

# 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.

August 17, 2016

**eStem District** NCES - na

Key Indicators are shown in **RED**.

## District Context and Support for School Improvement

### Improving the school within the framework of district support

<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>		
<b>Status</b>	<b>Full Implementation</b>		
	Level of Development:	Initial: <b>Full Implementation</b> 11/18/2015	
	Evidence:	Budgets, expenditures, and staffing needs are reviewed monthly. Resources are reallocated based on identified areas of need (based on student learning outcomes, progress, and improvement status) through district leadership and school leadership meetings when reviewing data, and discussing areas of need weekly.	
	Added:		

<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 3/29/2016		
	Level of Development:	Initial: <b>Limited Development</b> 09/23/2015	
		<b>Objective Met</b> - 03/29/2016	
	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:	<p>Our building directors have had the flexibility to hire and train teachers. We have had situations where we haven't had a quality pool of teachers to select from. We are in the process of developing a recruiting and induction policy to improve recruitment, induction practices, and placement of teachers. Our goal is to have a policy of only hiring highly qualified teachers and an approval process for hiring and placement of teachers..</p> <p>We are doing a much better job with training and supporting. Last year a Chief of Academics was hired and created a district professional development and teacher support plan. Additionally, last year we had two instructional specialists, one for math and one for literacy. This year we have added one additional specialist to work with teachers in science. These specialists meet with teachers weekly to support with planning, training, and research-based teaching strategies.</p>	
Plan	Assigned to:	Cindy Barton	
	Added:	11/18/2015	
	How it will look when fully met:	We will have a plan in place for recruiting highly qualified teachers. We will also have a pamphlet that identifies the characteristics of the district and the schools that are attractive to teachers to draw teachers to eStem. We will have partnerships with universities and community colleges to recruit teachers in high-need areas. Our Stem resident program will continue to be in place to attract people in the Stem fields to join our staff and complete a year long residency to prepare them for teaching. We will have a solid professional development plan in place that addresses training and support needed for teachers to be successful.	
	Target Date:	03/04/2016	
	Tasks:		
	1. Develop a recruitment plan.		
		Assigned to:	Cindy Barton
		Target Completion Date:	02/19/2016

		Comments:	Recruitment strategies:  eStem personnel will attend job fairs across the state eStem pamphlets will be updated annually and disseminated at job fairs and colleges Current partnerships with local and state colleges (UALR; U of A; UCA) will be utilized to coordinate recruiting efforts with career placement offices Continue to cultivate and add new college partnerships Set up an eStem recruiting day on college campuses Create/Plan annual eStem job fair to be held on eStem campus  Subscribe to job search websites (The Job Search Handbook for Educators; SchoolSpring) Communicate with colleges to recruit STEM applicants to participate in the eStem Residency Program (in-house teacher training program) Advertise job openings in newspaper and online
		Task Completed:	03/07/2016
	2. Create a professional development plan.		
		Assigned to:	Bryan Swymn
		Target Completion Date:	02/05/2016
		Comments:	As a curriculum team, in collaboration with the leadership team, we determine the overall professional development needs of each school. We then determine if we can provide the professional development in house or we need to bring someone in from outside the district. After professional development is conducted, we send surveys to all teachers to determine the level of learning they believe they have achieved.  We also use PGPs, emails, surveys, and face to face communication to determine individual teacher needs. We take that information and determine if we should build in breakout sessions to a professional development day, use Arkansas IDEAS, or outside conferences based around the requests we received.
		Task Completed:	02/04/2016
	3. Utilize curriculum specialists/other leadership personnel to support teachers with observation feedback and resources.		
		Assigned to:	Bryan Swymn
		Target Completion Date:	02/05/2016
		Comments:	Curriculum Specialists observe teachers and discuss feedback and resources needed. The resources are reported to the Chief Academic Officer. The leadership personnel use the TESS process with teachers to observe and offer feedback.
		Task Completed:	02/04/2016
<b>Implement</b>	Percent Task Complete:		3 of 3 (100%)
	Objective Met (initial):		03/29/2016
	Experience:		3/29/2016 This process was very helpful in helping us streamline our hiring/recruiting process.

Sustain:	3/29/2016 Continue to create/update pamphlets for use as recruiting tools Continue to add recruitment strategies to the recruitment plan Continue to streamline the recruitment and hiring processes across all of our schools
Evidence:	3/29/2016 The recruitment plan is uploaded for review

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: Full Implementation 11/18/2015
	Evidence:	<p>The Chief Operating Officer meets twice a month with the Directors to listen to the directors' concerns and ensure that everyone's ideas are valued, and that support is offered by district level leaders.School level ACSIP meetings, Teacher Learning Community meetings,and staff meetings are held to provide opportunities for staff to collaborate on all levels to problem solve and strengthen the school improvement process. Central office leadership attends meetings and supports the directors, teachers, and staff to achieve goals. The school leaders have autonomy to control their own budgets, solicit input from staff, reallocate resources as needed, and address and correct instructional concerns.</p> <p>The COO will continue to provide professional development to train leaders to be effective. District level personnel will also continue to support the directors, teachers, and staff to ensure they have sufficient resources to be successful.</p>
	Added:	

