

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 29, 2016

Forrest City School District NCES - 506270

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	Objective Met 3/18/2016		
	Level of Development:	Initial: Limited Development 10/16/2014	
		Objective Met - 03/18/2016	
	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:	Funds have been reallocated to provide for more professional development. The district is in the planning stage. Other support includes: Data Days (dissagregation of interim assessment data four times a year, 4:30-7:30 p.m.), professional learning institutes, after school programs to include larger numbers of students, Saturday programs at the junior and high schools, use of interim assessments (ANet for grades 2-8 and TLI for grades 9-12), external providers, a School Improvement Specialist, etc. Currently the district has become more intentional in pulling funds for the redesigning of the alternative school environment. A district teacher institute was developed for teachers to attend at the beginning of the school year and the next institute has been arranged for November 6th and 7th. Monthly Institutes will continue with Principals, Assistant Principals, and Instructional Facilitators throughout the school year.	
Plan	Assigned to:	Tiffany Hardrick	
	Added:	10/16/2014	
	How it will look when fully met:	District administrators will utilize a cycle of implementation and monitoring (Self-directed improvement system) to consistently analyze each program. The leadership team has conducted research that supports the conclusion that when resources are distributed, over a period of time, which enables educators to fully implement district initiatives, this objective will be fully met. The documentation will be artifacts; minutes, agendas, sign-in sheets, spending documents, progress reports from school improvement specialists and external providers.	

	Target Date:	05/29/2015
	Tasks:	
	1. Conduct a system audit	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	06/09/2014
	Comments:	A 100 day plan was created after the systems audit.
	Task Completed:	06/30/2014
	2. Create a Theory of Action: Professional Development Institutes, change in culture for children and adults, beginning of school year in-service, interim assessment calendar, after school programs	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	06/09/2014
	Comments:	The components within the Theory of Action are on-going and will be a 3-year process.
	Task Completed:	03/17/2016
	3. Create a district-level team.	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	07/18/2014
	Comments:	The team has been created and includes academic, financial, and operations.
	Task Completed:	08/11/2014
	4. Develop a process to utilize human, fiscal and time resources to support school, staff and instructional improvement. (Theory of Action)	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	06/09/2014
	Comments:	The district has purchased curriculum resources, on-site professional development, and adjusted the original school calendar to provide more time for the evaluation of interim assessments.
	Task Completed:	01/20/2015
	5. The district will monitor its progress (finances, academic, and operations) using the Self-Directed Improvement System.	
	Assigned to:	Michael Hawkins
	Target Completion Date:	05/29/2015
	Comments:	The SDIS (a problem-solving process) will be used.
	Task Completed:	03/17/2016
Implement	Percent Task Complete:	5 of 5 (100%)
	Objective Met (initial):	03/18/2016
	Experience:	3/18/2016 Objective was met with a team effort based on Wise Ways.
	Sustain:	3/18/2016 We will continue to monitor and provide on-going professional development as needed.

Evidence:	3/18/2016 School progress monitoring tool, minutes from meetings, CWT data, student achievement data
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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: 22 of 31 (71%)

Level of Development:	Initial: Limited Development 02/24/2016	
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 district is in a continuous process for recruiting personnel in several areas that indicate need. The district is consistently providing high quality training for district leaders, school-level administrators, teachers, instructional facilitators, and classified personnel. The district provides support for the above listed job categories by providing learning opportunities that are both voluntary as well as district, federal, and state mandated. The district places personnel based on data results to ensure that personnel is being effective and efficient in their roles.

Plan

Assigned to:	Tiffany Hardrick
Added:	02/24/2016
How it will look when fully met:	The district will intentionally establish pipelines to recruit, train, and support all personnel to address the problems of schools in need of improvement.
Target Date:	06/30/2017

Tasks:

1. Supt or Designee will attend recruitment fairs in and out of state.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	08/31/2016
Comments:	
Task Completed:	03/17/2016
2. Media, district website, and networking outlets will be utilized to recruit personnel.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	08/31/2016
Comments:	
Task Completed:	03/17/2016
3. Supt. and core leadership team attended Summer Standards Institute training in Washington D.C.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	07/31/2015
Comments:	

