regarding how the role of Technology Director supports each school in the district.	
		Assigned to:	Caleb Wagnon
		Target Completion Date:	03/31/2016
		Comments:	A job description has been developed for the District Technology Coordinator that outlines how this position supports each school and the district as a whole.
		Task Completed:	12/04/2015
		13. Review, update, revise and develop a job description that includes expectations regarding how the role of Chief Financial Officer supports each school in the district.	
		Assigned to:	Rita Guess
		Target Completion Date:	04/29/2016
		Comments:	
		14. Review, update, revise and develop a job description that includes expectations regarding how the role of Communications Director supports each school in the district.	
		Assigned to:	Lauren Goins
		Target Completion Date:	04/29/2016
		Comments:	A job description for the Communications Director has been developed to reflect how this position supports each school in the district.
		Task Completed:	12/04/2015
		15. Each building principal will share the role of each Central Office liaison member with their individual Leadership Teams.	
		Assigned to:	Building Principals
		Target Completion Date:	09/30/2016
		Comments:	
Implement	Percent Task Complete:	11 of 15 (73%)	

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)
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Status	In Plan / No Tasks Created		
	Level of Development:	Initial : Limited Development 02/04/2016	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Sheridan School District employs four instructional specialists and two technology instructional specialists who work under the direction and supervision of the Assistant Superintendent of Curriculum and Instruction to operate as the Curriculum Team. The Curriculum Team's work is focused on aligning state standards with curriculum and assessment. The District provides professional development in the various content areas in the summer and throughout the school year. Representatives from each grade level (and school) participate in quarterly curriculum planning per subject level. These representatives return to each building and share the results of their work. The Sheridan School District website hosts a link to the district curriculum "box" in which literacy and math planners as well as curriculum guides are housed. Lesson Plans, PLC agendas, classroom walks, TESS, RTI, and common classroom assessments serve as the accountability of how teachers are utilizing these curriculum resources.</p>	
Plan	Assigned to:	Not yet assigned	
	Added:		

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)		
Status	Objective Met 1/15/2016		
	Level of Development:	Initial : Limited Development 09/10/2015	
		Objective Met - 01/15/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>At the beginning of the 15-16 school year, a formal Leadership Team was formed comprised of Central Office staff (Directors and building level principals. A schedule was developed in order to meet twice monthly as research reflects.</p>	
Plan	Assigned to:	Susan Ridings	
	Added:	09/10/2015	

	How it will look when fully met:	The district leadership team will be the model for each building level team-coordinate all programs toward improving student achievement. Agendas, meeting minutes, sign-in sheets will document this team's work.	
	Target Date:	05/06/2016	
	Tasks:		
	1. Create agendas that are focused on issues related to students achievement.		
	Assigned to:	Bridget Chitwood	
	Target Completion Date:	12/04/2015	
	Frequency:	twice monthly	
	Comments:	Sheridan School District Leadership Team meets consistently twice each month for periods of time ranging from half a day to all day, depending on the needs of the team members. Each agenda reflects the development of a team structure that will support student achievement and adult learning by focusing on what district team members need to support every building, staff member, and program within the district.	
	Task Completed:	01/07/2016	
	2. Agenda as will reflect 30 minutes at the beginning of each leadership team meeting that will focus on technology.		
	Assigned to:	Bridget Chitwood	
	Target Completion Date:	12/04/2015	
	Frequency:	twice monthly	
	Comments:	One or two members of the curriculum team is assigned to share a technology tool with the district leadership team twice each month. This practice has allowed the district leadership team an insight into practices and strategies teachers are using in the classroom. The curriculum team also holds "lunch and learn" technology sessions at each building, allowing staff members to learn technology related strategies in a risk-free environment.	
	Task Completed:	01/07/2016	
	3. District Leadership team will identify necessary committees/teams in order to develop, plan, and implement district initiatives.		
	Assigned to:	Jerrod Williams	
	Target Completion Date:	12/04/2015	
	Comments:	In order to achieve some of the tasks the DLT has established, it is necessary for a smaller "sub-group" to plan and implement the activity. Some examples include: Bus policies Interview teams wordsmithing our work	
	Task Completed:	01/07/2016	
Implement	Percent Task Complete:	3 of 3 (100%)	
	Objective Met (initial):	01/15/2016	

	Experience:	1/15/2016 Sheridan School District formalized the 15-16 district leadership team in July of 2015 during "off-site" professional development days in conjunction the Arkansas Leadership Academy. The Sheridan School District school board joined the team for a day and a half as well. The DLT met formally the first week of school and set a schedule for twice each month throughout the school year. The Assistant Superintendent of Curriculum and Instruction sets the agenda with input from all members and support from the Arkansas Leadership Academy. The team uses Indistar to guide the process of setting objectives and creating tasks in order to move toward district goals. By modeling this process at the district level, each building principal (who serves on the DLT) gains additional experience in leading his/her building leadership team through the same process.
	Sustain:	1/15/2016 Sheridan's DLT will continue to meet twice monthly, create agendas with student achievement as the focus, and work toward the completion of tasks/objectives set by the team.
	Evidence:	1/15/2016 Agendas and meeting minutes found within the Indistar system will serve as evidence that this objective has been met.