

# Comprehensive Plan Report

Activity in the last 12 months

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

8/17/2016

eStem High NCES - na

eStem District

## School Success Indicators

Key Indicators are shown in RED.

### 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)(All Schools,Focus,Priority)		
Status	Objective Met 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 10/07/2015	
		Objective Met - 03/09/2016	
	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:	The Leadership team is in place. We just need to write a description that outlines team members and roles. The high school is departmentalized. (i.e. Math, English, Social Studies, Foreign Language, Electives, Science, Special Education, and Building Level Administration)	
Plan	Assigned to:	Krista DuPriest	
	How it will look when fully met:	Instructional teams meet weekly. Building level administration meets weekly. Department teams meet every other week. The eStem Community Association meets once a month. Each team will send an email to Mrs. Washington including the Team Meeting Template that outlines the agenda, minutes, questions for administration, student issues, communication and curriculum issues.	
	Target Date:	10/23/2015	
	Tasks:		
		1. The ACSIP project managers will meet to determine if their are any additional shared objectives between the district and the schools.	
	Assigned to:	Schilling, Howard, Barton	
	Added date:	10/23/2015	
	Target Completion Date:	11/20/2015	
	Comments:	The only shared indicator between the schools and the district is ID01: A team structure is officially incorporated into the school governance policy.	
	Task Completed:	10/21/2015	
		2. The district ACSIP Leadership team will meet to develop the structure that will be incorporated into the school's policy.	

	Assigned to:	Cindy Barton
	Added date:	10/23/2015
	Target Completion Date:	10/23/2015
	Comments:	
	<b>Task Completed:</b>	<b>01/11/2016</b>
	3. The team will follow up on 10/23/15 to confirm that the new teams are sending the template to the Director's office at the conclusion of each meeting.	
	Assigned to:	Krista DuPriest
	Added date:	10/07/2015
	Target Completion Date:	10/23/2015
	Comments:	
	<b>Task Completed:</b>	<b>10/30/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/9/2016
	Experience:	3/9/2016 This objective was simple to execute once we established a digital way to upload meeting agendas. The most difficult part which was actually fairly easy was educating all of the department leaders how to upload meeting agendas electronically.
	Sustain:	3/9/2016 We will have to continue monitoring the meeting agendas being uploaded electronically.
	Evidence:	3/9/2016 We have electronic versions of all of the meetings that various departments in the school have regularly; these include meeting agendas and attendees.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Objective Met</b> 11/13/2015	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2015
		<b>Objective Met</b> - 11/13/2015
	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:	Teams already complete agendas and minutes. We do not have a district-wide system in place to maintain documents.
<b>Plan</b>	Assigned to:	Bryan Swymn
	How it will look when fully met:	We will begin by uploading agendas and minutes into Google One Drive. We will look at alternative options to get this information to teachers. Once this objective is met the leadership team would be able to access one folder to confirm that teams met and to review meeting minutes.
	Target Date:	10/23/2015
	<b>Tasks:</b>	

1. 1) Team members will Google One Drive and set up their own account.			
		Assigned to:	ALL
		Added date:	10/07/2015
		Target Completion Date:	10/23/2015
		Comments:	
		Task Completed:	10/23/2015
2. Accept the email from OneDrive which will add you to the share folder.			
		Assigned to:	ALL
		Added date:	10/07/2015
		Target Completion Date:	10/23/2015
		Comments:	
		Task Completed:	11/13/2015
3. Chief of Staff will upload minutes to OneDrive.			
		Assigned to:	Krista DuPriest
		Added date:	10/07/2015
		Target Completion Date:	11/20/2015
		Comments:	
		Task Completed:	11/13/2015
Implement	Percent Task Complete:		
	Objective Met:		11/13/2015
	Experience:		11/13/2015 It was user friendly and simple to execute.
	Sustain:		11/13/2015 Chief of Staff will continue to upload minutes and agendas.
	Evidence:		11/13/2015 We can access One Drive as necessary to provide documentation of implementation.
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 10/07/2015	
		Objective Met - 11/13/2015	
	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 team is meeting, however, we need to document and have more meetings to prove full implementation.
Plan	Assigned to:		Johnecia Howard
	How it will look when fully met:		The team will have at documentation proving that we've met at least