		Task Completed:	07/31/2015
		4. District leaders and school level building leadership teams attended the School Improvement Conference.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/30/2016
		Comments:	
		Task Completed:	03/17/2016
		5. Voluntary District led professional development retreat for K-12.	
		Assigned to:	Michael Hawkins
		Target Completion Date:	07/31/2015
		Comments:	
		Task Completed:	07/31/2015
		6. Supt. provided celebration support to leaders and teachers around the district's vision and mission.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/01/2015
		Comments:	
		Task Completed:	11/30/2015
		7. Efficacy training was provided to personnel in all schools.	
		Assigned to:	Michael Hawkins
		Target Completion Date:	08/31/2015
		Comments:	
		Task Completed:	12/18/2015
		8. Continuous Research for Better Teaching training was provided for all schools.	
		Assigned to:	Susan Berry
		Target Completion Date:	02/19/2016
		Comments:	
		Task Completed:	02/29/2016
		9. Educational consultant provided standards institute training to district leadership.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	08/31/2015
		Comments:	
		Task Completed:	08/31/2015
		10. District PD was provided in the areas of CKLA, NGSS, C3 Frameworks, Math and ELA shifts, P.E./ TESS as well as data analysis from interim assessments for k-12.	
		Assigned to:	Zrano Bowles
		Target Completion Date:	10/09/2015
		Comments:	
		Task Completed:	10/09/2015
		11. SDIS (Self-Directed Improvement System) training was provided for school level leaders and district leaders.	

		Assigned to:	Michael Hawkins
		Target Completion Date:	10/23/2015
		Comments:	
		Task Completed:	11/13/2015
	12. School site visits were conducted for CKLA, and GO Math! by curriculum consultants to provide feedback on implementation of curriculum.		
		Assigned to:	Michael Hawkins
		Target Completion Date:	11/30/2015
		Comments:	
		Task Completed:	11/30/2015
	13. Follow up training for CKLA implementation was provided for Central Elementary.		
		Assigned to:	Michael Hawkins
		Target Completion Date:	11/30/2015
		Comments:	
		Task Completed:	10/30/2015
	14. District provides grow- your- own program, Frontline Leadership to recruit teachers as leaders in the district.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	05/07/2016
		Comments:	
	15. Continuous Bloomboard training is provided to school leaders.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	05/10/2016
		Comments:	
	16. District PD was provided for data analysis for interim assessments for all schools.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	12/18/2015
		Comments:	
		Task Completed:	12/18/2015
	17. District provided training for RBT, Special Services Co-Teaching, Bloomboard, Checking for Understanding, Digital Classroom, Who Moved My Cheese, Agile Minds, Engage New York, Laws of Leadership, Science Hands-on Approach, Teen Suicide Awareness and Prevention and Text-based Planning with Expeditionary Learning for all personnel.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	01/05/2016
		Comments:	
		Task Completed:	01/05/2016
	18. Federal Program Fall Conference training was provided through ADE.		
		Assigned to:	Sandra Mills
		Target Completion Date:	09/25/2015
		Comments:	

		Task Completed:	09/25/2015
	19. District data analysis PD was provided for all schools based on interim assessments. School - based PD was led by building leaders for all schools in the afternoon.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	02/12/2016
		Comments:	
		Task Completed:	02/12/2016
	20. Winter Standards Institute training in Boston was provided for the Deputy Supt., School Improvement Specialists, school level leaders, instructional facilitators, and teacher representatives.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	02/19/2016
		Comments:	
		Task Completed:	02/19/2016
	21. District Leaders and school level leaders will attend the School Turnaround Conference at Harvard.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/10/2016
		Comments:	
	22. District and school level leaders and teams will attend the School Improvement Conference in Hot Springs.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	06/24/2016
		Comments:	
	23. The district will provide a District Level Retreat in Casscoe Wildlife Farms to revisit, revise, and plan a theory of action.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/28/2016
		Comments:	
	24. ELL tutor will participate in the ELL academy.		
		Assigned to:	Sandra Mills
		Target Completion Date:	06/30/2016
		Comments:	
	25. Special Services will provide follow up training for co-teaching based on training provided by ADE.		
		Assigned to:	Lisa Birmingham
		Target Completion Date:	08/31/2016
		Comments:	
		Task Completed:	03/18/2016
	26. The school level leaders and teacher representatives will attend the Summer Standards Institute in Boston, Ma.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	07/31/2016

