

Comprehensive Plan Report

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.

12/15/2016

FOUKE HIGH SCHOOL NCES - 50636000380

FOUKE SCHOOL 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)

Status Tasks completed: 0 of 1 (0%)

Assessment Level of Development: Initial: **Limited Development** 12/09/2015

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: *A proposed policy has been created by ASBA.
*The district ACSIP Leadership team has looked at and discussed changes to the policy.
*The building ACSIP Leadership team has agreed with the changes to the policy set forth by the District ACSIP Leadership Team.

Plan Assigned to: Kayla Wicker

How it will look when fully met: *The Personnel Policy Committee will meet and adopt or make changes the policy.
*The policy will be voted on by the school board members.
*The policy will then be placed in the District/Building Policy Handbooks.

Target Date: 06/30/2017

Tasks:

1. *The revised policy will go to the Personnel Policy Committee approval.

Assigned to: Kayla Wicker

Added date: 12/09/2015

Target Completion Date: 06/30/2016

Comments:

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

Indicator ID04 - All teams prepare agendas for their meetings.(39)

Status Full Implementation

Assessment Level of Development: Initial: **Full Implementation** 10/28/2015

Evidence: All meetings have sign-in sheets, agenda and minutes in order to document participation and to keep the meeting on task.

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)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/28/2015	
	Evidence:	Scheduling meetings with agendas. Meeting and discussing goals, and taking steps to accomplish them. Team members are provided tasks to accomplish and help to reach goals.	
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 03/28/2016	
	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:	1) Observations are conducted in order to gather data for evaluation criteria and to analyze professional development needs. 2) Evaluation data is utilized to plan professional development in order to consciously meet staff requirements and goals for professional growth.	
Plan	Assigned to:	Kayla Wicker	
	How it will look when fully met:	1) The Leadership Team will obtain the principal's summary reports of classroom observations. 2) The classroom observation summary reports will be analyzed by the Leadership Team in order to diagnose the greatest needs for professional development. 3) Once the greatest needs for professional development have been identified, then professional development will be scheduled and planned. 4) The information needed to provide evidence that this objective is fully met will be observation summary reports, lists of required professional development, list of presenters, professional development dates, agendas, and sign-in sheets for professional development meetings.	
	Target Date:	08/15/2017	
	Tasks:		
	1. 1) Acquire principal summary reports of classroom observations and professional improvement plan. 2) Analyze the classroom observation summary reports. 3) Develop a list of professional development technical knowledge and skills. 4) Plan and schedule professional development technical knowledge and skills as well as presenters. 5) Reserve professional development venues. 6) Create professional development agenda and sign-in sheets. 7) Evaluate professional learning. 8) After the teacher training, classroom observations are conducted again to see if the professional development changed the behaviors and skills of those who attended.		
	Assigned to:	Ronnie Herron	
	Added date:	03/28/2016	

	Target Completion Date:	08/14/2017	
	Frequency:	once a year	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Objective Met 10/19/2016		
Assessment	Level of Development:	Initial: Limited Development 03/16/2016	
		Objective Met - 10/19/2016	
	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:	*Certified staff creates goals and individual professional development plans based on classroom observations.	
Plan	Assigned to:	Carman Cross	
	How it will look when fully met:	1) Every certified teacher will have an individual professional development plan based on classroom observations. 2) The information needed to provide evidence that this objective is fully met will be classroom goals tagged with components, classroom observations, completed individual professional development plan.	
	Target Date:	08/15/2016	
	Tasks:		
	1. 1) Teachers will create one to two goals to focus classroom instruction, assessment, or strategies. 2) Tag each goal with components from domains 2 and/or 3. 3) Schedule classroom observation. 4) Meet with the evaluator during a post observation conference to discuss the observation and current individual professional development plan. 5) Revise the individual professional development plan based on observation results. 6) Certified teachers are to plan part of their 36 hours of professional development based on their individual professional development plan. 7) The evaluator and teacher meet at the end of each school year to determine if the goals for the individual professional development plan have been met. If the current goals have been met, then new goals are created based on the teacher's classroom observation. If the current goals have not been met then the teacher may extend the current individual professional development plan into the upcoming school year.		
	Assigned to:	Ronnie Herron	
	Added date:	03/28/2016	
	Target Completion Date:	08/15/2016	
	Frequency:	once a year	
	Comments:	During our beginning of the school year in-service, each teacher completed their professional growth plan and submitted it to the principal. The professional growth plan will be used for informal evaluation purposes and will add in planning teacher professional development throughout the school year and during the upcoming summer break.	
	Task Completed:	08/12/2016	

