

# 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.

April 13, 2017

## SOUTH SIDE SCHOOL DISTRICT NCES - 512570

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>	Tasks completed: 1 of 2 (50%)		
	Level of Development:	Initial: <b>Limited Development</b> 12/11/2015	
	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:	The school strives to conduct needs assessments to monitor curriculum and the needs of our staff and students. The information gathered is used to make decisions concerning budgeting, allocation of resources, staffing and interventions.	
<b>Plan</b>	Assigned to:	Kelly Leonard	
	Added:	01/05/2016	
	How it will look when fully met:	When this success indicator is fully met in the district we will be using staff efficiently and ensuring that the allocation of staff is consistent with school improvement priorities. Time will be considered as the most valuable resource. The community will be used when possible. Resources will be used proactively instead of reactively and rescheduling should support the school's instructional focus and professional development will be embedded.	
	Target Date:	05/30/2017	
	<b>Tasks:</b>		
	1. Annual evaluation of utilization of faculty and staff.		
	Assigned to:	Kelly Leonard	
	Target Completion Date:	05/30/2016	
	Frequency:	twice a year	
	Comments:	This is one of the areas that we do a fairly good job in, however, there is always room for improvement. Each year teaching strengths and weaknesses need to be looked.	
	2. More frequent and indepth evaluation of student achievement. Use this information to help drive programs and instruction.		

		Assigned to:	Julie Permenter
		Target Completion Date:	05/30/2017
		Frequency:	four times a year
		Comments:	<p>We tend to look at student assessments at the first of the year, but once the school year starts that data is put on the back burner. We need to be using not only state assessments, but also using classroom and interim assessments to drive daily instruction.</p> <p>Update: South Side is currently using the ACT Aspire Interim testing program. Since we started using this program last year the use of the information gathered from the reports to help drive instruction has increased dramatically.</p> <p>This is an on going process and restarts with each school year.</p>
		Task Completed:	05/22/2015
<b>Implement</b>	Percent Task Complete:		1 of 2 (50%)

<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>Full Implementation</b>		
	Level of Development:	Initial: Full Implementation 01/05/2016	
	Evidence:	Fortunately our district is in a location where it's easy to recruit teachers and our school has not been in school improvement. The district strives to hire high qualified teachers and support staff for all positions.	
	Added:		

<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 10/08/2015	
	Evidence:	Leaders are given sufficient authority in decisions about schedules, budgets, and personnel. School leaders are also given the freedom to make decisions about implementing innovative and researched based programs to improve student achievement. Principals interview and make recommendations for hiring personal. Principals with the help of office staff and the counselors develop the schedules for high school and elementary. They are free to make changes as they see fit.	
	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>		
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<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: <b>Full Implementation</b> 10/01/2015
	Evidence:	South Side currently has before and after school tutoring programs in the High School and Elementary schools. To evaluate the effectiveness of this program several factors are examined. A parent survey is sent out each school year to determine the need for such a program, attendance in the program is recorded and the progress of these students in their class work is monitored. This information helps us to determine if the program is achieving the desired results.
	Added:	

### District Context and Support for School Improvement

#### Clarifying district-school expectations

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: <b>Full Implementation</b> 10/05/2015
	Evidence:	South Side is a small school district so communication flows easily from the central office to the High School and Elementary School. Each building has a principal and we also have an additional principal who coordinates policies and information for the district.
	Added:	

<b>Indicator</b>	<b>IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>	
<b>Status</b>	<b>Objective Met</b> 12/14/2016	
	Level of Development:	Initial: <b>Limited Development</b> 10/01/2015
		<b>Objective Met - 12/14/2016</b>
	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:	A cohesive district curriculum guide aligned with state standards has not been completely developed. Grade level and department teachers work to develop curriculum that is aligned with state standards, however, the work of the teachers has not been compiled in one complete guide.
<b>Plan</b>	Assigned to:	Kelly Leonard
	Added:	02/23/2016
	How it will look when fully met:	The district will have a cohesive district curriculum guide aligned with state standards.
	Target Date:	08/01/2018

	<b>Tasks:</b>	
	1. 1. Print a current copy of the CCSS and Next Generation science standards for each teacher.	
	Assigned to:	Julie Permenter
	Target Completion Date:	05/20/2016
	Comments:	Teachers need a copy of the revised common core state standards and next generation science standards.  Update: Teachers received a copy of the updated Arkansas State Standards and the new Science standards at the beginning of the year professional development.
	<b>Task Completed:</b>	<b>08/09/2016</b>
	2. 2. Print a copy of each subject areas state frameworks and give them to teachers of those subjects.	
	Assigned to:	Tim Smith
	Target Completion Date:	05/13/2016
	Comments:	Each Secondary teacher received an updated copy of their subject areas Arkansas State Standards and the new science standards at the beginning of the year Professional Development.
	<b>Task Completed:</b>	<b>08/09/2016</b>
<b>Implement</b>	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	12/14/2016
	Experience:	12/14/2016 We contacted the Arch Ford Co-op print shop and had them print a copy of the updated standards for each of our teachers.
	Sustain:	12/14/2016 The curriculum Coordinator will stay informed of curriculum changes from the State Department of Education and make sure all teachers have the new standards and are given the opportunity to attend professional development activities to familiarize them with any changes.
	Evidence:	12/14/2016 1. Arch Ford Printed the standards 2. The Standards were distributed at the August in-service 3. Copies are placed in each building's workroom