		Comments:	
		27. Federal Programs Coordinator and a School Improvement Specialist representative will attend the Arkansas Leadership Summit in Little Rock	
		Assigned to:	Sandra Mills
		Target Completion Date:	02/26/2016
		Comments:	
		Task Completed:	02/26/2016
		28. District provides support by assigning a locally hired School Improvement Specialist for each school to provide job embedded PD based on the 7 Turnaround Principles.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/05/2015
		29. School Improvement Specialist have collaborative meetings and individual check-ins with Deputy Supt. and Supt. on a weekly basis.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	10/05/2015
		Comments:	
		Task Completed:	10/05/2015
		30. District supports Finance and Operations in required training mandated by both federal and state.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/30/2016
		Comments:	
		31. The Supt. utilizes various types of data with a team approach to choose personnel to address issues in schools.	
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	06/30/2016
		Comments:	
Implement	Percent Task Complete:		22 of 31 (71%)

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Objective Met 3/18/2016		
	Level of Development:	Initial : Limited Development 09/17/2015	
		Objective Met - 03/18/2016	
	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:	Based on the Wise Ways recommendations, we are currently implementing to some extent all 15 recommendations of NWREL. We are in the process of making adjustments to better serve schools and allow them more autonomy over accountability in ensuring that buildings understand the role of external providers. For example, our current organization supports each individual building in a tiered model in helping schools gather data and use it to make necessary changes to instruction, professional development, scheduling, and organization. We are also recruiting participants for Frontline Leadership program to create a pipeline for turnaround leaders.
Plan	Assigned to:	Tiffany Hardrick
	Added:	09/17/2015
	How it will look when fully met:	When this objective is fully met, schools will have earned autonomy based on accountability and results that will indicate that they are succeeding and performing more effectively. The evidence will be trend data that indicates growth in academics, attendance, and culture.
	Target Date:	07/01/2016
Tasks:		
	1. Select Cohort 2 participants for Frontline Leadership program to create a pipeline of turnaround leaders to recruit leaders from within the district.	
	Assigned to:	Zrano Bowles
	Target Completion Date:	10/16/2015
	Frequency:	once a year
	Comments:	
	Task Completed:	10/30/2015
	2. Continue to implement professional development support tailored to each school by having curriculum consultants visit and create an individualized plan for ongoing support.	
	Assigned to:	Zrano Bowles
	Target Completion Date:	10/26/2015
	Frequency:	four times a year
	Comments:	
	Task Completed:	03/18/2016
	3. Continue to build community support for change using two-way communication (radio interviews, newspapers, community forums, automated call system, surveys, etc.) for parents and stakeholders.	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	07/01/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	03/18/2016
	4. Meet with external providers (ANet, TLI, APSRC, The Sanders Group, Efficacy,RBT etc..) to address expectations of expected services to support the district's vision.	
	Assigned to:	Tiffany Hardrick

		Target Completion Date:	07/01/2015
		Frequency:	once a year
		Comments:	
		Task Completed:	08/10/2015
	5. Select new leadership for schools.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	08/03/2015
		Frequency:	once a year
		Comments:	
		Task Completed:	08/31/2015
	6. District Leadership Team (Academic, Finance, Operations) meets to determine resources for all schools.		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	07/01/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	03/17/2016
	7. The district has reorganized to provide a tiered model designed with a unified, coherent focus to support instructional improvement for principals, vice principals, instructional facilitators, and teachers (The Academic Team).		
		Assigned to:	Tiffany Hardrick
		Target Completion Date:	07/01/2015
		Frequency:	once a year
		Comments:	
		Task Completed:	07/24/2015
	8. Conduct initial meetings to disaggregate data, identify goals, and determine next steps with building leadership teams.		
		Assigned to:	Zrano Bowles
		Target Completion Date:	08/27/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	09/30/2015
Implement	Percent Task Complete:	8 of 8 (100%)	
	Objective Met (initial):	03/18/2016	
	Experience:	3/18/2016 This objective was met based on Wise Ways.	
	Sustain:	3/18/2016 Conitune to analyze and interpret data to make decisins that drive the district's vision and mission.	
	Evidence:	3/18/2016 Minutes, PD map for the year, contracts for external provider support.	

