

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.

June 06, 2016

PARKERS CHAPEL SCHOOL DISTRICT NCES - 511220

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 12/04/2015
	Evidence:	Monthly meetings are held to go over budget and needs and to reallocate funds. Meetings are held each 9 weeks to review students progress and those needing instructional support.
	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	Full Implementation	
	Level of Development:	Initial : Full Implementation 12/04/2015
	Evidence:	No schools are designated as in need of improvement, but we continually assess our students and make changes in the curriculum as necessary.
	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 12/04/2015
	Evidence:	Each principal has the total autonomy to encourage teachers to do things differently in order to succeed. We revise curriculum annually, continually evaluate data and make adjustments as needed.
	Added:	

District Context and Support for School Improvement

Taking the change process into account

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Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 12/04/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	We are in the process of working on extended learning time programs.	
Plan	Assigned to:	Seth Williams	
	Added:	12/04/2015	
	How it will look when fully met:	Students will have the opportunity for extended learning time in grades 5-8.	
	Target Date:	02/29/2016	
	Tasks:		
	1. Schedule a time to address AIP's.		
		Assigned to:	Seth Williams
		Target Completion Date:	02/09/2015
		Frequency:	twice weekly
		Comments:	Teachers will provide tutoring to students after school to address their AIP's.
Implement	Percent Task Complete:		0 of 1 (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 12/04/2015	
	Evidence:	June Wells is assigned as the central office contact person along with Seth Williams, High School Principal and Carrie Burson, Elementary Principal.	
	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	Full Implementation		

	Level of Development:	Initial : Full Implementation 12/04/2015
	Evidence:	Personnel Policy Committee is formed and meets.
	Added:	