Implement	Percent Task Complete:	
	Objective Met:	10/19/2016
	Experience:	10/19/2016 During our beginning of school professional development each teacher chose 2 to 3 goals to include in their PGP (Professional Growth Plan). The PGP was created and a copy was provided to the principal. Formal and informal observations will be scheduled throughout the school year in order to monitor teacher and classroom progress.
	Sustain:	10/19/2016 At the beginning of each school year, before the students arrive, teachers will choose 2 to 3 new goals to focus on throughout the school year. These goals will be included in their PGP and will be monitored throughout the school year during each teacher's classroom observation.
	Evidence:	10/19/2016 PGPs were created including the goals each teacher wants to accomplish. The PGPs for each teacher were submitted to the principal to be utilized during classroom observations.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/28/2015
	Evidence:	*The school provides professional development which is mandated by the state. *Each certified employee records professional development on their Shoebox to document the PD attended and to keep track of total professional development hours. *Southwest Arkansas Educational Cooperation sends out surveys to receive teacher input into what type of professional development is needed or would like to be requested based on content and individual needs of the school staff.
School Leadership and Decision Making		
Expanded time for student learning and teacher collaboration		
Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 02/23/2016
	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:	*Summer school is currently provided for 4 weeks during the summer from 8:00-12:00, four days a week. *DI (Destination Imagination) is available to all students to create projects based on a scenario. Students are then able to compete with other students across the state of Arkansas. Students can progress from the local, state, and global competitions. Students meet after school to work through and create their scenario. The students then spend time practicing for their competitions.
Plan	Assigned to:	Brenda Page

	How it will look when fully met:	*The majority of students in our district will have opportunities to participate in extended learning times resulting in the improvement of state mandated tests.	
	Target Date:	07/03/2017	
	Tasks:		
	<ol style="list-style-type: none"> 1. Plan and provide summer school for all students who need additional instruction. 2. Communicate with the students what extended learning time would consist of. 3. Possibly look into creative scheduling such as morning, and after school classes. 4. Look at other districts to see how they offer extended learning times. 		
	Assigned to:	Ronnie Herron	
	Added date:	02/23/2016	
	Target Completion Date:	07/01/2016	
	Comments:		
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
School Leadership and Decision Making			
Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			
Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)		
Status	Tasks completed: 0 of 1 (0%)		
Assessment	Level of Development:	Initial: Limited Development 01/27/2016	
	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>*Provide opportunity for advancement to personnel within the school district as a priority, afterwards the job will be offered to general educational professionals.</p> <p>*Provide pay scale raises to employees you gain additional educational hours.</p>	
Plan	Assigned to:	Carman Cross	
	How it will look when fully met:	<p>*We will have a high retention rate of school employees. Documentation will be signing of contracts by all school employees.</p> <p>*Administrators will attend job fairs to recruit highly qualified teachers.</p>	
	Target Date:	06/30/2016	
	Tasks:		
	<ol style="list-style-type: none"> 1. *Attend job fairs <p>*Support teachers through professional development certification and degrees.</p>		
	Assigned to:	Ronnie Herron	
	Added date:	01/27/2016	
	Target Completion Date:	06/30/2016	
	Frequency:	once a year	