<b>Indicator</b>	<b>IC06 - The district provides the technology, training, and support to facilitate the school's data management needs.(33)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
	Level of Development:	Initial: <b>Limited Development</b> 12/14/2016	
	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:	All teachers have been trained in the following programs: eSchool, Student GPS and ASIS All of these systems are used to collect student data.	
<b>Plan</b>	Assigned to:	Not yet assigned	

Added:	
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## 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>
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**Status** **No decision has been made**

Level of Development:	Initial: <b>Limited Development</b> 09/04/2014
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	<b>Objective Met -</b>
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Index:	9	(Priority Score x Opportunity Score)
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Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
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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)
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Describe current level of development:	We currently have a district core team in place. Each school has a designated parental involvement liason and has an active PTSO. We are actively recurring more parents to become part of the parental involvement committee.
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<b>Plan</b> Assigned to:	Kelly Leonard
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Added:	09/04/2014
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How it will look when fully met:	When this objective is fully met in our district we will have at least five parents on each school's team. The teams will be actively involved in planning and implementing student and parental involvement activities.
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Target Date:	05/30/2016
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**Tasks:**

	1. Have a meeting of the core team in which members will sign in and notes will be taken.
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	Assigned to:	Kelly Leonard
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	Target Completion Date:	08/25/2014
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	Frequency:	four times a year
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	Comments:	The core team decided to have quarterly meetings. To revise the parental involvement plans and to actively work to recruit more parents to participate in the parental involvement committee planning.
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	Update:	The parental involvement team meets regularly to plan activities. We still are working on the recruitment of parents to participate in planning.
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	<b>Task Completed:</b>	<b>08/09/2016</b>
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	2. The parental involvement committee will be placed on the agenda for the PTSO meeting to seek out parent volunteers to add to the committee. Minutes will be provided.
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	Assigned to:	Kelly Leonard
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	Target Completion Date:	09/15/2014
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		Comments:	The Parental Involvement liaison is on the PTSO/Open house agenda each year. They inform parents of the services available to them through our parental involvement center.
		Task Completed:	05/22/2015
	3. The parental involvement committee will have monthly meetings. Members will sign in, minutes will be taken, an agenda will be provided.		
		Assigned to:	Kelly Leonard
		Target Completion Date:	09/08/2014
		Frequency:	monthly
		Comments:	The parental involvement committee attempts to meet each month, however, this is sometimes hard to do with busy schedules. So to keep informed during the months that the committee can't meet they stay in touch through text and email.
		Task Completed:	05/22/2015
	4. Committe will plan the years activities. These activities will include informational tables set up at school functions, math and literacy nights, Fall Festival and other activities as needed. Pictures will be taken at these events and there will be a sign in sheet at each function.		
		Assigned to:	Travis Love
		Target Completion Date:	10/15/2014
		Frequency:	twice a year
		Comments:	This year the committee has the following activities planned: 1. Open House-August 2. Fall Festival- October 3. Information table at Basketball game - October 4. Literacy night- December 5. Awards Assembly 6. Information table at Basketball game- January 7. Awards assembly and Awards banquet- May 6.
		Task Completed:	08/10/2016
<b>Implement</b>	Percent Task Complete:		4 of 4 (100%)

<b>Indicator</b>	<b>ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)</b>		
<b>Status</b>	<b>No decision has been made</b>		
	Level of Development:	Initial: <b>Limited Development</b> 12/11/2015	
		<b>Objective Met -</b>	
	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 regularly looks at school performance data and uses this data to help make decisions about school improvement and professional development. However, the use of aggregated classroom observation data has not been considered in the decision making process as much as it should be.
<b>Plan</b>	Assigned to:	Kelly Leonard
	Added:	02/23/2016
	How it will look when fully met:	The Leadership Team meets quarterly to assess school performance data and aggregated classroom observations. The findings will help drive curriculum and instruction.
	Target Date:	08/01/2017
	<b>Tasks:</b>	
	1. Leadership team meeting to assess data in the spring of 2016 2. Team will disaggregate data 3. Findings will be shared with stakeholders	
	Assigned to:	Kelly Leonard
	Target Completion Date:	05/31/2016
	Frequency:	twice a year
	Comments:	The leadership team met in August 2015 to review the ACT Aspire test data. This information was shared with teachers at the August Professional Development. Teachers are continually reviewing the ACT Aspire interim data.
	<b>Task Completed:</b>	<b>08/10/2016</b>
<b>Implement</b>	Percent Task Complete:	1 of 1 (100%)