

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.

May 10, 2016

POCAHONTAS SCHOOL DISTRICT NCES - 511610

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	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: Limited Development 10/15/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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>The district conducts on ongoing needs assessment in regards to its four schools. Schools are frequently asked to communicate needs necessary to facilitate quality learning experiences for students. These needs requests include staffing requests, program requests, instructional materials requests, technology requests, etc..</p> <p>As part of this needs assessment process the district needs to do a more thorough job of monitoring and evaluating the effectiveness of specific programs, initiatives, etc. and then reallocate resources if and when specific expenditures do not show positive outcomes.</p>	
Plan	Assigned to:	Daryl Blaxton	
	Added:	11/30/2015	
	How it will look when fully met:	A component of our annual needs assessment, whereby the next year's budgeting process is developed, includes evaluations of existing programs, initiatives, etc. The results of these evaluations will be included in the discussion as to needs for the coming year.	
	Target Date:	08/01/2016	
	Tasks:		
		1. The district will facilitate a process whereby district & school budgets will be reviewed to identify programs and or initiatives that should be reviewed, regularly, to assess levels of effectiveness. A spreadsheet will be developed showing these programs and/or initiatives and the funding stream that supports them.	
		Assigned to:	Daryl Blaxton
		Target Completion Date:	05/31/2016

		Frequency:	once a year
		Comments:	
	2. The district will facilitate a process whereby evaluations designed to assess levels of effectiveness are developed for the identified programs and/or initiatives.		
		Assigned to:	Daryl Blaxton
		Target Completion Date:	07/31/2016
		Comments:	
	3. The district will facilitate a process whereby monitoring of the evaluations of the programs and/or initiatives occurs on a regular basis and timely revisions are made as needed.		
		Assigned to:	Daryl Blaxton
		Target Completion Date:	06/30/2017
		Frequency:	twice a year
		Comments:	Reviews will occur in December and May of each school year.
Implement	Percent Task Complete:		0 of 3 (0%)

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)		
Status	Full Implementation		
	Level of Development:	Initial: Full Implementation 11/30/2015	
	Evidence:	The district is able to attract and retain Highly Qualified and appropriately licensed teachers to meet the needs of its students. The district currently as 100% of its staff highly qualified and has only three staff members working off of an Additional Licensure Plan. Based on this status, the district feels that this indicator is being fully met.	
	Added:		

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Full Implementation		
	Level of Development:	Initial: Full Implementation 10/27/2015	
	Evidence:	All school principals and assistant principals are members of the district leadership team. Each principal is an active participant in district level decision making and then is the primary point of contact in regards to their buildings implementation towards meeting district initiatives and goals. Examples in flexibility would include professional development needs, utilization of fiscal and human resources, addition of special programs to meet the needs of the building, etc..	
	Added:		

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)		
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Status	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: Limited Development 11/30/2015	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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 has a number of extended learning time programs including but not limited to the following; RTI, after school tutoring, in school tutoring through Compass learning, summer school programs, etc.. To move to full implementation the district needs to develop more formalized identification and evaluation processes in some of its schools regarding these programs. The district will then need to make needed adjustments based on the results of the evaluation processes. This indicator will align with indicator IA10 and the accompanying reallocation of resources.	
Plan	Assigned to:	Daryl Blaxton	
	Added:	12/01/2015	
	How it will look when fully met:	The district will establish a list of extended learning time programs, develop an evaluation for each program and establish monitoring schedule whereby the evaluation data is periodically reviewed to determine levels of effectiveness. Adjustments to programming will be made based on the data.	
	Target Date:	06/30/2017	
	Tasks:		
	1. Each school will develop a list and/or inventory of if its extended learning programs.		
	Assigned to:	Building Principals	
	Target Completion Date:	06/30/2016	
	Comments:		
	2. Schools will review and amend, if needed, the purpose and goals of the identified programs.		
	Assigned to:	Building Principals	
	Target Completion Date:	08/31/2016	
	Comments:		
	3. Evaluations will be developed to determine the degree with which each program is meeting its desired purpose and achieving its goals.		
	Assigned to:	School Indistar Teams	
	Target Completion Date:	06/30/2017	
	Frequency:	twice a year	
	Comments:		
Implement	Percent Task Complete:	0 of 3 (0%)	