#### District Context and Support for School Improvement

##### Taking the change process into account

<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: Full Implementation 02/04/2016
	Evidence:	<p>We monitor the progress of the intervention programs in the K-8 building through NWEA scores. The teachers that are providing the intervention receive merit pay if the kids grow/meet goal. This is how we monitor the progress in the K-8. In the high school we used PARCC data to determine the success of the after school tutoring. Based on the scores, we determined that the tutoring program was not successful. The tutoring program was rewritten using the data to ensure students were receiving practice and instruction based on their gaps in learning.</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	Objective Met 11/18/2015 11/18/2015		
	Level of Development:	Initial: Limited Development 08/27/2015	
		Objective Met - 11/18/2015 11/18/2015	
	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:	Divide and define tasks between CAO and COO to ensure that district leadership maintains close communication and provides necessary support to directors, instructional specialists and teachers.	
Plan	Assigned to:	John Bacon	
	Added:	08/27/2015	
	How it will look when fully met:	The CAO will schedule and hold weekly meetings with the instructional specialists. The COO will schedule and hold bi-weekly meetings with the directors. Agendas and meeting notes will be evidence toward implementation of this objective.	
	Target Date:	09/30/2015	
	Tasks:		
	1. Schedule meeting with instructional team.		
		Assigned to:	Bryan Swymn
		Target Completion Date:	09/30/2015
		Frequency:	weekly
		Comments:	
		Task Completed:	11/18/2015
	2. COO schedule bi-weekly meetings with directors.		
		Assigned to:	Cindy Barton
		Target Completion Date:	09/30/2015
		Frequency:	twice monthly
		Comments:	
		Task Completed:	11/17/2015
Implement	Percent Task Complete:	2 of 2 (100%)	
	Objective Met (initial):	11/18/2015	
	Objective Met (most recent):	11/18/2015	
	Experience:	11/18/2015 This objective was easy to accomplish. 11/18/2015 This objective was easy to accomplish.	

	Sustain:	11/18/2015 The CAO and the COO will need to continue meeting with the instructional specialists and directors. 11/18/2015 The CAO and the COO will need to continue meeting with the instructional specialists and directors.
	Evidence:	11/18/2015 Sign in sheets and agendas are available as evidence the meetings are taking place. 11/18/2015 Sign in sheets and agendas are available as evidence the meetings are taking place.

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: 2 of 3 (67%)		
	Level of Development:	Initial : Limited Development 09/09/2015	
	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:	We started creating a district curriculum guide 2014-2015 school year using a program called Build Your Own Curriculum. We have since switched to a new program, itsLearning, in order to continue the process. We changed programs in order to have something that was more user-friendly for teachers, parents, and other stakeholders. We also wanted a blended learning platform that will better serve our students in achieving 21st century skills. The process is being led by the district curriculum specialists who collaborate weekly with the teachers. Curriculum maps have been created for most subjects and are reviewed and updated regularly.	
Plan	Assigned to:	Bryan Swymn	
	Added:	09/09/2015	
	How it will look when fully met:	There will be curriculum guides in place for all subjects that teachers will use to drive instruction that is fully aligned to the Arkansas state standards.	
	Target Date:	07/15/2016	
	Tasks:		
		1. Instructional specialists work weekly during TLC meetings in order to complete the curriculum guides	
		Assigned to:	Bryan Swymn
		Target Completion Date:	09/25/2015
		Frequency:	weekly
		Comments:	These meetings are occurring weekly and curriculum guides have been created for all core subjects.
		Task Completed:	02/04/2016
	2. The curriculum guides will continue to be tweaked/updated.		
		Assigned to:	Bryan Swymn
		Target Completion Date:	03/18/2016

		Comments:	This is happening in weekly TLC meetings.
		Task Completed:	02/04/2016
		3. Curriculum guides need to be completed for elective courses.	
		Assigned to:	Bryan Swymn
		Target Completion Date:	04/22/2016
		Comments:	
<b>Implement</b>	Percent Task Complete:		2 of 3 (67%)

## School Leadership and Decision Making

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 11/18/2015		
	Level of Development:		Initial: <b>No development or Implementation</b> 11/04/2015
			<b>Objective Met</b> - 11/18/2015
			Will include in plan
	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:		We do not currently have a policy. We will develop this policy today.
<b>Plan</b>	Assigned to:		Cindy Barton
	Added:		11/04/2015
	How it will look when fully met:		Currently, school teams have been developed and are meeting biweekly. These teams are making progress toward assessing current goals. When this objective is fully met, we will have a policy in place that ensures consistent continuation of the work that is being done. The policy will be included in the district policy manual.
	Target Date:		11/06/2015
	<b>Tasks:</b>		
	1. Create policy		
		Assigned to:	Cindy Barton
		Target Completion Date:	11/06/2015
		Comments:	We will use the Wise Ways research to include the following elements in our policy: teams consist of no more than seven or eight members teams will work with team leader to create improvement plans obtain input from members, staff, and community communicate with all members of the school community
		Task Completed:	11/18/2015

<b>Implement</b>	Percent Task Complete:	1 of 1 (100%)
	Objective Met (initial):	11/18/2015
	Experience:	11/18/2015 This policy was easy to create because we already had the procedure in place. It just needed to be provided in writing as a policy.
	Sustain:	11/18/2015 We will need to continue to follow up with the schools. Currently, district level personnel are attending the meetings, which has proven positive interaction between the school and district.
	Evidence:	11/18/2015 These meetings are documented through agendas, sign in sheets, and progress that is documented in Indistar through the ACSIP meetings.