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	Tasks completed: 5 of 9 (56%)		
	Level of Development:	Initial: Limited Development 02/24/2016	
	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 district currently has programs such as after school programs, reteach plans, credit recovery, and ACT Prep to provide extended learning time opportunities related to school improvement.	
Plan	Assigned to:	Sandra Mills	
	Added:	02/24/2016	
	How it will look when fully met:	All schools will improve education and increase student learning and achievement by increasing the time students engage in productive, academic learning.	
	Target Date:	08/12/2016	
	Tasks:		
	1. SIS work collaboratively with school leaders to plan and create programs.		
	Assigned to:	Sandra Mills	
	Target Completion Date:	09/30/2015	
	Comments:		
	Task Completed:	09/30/2015	
	2. SIS met with school leaders to explain the operation and academic structure for the program, and to recruit staff and students.		
	Assigned to:	Susan Berry	
	Target Completion Date:	09/30/2015	
	Comments:		
	Task Completed:	09/30/2015	
	3. SIS provided training on operations and academic structures for implementation, monitoring and supporting the programs.		
	Assigned to:	Susan Berry	
	Target Completion Date:	09/30/2015	
	Comments:		
	Task Completed:	09/30/2015	
	4. SIS monitor programs daily.		
	Assigned to:	Susan Berry	
	Target Completion Date:	04/08/2016	
	Comments:		

	5. ANET (k-8), TLI (9-12), and teachers identify the low performing standards that need reteaching during data day based on interim assessments.
	Assigned to: Michael Hawkins
	Target Completion Date: 05/31/2016
	Comments:
	6. Teachers review the result of the reteach to determine next steps.
	Assigned to: Michael Hawkins
	Target Completion Date: 05/31/2016
	Comments:
	7. Credit Recovery (10-12) is provided for struggling learners based on need.
	Assigned to: Renata Bryant
	Target Completion Date: 08/12/2016
	Comments:
	8. ACT Prep (10-12) is provided for students to prepare for ACT exams.
	Assigned to: Renata Bryant
	Target Completion Date: 08/12/2016
	Comments:
	Task Completed: 03/01/2016
	9. Incentives are provided to students who attend 8 out of 10 days and demonstrate progress academically.
	Assigned to: Michael Hawkins
	Target Completion Date: 04/08/2016
	Comments:
	Task Completed: 03/18/2016
Implement	Percent Task Complete: 5 of 9 (56%)

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 3/18/2016		
	Level of Development:	Initial: Limited Development 09/10/2015	
		Objective Met - 03/18/2016	
	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 district has created an Academic Team with a tiered level of support, which ranges from principal, vice principal, instructional facilitators, to teachers. The team has scheduled monthly meetings for Instructional team meetings on every campus to monitor school progress. Professional development has been provided for the school leadership teams and will also be provided for teachers. Professional development will be ongoing throughout the course of the school year.
Plan	Assigned to:	Zrano Bowles
	Added:	09/10/2015
	How it will look when fully met:	The Academic Teams first initial meeting modeled how schools should conduct their meetings. These meetings will focus on school progress such as academics, attendance, and culture. These meetings will not only focus on school-wide issues, but also on individual student and teacher strengths and weaknesses. The monitoring will be done on a monthly basis to show evidence of progress. This evidence will consist of agendas, minutes, Self - Directed Improvement System (SDIS)reports, observation trackers, Achievement Network (ANet)data, The Learning Institute (TLI) data, feedback documents, Professional Growth Plans (PGPs), LEADS and TESS documentation.
	Target Date:	06/30/2016
	Tasks:	
	1. Hired a Deputy Superintendent of Curriculum and Instruction.	
	Assigned to:	Tiffany Hardrick
	Target Completion Date:	08/03/2015
	Comments:	
	Task Completed:	07/10/2015
	2. Create a district level academic team with a tiered level model for principals, vice principals, instructional facilitators, and teachers.	
	Assigned to:	Zrano Bowles
	Target Completion Date:	08/03/2015
	Comments:	
	Task Completed:	07/24/2015
	3. Academic Team reviews all school data to drive decisions for tiered support.	
	Assigned to:	Zrano Bowles
	Target Completion Date:	08/12/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	08/31/2015
	4. District Academic Team shares school data findings in Instructional Team meetings- School Letter Grade, ANet data, TLI data, and Science data. The team provides next steps to view individual student data.	
	Assigned to:	Zrano Bowles
	Target Completion Date:	08/27/2015
	Frequency:	monthly

		Comments:	
		Task Completed:	08/28/2015
		5. Professional development will be provided to the district academic team and to each school leadership team as well as teachers: *Efficacy *Shifts in CCSS *Bloomboard *SDIS *RBT (Research for Better Teaching) *Curriculum in August, October, December, January, and February *Interim Assessments (TLI, ANet)	
		Assigned to:	Zrano Bowles
		Target Completion Date:	05/31/2016
		Frequency:	four times a year
		Comments:	
		Task Completed:	03/18/2016
Implement	Percent Task Complete:	5 of 5 (100%)	
	Objective Met (initial):	03/18/2016	
	Experience:	3/18/2016 This objective was met based on Wise Ways.	
	Sustain:	3/18/2016 We will continue to create, support, and implement programs that will impact all stakeholders.	
	Evidence:	3/18/2016 Minutes of meetings, agendas, external provider reports	