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	Full Implementation		
	Level of Development:	Initial: Full Implementation 10/27/2015	
	Evidence:	We are a small district with an administrative staff of the following; superintendent, curriculum & instruction specialist, SPED coordinator, food service director, transportation director, technology director, maintenance coordinator, and bookkeeper. Therefore, we are able to clearly communicate to staff the role responsibilities and whom to contact regarding specific issues. In addition, we have built in online processes to address transportation, technology, maintenance and purchase order requests. This further insures that specific issues are being routed to the correct person/department.	
	Added:		

Indicator	IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)		
Status	Tasks completed: 0 of 4 (0%)		
	Level of Development:	Initial: Limited Development 11/30/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	TBD	
Plan	Assigned to:	RoseMary Weaver	
	Added:	12/01/2015	
	How it will look when fully met:	The district will develop a scoring rubric, with the assistance of classroom teachers, that will be used to score and select curriculum for the district. A component of the rubric will be to ensure that the curriculum aligns with state standards and state assessments. Schedules will be established in each school whereby grade level and/or subject area teacher teams will regularly review the alignment of curriculum to standards and assessment. In addition, common assessments will be developed by these teacher teams to build in an accountability piece to ensure that the taught curriculum aligns with the written curriculum. Once established, ongoing monitoring and reviewing will occur through the teacher teams with oversight from the building principal and the district's curriculum specialist, Dr. RoseMary Weaver.	
	Target Date:	06/30/2016	
	Tasks:		
		1. The district will develop a "scoring" rubric for the analyses and selection of curriculums.	
	Assigned to:	RoseMary Weaver	

		Target Completion Date:	03/15/2016
		Comments:	
	2. The district will utilize an analysis rubric to score curriculums in making recommendations for local board adoption.		
		Assigned to:	Building Principals
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	
	3. Each school will conduct an inventory to determine the degree of use of common assessments in regards to tested areas.		
		Assigned to:	Building Principals
		Target Completion Date:	06/30/2016
		Comments:	
	4. The district will support it schools in facilitating a process whereby common assessments are developed in tested areas that are aligned to the state assessments.		
		Assigned to:	Daryl Blaxton
		Target Completion Date:	09/01/2016
		Comments:	
Implement	Percent Task Complete:		0 of 4 (0%)

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	Tasks completed: 1 of 4 (25%)		
	Level of Development:	Initial: Limited Development 10/27/2015	
	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>The district utilizes a district administrative team, a district-wide leadership team including building level leadership members, as well as a Task Force for Closing the Achievement Gap Committee. However, these practices are not carried out with fidelity within the district and/or each building.</p> <p>Next steps: Establish processes to put in place to create a more formalized and consistent use of the district and school team structures.</p>	
Plan	Assigned to:	Daryl Blaxton	
	Added:	11/30/2015	

	How it will look when fully met:	<p>There will be regularly scheduled meetings of the following; district administrative leadership team, district-wide school improvement team and Task Force for Closing the Achievement Gap Committee. Meetings may be as frequent as weekly and as infrequently as quarterly depending upon the nature and role of the specific committee. The Indistar Meeting & Agenda component will be used in structuring and facilitating these meetings.</p> <p>This process will be replicated at the school levels.</p> <p>The district will have a policy in place, approved by its' Governing Board of Directors, that communicates the expectations of this particular Indicator.</p>
	Target Date:	06/30/2016
	Tasks:	
	1. Communicate to all schools the expectation to create a leadership team within their school and provide support through the Indistar process in assisting them as needed.	
	Assigned to:	Daryl Blaxton
	Target Completion Date:	12/31/2015
	Frequency:	twice a year
	Comments:	Meetings were held during the 1st semester of the 2015-2016 school year with school level teams to begin implementing the Indistar software and school improvement protocol. School teams assessed the required 13 indicators and selected priorities to begin planning in regards to school improvement. During these meetings, the expectation of leadership teams at both the district and school levels was discussed.
	Task Completed:	01/31/2016
	2. Construct a district policy that officially incorporates the expectation of district and school leadership teams. This will be done through a review and potential modification of the ASBA model policy #5.4 School Improvement Teams.	
	Assigned to:	Daryl Blaxton
	Target Completion Date:	03/31/2016
	Comments:	
	3. Present the constructed policy to district and school stakeholders for review and feedback.	
	Assigned to:	Daryl Blaxton
	Target Completion Date:	04/15/2016
	Comments:	
	4. Modify policy, per stakeholder feedback, and present to the Pocahontas School District Board of Directors for approval.	
	Assigned to:	Daryl Blaxton
	Target Completion Date:	05/16/2016
	Comments:	
Implement	Percent Task Complete:	1 of 4 (25%)

