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Cotter School District

10/11/2017

**Comprehensive Progress Report**

**Mission:**

The mission of Cotter School District is to provide an environment conducive to the emotional, intellectual, and physical growth of each child. Cotter School District will provide its students with the skills necessary to acquire, assimilate, and analyze information.

We will strive to develop each child's fullest potential by promoting a positive self-concept and meeting individual needs.

We believe that education should be a major priority of both school and community and will work toward this goal by involving parents and community to the fullest extent possible.

**Goals:**

Schools will be supported by the district to help students be successful.

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! = Past Due Actions

KEY = Key Indicator

<b>Core Function:</b>		District Context and Support for School Improvement			
<b>Effective Practice:</b>		Improving the school within the framework of district support			
	<b>IA07</b>	The district sets district, school, and student subgroup achievement targets.(7)	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Target group scores are disaggregated and reviewed by grade levels.	Limited Development		03/16/2017
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<b>Notes:</b>					
<b>IA10</b>	The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The district monitors needs of students based on evidenced needs assessments and provides needed resources throughout the school year.	Full Implementation		02/10/2016
<b>IA14</b>	The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)(AllDistricts)		<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		High quality teachers are actively supported and provided supports to be successful.	Limited Development		02/10/2016
<b>How it will look when fully met:</b>		Attrition among school staff will be minimal.		Airl Cheek	02/28/2018
<b>Action(s)</b>	<b>Created Date</b>		0 of 1 (0%)		
1	2/29/16	Data will be taken to study staff attrition.		Airl Cheek	05/26/2017
<b>Notes:</b>		Information is being gathered to look at patterns of attrition. Data will be analyzed to study patterns.			

	IA15	The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Modes of instruction on both campuses are provided latitude to use research-based methods which vary from traditional approaches. The district allows for flexibility of PD to meet individual teacher needs.	Full Implementation		
<b>Core Function:</b>		District Context and Support for School Improvement			
<b>Effective Practice:</b>		Taking the change process into account			
	IB13	The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		ACT Aspire formative assessments, STAR Reading, STAR Math, DIBELS, and teacher made assessments track student progress.	Limited Development		
<b>How it will look when fully met:</b>		Data from students in various extended learning time programs will be disseminated to look at student growth from various data points.		Misty Haynes	05/25/2018
<b>Action(s)</b>	<b>Created Date</b>		0 of 1 (0%)		
1	2/29/16	STAR data of students enrolled in the After School Achievement Program (ASAP) will be reviewed for individual and group progress.		Johnny Gunsoles	05/26/2017
	<b>Notes:</b>	After the next administration of the STAR test, data will be disseminated.			
<b>Core Function:</b>		District Context and Support for School Improvement			
<b>Effective Practice:</b>		Clarifying district-school expectations			
	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)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		The district employees an instructional coach, Johnny Gunsoles, to work with both the elementary and high school.	Limited Development		
<b>How it will look when fully met:</b>		Mrs. Haynes, instructional coach, will work with teams from both the elementary school and the high school. Various available data will be reviewed to monitor progress.	Objective Met	Misty Haynes	03/17/2018
<b>Action(s)</b>	<b>Created Date</b>		1 of 1 (100%)		
1	2/29/16	Mrs. Haynes will meet with teams from both the high school and elementary throughout the school year to monitor longitudinal data.	Complete 03/30/2016	Misty Haynes	05/26/2017
	<b>Notes:</b>	The instructional coach has been meeting with teams from both the high school and elementary.			
	IC03	District and school decision makers meet at least twice a month to discuss the school's progress.(30)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Weekly leadership meetings are scheduled but sometimes do not take place due to schedule conflicts.	Limited Development		
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
	<b>Notes:</b>				
	IC05	The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Teachers teach to the common core standards and Arkansas frameworks.	Limited Development		
<b>How it will look when fully met:</b>		Teachers will have access to both vertically and horizontally aligned curriculum.		Misty Haynes	05/25/2018
<b>Action(s)</b>	<b>Created Date</b>		0 of 1 (0%)		
1	2/29/16	Grade level meetings will be held to review current curriculum.			05/26/2017
	<b>Notes:</b>	Grade level meetings are being held periodically.			
	IC06	The district provides the technology, training, and support to facilitate the school's data management needs.(33)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		RTI groups are tracked through use of technology.	Limited Development		
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
	<b>Notes:</b>				
<b>Core Function:</b>		School Leadership and Decision Making			

<b>Effective Practice:</b>		<b>Establishing a team structure with specific duties and time for instructional planning</b>			
	<b>ID01</b>	<b>A team structure is officially incorporated into the school governance policy.(36)(AllDistricts)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Mutiple teams and committees exist across the school district structure.	Limited Development 02/15/2016		
<b>How it will look when fully met:</b>		The team structure will be established in school policy.		Airl Cheek	05/25/2018
<b>Action(s)</b>	<b>Created Date</b>		0 of 1 (0%)		
1	2/29/16	The team structure will be established in school policy.		Airl Cheek	05/25/2017
<b>Notes:</b>		Discussions as to the wording of such structure have been held.			
<b>Core Function:</b>		<b>Conditions for Learning</b>			
<b>Effective Practice:</b>		<b>Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed</b>			
	<b>CL12</b>	<b>All district personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5198)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Future PD may include working with students of poverty.	Limited Development 03/16/2017		
<b>How it will look when fully met:</b>					
<b>Action(s)</b>	<b>Created Date</b>				
<b>Notes:</b>					