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: 5 of 7 (71%)		
	Level of Development:	Initial : Limited Development 10/16/2014	
	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:	The district is in the beginning stages of implementation of the adopted curriculum. The correlation between PARCC, EngageNY, and Arkansas state standards in all subject areas lead to the decision to purchase reading and math resources to support the instructional program.	
Plan	Assigned to:	Sandra Mills	
	Added:	10/20/2014	
	How it will look when fully met:	The implementation of the adopted curriculum with fidelity will be documented by the performance on TESS and LEADS. As a result, when this objective is fully met, our students will be achieving at or above the districts AMO (Annual Measurable Objective). All schools will have a designation of Achieving Status. The evidence will be the results on the state test (based on gains by all schools in the state), increase in interim assessments, and increase in student reading levels.	
	Target Date:	05/26/2017	

Tasks:	
1. Identify the math and literacy curriculum the district will use that is aligned with Common Core and all other subject areas aligned to the Arkansas state standards.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	07/31/2015
Comments:	The curriculum has been identified for math and literacy. Professional development has been provided to align the shifts with science and social studies. The district will provide additional support in these areas for the 2015-2016 school year.
Task Completed:	07/24/2015
2. Purchase the resources to support the identified curriculum. (EngageNY)	
Assigned to:	Tiffany Hardrick
Target Completion Date:	08/01/2014
Frequency:	once a year
Comments:	The resources have been purchased. Finances will be allocated for replacement of resources as needed.
Task Completed:	07/24/2015
3. The district contracts with consultants to train teachers and administrators on how to implement the resources to support the curriculum.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	05/29/2015
Frequency:	once a year
Comments:	Consultants conducted professional development in August, November and school visits in January and February and will return in August for Phase II.
Task Completed:	08/31/2015
4. Central office instructional staff monitors schools' implementation of curriculum resources.	
Assigned to:	Michael Hawkins
Target Completion Date:	05/26/2016
Frequency:	weekly
Comments:	The district monitors the curriculum with walk-throughs, weekly professional development with the building Instructional Facilitators, and Professional Learning Communities and through Interim Assessment data.
5. The internal school improvement specialist and consultants provide professional development on the common core shifts.	
Assigned to:	Tiffany Hardrick
Target Completion Date:	05/30/2014
Frequency:	weekly
Comments:	Professional development has been provided through Teacher Leadership Institutes, Principal Leadership Institutes and weekly Instructional Facilitator sessions.
Task Completed:	03/18/2016

	6. The internal school improvement specialist and consultants will work with schools with lesson plan designs around the Common Core Shifts.
	Assigned to: Tiffany Hardrick
	Target Completion Date: 05/29/2015
	Frequency: weekly
	Comments: The internal school improvement specialist and consultant worked with schools weekly until all staff members were trained. Monitoring continues by the leadership team.
	Task Completed: 01/16/2015
	7. Teachers will participate in PLC's to analyze data to develop lessons to drive classroom instruction.
	Assigned to: Michael Hawkins
	Target Completion Date: 05/29/2016
	Frequency: weekly
	Comments: Teachers analyze common assessment data during weekly Professional Learning Communities. Interim assessment data is analyzed during Data Days.
Implement	Percent Task Complete: 5 of 7 (71%)

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	Add a Task		
	Level of Development:	Initial: Limited Development 11/30/2015	
		Objective Met -	
	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 are currently implementing a team structure for the school level. However, the parental component is captured in a different forum.	
Plan	Assigned to:	Tiffany Hardrick	
	Added:	02/24/2016	
	How it will look when fully met:	The district will have a common team structure for each school consisting of a Leadership Team (principal and teacher leaders), teacher Instructional Teams, and a School Community Council (majority of members are parents). Each team will have a specific purpose and scheduled time to meet.	
	Target Date:	08/31/2015	
	Tasks:		

		1. Research and review Arkansas School Board Association adopted poilcy for structure.	
		Assigned to:	Sandra Mills
		Target Completion Date:	12/18/2015
		Comments:	
		Task Completed:	03/18/2016
Implement	Percent Task Complete:	1 of 1 (100%)	