	How it will look when fully met:	twice a month.
	Target Date:	11/20/2015
	<b>Tasks:</b>	
	1. The process manager will send out invitations via Outlook to bi-monthly meetings.	
	Assigned to:	Johnecia Howard
	Added date:	11/13/2015
	Target Completion Date:	11/20/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	03/07/2016
	2. Team members will respond to the invitation confirming their attendance.	
	Assigned to:	ALL
	Added date:	11/13/2015
	Target Completion Date:	11/20/2015
	Frequency:	twice monthly
	Comments:	
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	11/13/2015
	Experience:	11/13/2015 The experience was simple and the objective was easy to meet.
	Sustain:	11/13/2015 The process manager must continue to send out invitations as reminders about bi-monthly meetings.
	Evidence:	11/13/2015 The agendas that we have created will serve as documentation for the regularity of our meetings.

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: No development or Implementation 03/04/2016	
	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:	Administrators currently conduct regular informal and formal observations. Those observations are uploaded into BloomBoard. The	

	Describe current level of	Curriculum team meets regularly.
<b>Plan</b>	Assigned to:	Johnecia Howard
	How it will look when fully met:	Curriculum team will look at administrative observations and use the data to aid in the plan of professional development.
	Target Date:	07/15/2016
	<b>Tasks:</b>	
	1. The leadership team will provide copies of the observations to the curriculum team.	
	Assigned to:	Maurice Guest
	Added date:	03/04/2016
	Target Completion Date:	06/01/2016
	Comments:	We will research ways to provide digital copies of the observations to the curriculum team.
	2. The curriculum team will use the observations to plan appropriate professional development for teachers.	
	Assigned to:	Bryan Swymn
	Added date:	03/04/2016
	Target Completion Date:	07/15/2016
	Frequency:	four times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/04/2016
	Evidence:	All teachers have provided the administration with copies of the Professional Growth Plans based off of classroom observations.
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/04/2016
	Evidence:	Chief Academic Officer has provided the leadership team with agendas and surveys that show professional development has been effectively implemented.
<b>School Leadership and Decision Making</b>		
<b>Expanded time for student learning and teacher collaboration</b>		
<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/11/2016
	Evidence:	Currently the school operates under both an extended year and an extended day as spelled out by our school's charter.
<b>School Leadership and Decision Making</b>		
<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>		
<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>	

<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/11/2016	
	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>Currently the school has the STEM Residency program which recruits professionals with STEM backgrounds that have no previous teaching experience but strong content knowledge. Over the course of the year we provide teaching pedagogy, professional development and workplace experience.</p> <p>We have informal partnerships with many local colleges/universities which helps in the recruitment and placement of new, highly qualified teachers.</p> <p>The administration regularly attends job fairs and stays in communication with many community organizations to recruit educators.</p> <p>In an effort to retain highly qualified teachers we offer merit pay (performance bonuses), in-house grants and our support team offers professional development, resources, mentorships and travel to regional and national conferences.</p> <p>Areas of opportunity include the following: district-wide recruitment goals, a streamlined hiring process and a program to recruit formerly retired professionals.</p>	
<b>Plan</b>	Assigned to:	Cindy Barton	
	How it will look when fully met:	We will have highly qualified teachers in every teaching position. All positions will be filled prior to the start of the academic year. Teacher retention would increase and our pool of potential candidates would be filled with innovative, energetic, hard working education professionals.	
	Target Date:	07/15/2017	