	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Curriculum, Assessment, and Instructional Planning		
Engaging teachers in aligning instruction with standards and benchmarks		
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	
Status	Tasks completed: 0 of 1 (0%)	
Assessment	Level of Development:	Initial: Limited Development 11/10/2015
	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:	Each department has a variance of development in standard-aligned units. Each teacher has developed units that are aligned to standards in their particular content area. The focus will be on common planning periods to allow teachers the opportunity to create units that are vertically aligned for each subject area and/or grade level.
Plan	Assigned to:	Lisa Tweedy
	How it will look when fully met:	Each instructional team will meet and develop standard aligned units for each content area. Teachers will have digital or hard copies of the units which can/will be shared vertically with all teachers within that content area.
	Target Date:	07/29/2016
	Tasks:	
	1. Each content area teacher will have standards for their subject area. 2. Teachers will meet together and create units of instruction to be used in their classroom to vertically align subject areas and to keep instruction focused on the content standards.	
	Assigned to:	Lisa Tweedy
	Added date:	11/10/2015
	Target Completion Date:	07/29/2016
	Comments:	Some content areas already have instructional units created that focuses on their particular content.
Implement	Percent Task Complete:	Tasks completed: 0 of 1 (0%)
Curriculum, Assessment, and Instructional Planning		
Assessing student learning frequently with standards-based assessments		
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/10/2015
	Evidence:	TLI and Mastery Connect are utilized to progress monitor in English, Math, and Science. ACT Aspire Interim tests will be utilized once they are released on December 1, 2015.
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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/17/2015
	Evidence:	<ul style="list-style-type: none"> *Lesson plans show the implementation of the common core state standards. *Standards are readily available as needed. *Make sure assessments are aligned to the standards as curriculum changes. This can be accomplished through professional development and content level meetings with teacher reflection as a key component.

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	FE04 - 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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/28/2016
	Evidence:	Fouke Public School has created a School-Parent-Student Compact & Acknowledgement. This compact is given to every high school student at the beginning of each new school year. The parent and student are required to sign and date this compact which is kept on file in the high school office.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/17/2015
	Evidence:	<ul style="list-style-type: none"> *Students are given the opportunity to speak with college counselors and admission specialists on the high school campus. *Students are provided assistance in signing up for the ACT Test, scholarship and financial aid opportunities. *Students are allowed 3 excused absences to go and tour college campuses. *The school counselor provides information to students to make them aware of available scholarships that can be acquired to further their educational career. *Students are allowed access to vocational and technical classes paid for by the school at an alternate location with transportation provided to the students beginning in their sophomore year of high school. *The school provides students the opportunity to take one free ASVAB test and speak to military recruiters as well as provided one free ACT test to help provide access to college.

High School: Opportunity to Learn

Assist students with transitions

Indicator	HS13 - The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).(5523)	
Status	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 12/01/2016
	Evidence:	<p>*College and Career Speakers - A survey was given to the student body to identify different career fields that students were interested in. The survey was then used to outline a list of career professionals to come speak with students. Every Monday, a career professional or a college recruiter comes and speaks with seniors.</p> <p>*The High School provides students with college days. We have taken seniors to Southern Arkansas University to visit the campus and it's amenities.</p> <p>*We have had college recruiters from Southern Arkansas University, University of Central Arkansas, and University of Arkansas Community College at Hope come and speak to all seniors. Each student is given 2 excused absences to go on their own to visit colleges of their choice.</p> <p>*Senior were taken to a College Fair at Texas A&M University in Texarkana. Almost every college in the state of Arkansas and several colleges from Texas as well as military recruiters were at the college fair to speak with seniors and provide information about the college and to answer questions that students may have had.</p> <p>*Fouke High School will be providing a FAFSA Night for students and parents to come and fill out their FAFSA Forms. School and college employees will be at the FAFSA Night to answer questions and help as needed to assist parents/students in completing the appropriate forms.</p> <p>*Fouke High School provides seniors with the JAG program which is a work release program so that students go to school for half of a day and then are released to go to their jobs.</p> <p>*Military recruiters come to the school to speak with students who are interested in joining the military.</p> <p>*Clubs and organizations are provided for students such as HOSA, FCCLA, etc. to help students choose a career as well as professionals attending club meetings to speak with students.</p>