### Opportunity to Learn

#### Post-Secondary School Options

<b>Indicator</b>	<b>VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 12/11/2015	
	Evidence:	<p>Documentation:</p> <ul style="list-style-type: none"> <li>-ACT Explore is administered to 8th graders.</li> <li>-The PLAN test is used to identify careers and provides a spectrum of careers for 9th &amp; 10th graders.</li> <li>-ACHIEVE 3000 provides Lexile ranges for career choices.</li> <li>-Noble Impact is a course that teaches students to be innovative, explore internships, develop entrepreneurship opportunities and seek career interests that may not otherwise be available.</li> <li>-Formal Internship Program</li> <li>-Alumni speakers &amp; guest speakers</li> <li>-Counselors/teachers - course selection sheet used to complete HS graduation requirements. (multiple students graduating early)(blogs for</li> </ul>	

		college entrance applications) -AT&T mentors (interview building skills) -On campus college visits -College Week (K-12) (Financial aid information made available to students & parents) - Partnerships with Philander Smith College & Arkansas Commitment. - Compass is used as a college-ready test that can be taken for entrance into junior colleges & trade schools. -Fee waivers for low-income students. -Digital learning class for the ACT -Athletics, Engineering Department, Noble Impact, the Parent Center - used to help students with their decision-making process when deciding which colleges to apply. -Credit Recovery, Digital Lab, Achieve 3000 & ItsLearning - blended learning -Basic Skills: Noble Impact -Concurrent Credit -98% graduation rate -90% -Scholarship Amounts in 2014-2015 -2 Gates Millennium scholars -National Rhodes scholars
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## Curriculum, Assessment, and Instructional Planning

### Engaging teachers in aligning instruction with standards and benchmarks

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/04/2016	
	Evidence:	The Curriculum Team has created curriculum maps with units aligned to grade level specific standards.	

## Curriculum, Assessment, and Instructional Planning

### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 03/04/2016	
	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:	We currently offer the NWEA, ACT Aspire, practice ACT tests, the ACT and mock AP assessments. Additionally, we are conducting standards based assessments in the classroom at semester and at the end of the year.	

Plan	Assigned to:	Bryan Swymn	
	How it will look when fully met:	We will have our own in-house assessments showing standards-based mastery.	
	Target Date:	06/01/2017	
	Tasks:		
	1. Begin gathering all of the teachers' unit assessments each quarter.		
	Assigned to:	Specialists	
	Added date:	03/04/2016	
	Target Completion Date:	06/01/2016	
	Frequency:	four times a year	
	Comments:		
	2. Specialists in conjunction with the teachers will develop a pre/post test.		
	Assigned to:	Specialists	
	Added date:	03/04/2016	
	Target Completion Date:	06/01/2017	
	Frequency:	four times a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 11/13/2015	
	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:	This is potentially a 3-5 year process. We are currently in year 1 and working to implement a consistent curriculum that will be appropriate district-wide. Pacing guides are not in place because we need to modify them to make sure they align with the new ACT/ACT Aspire program. We've created a 70/30 assessment/assignment scale.	
Plan	Assigned to:	Bryan Swymn	
	How it will look when fully met:	We will have the following items available to our teachers: Pacing Guides Curriculum Resources Assessments Frameworks for the ACT/ACT Aspire	
	Target Date:	11/17/2017	
	Tasks:		



**Tasks:**

1. Continue creating district assessments that align to ACT/ACT Aspire and Common Core standards.

Assigned to: Bryan Swymn

Added date: 11/13/2015

Target Completion Date: 05/31/2016

Comments: The instructional team will create one assessment per week per grade level or subject area.

**Implement** Percent Task Complete: Tasks completed: 0 of 1 (0%)

**Family Community Engagement****Defining the purpose, policies, and practices of a school community**

**Indicator** IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)

**Status** Full Implementation

**Assessment** Level of Development: Initial: Full Implementation 03/11/2016

Evidence: The school is in full compliance. We offer a learning compact for all students and a separate Title I compact for parents/students. The school also hosts a Title I night where parents are provided with information about the school's parent center, the rights and responsibilities and a discussion is held about additional resources for Title I students. All Title I parents are invited to serve on the Title I advisory committee.