

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 30, 2016

Mineral Springs School District NCES - 509780

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	Full Implementation		
	Level of Development:	Initial: Full Implementation 10/21/2015	
	Evidence:	Budgets are planned at the beginning of the year and resources are allocated accordingly.	
	Added:		

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: 2 of 5 (40%)		
	Level of Development:	Initial: Limited Development 10/21/2015	
	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:	Currently we have a curriculum coordinator on each campus. These ladies will be assigned the task of School Improvement Specialist on their respective campuses due to the labels of "focus" status that has been assigned this year. These ladies will be included in the District Level Leadership Team as necessary in order to work with the district administration to help improve student performance. The Mineral Springs School District will also work towards attracting and retaining highly effective educators for the district.	
Plan	Assigned to:	Curtis Turner	
	Added:	10/21/2015	

	How it will look when fully met:	In order to meet this objective, the district and the school board are working hard to implement a salary schedule that is competitive with surrounding districts in order to attract and retain highly qualified teachers to the district. In order to do this the school board would like to increase the 15-16 salary schedule by an additional 3% over the 14-15 salary schedule. In addition, the school board is looking at providing all health insurance and dental insurance for all of its employees. In order for this objective to be fully met, the curriculum coordinators/school improvement specialists will submit weekly or bi-weekly reports to the District Leadership Team in order for the team to be aware of all activities that are being accomplished on both the elementary and high school campuses. Copies of reports, sign-in sheets and minutes from meetings held on each campus will need to be turned in to Wendy Reed.	
	Target Date:	05/31/2016	
	Tasks:		
	1. Have the school board vote to approve offering/paying for health and dental insurance for all full time employees.		
	Assigned to:	Curtis Turner	
	Target Completion Date:	08/03/2015	
	Comments:	Have the school board vote on this during its August meeting.	
	Task Completed:	08/10/2015	
	2. Have the board vote to approve a 3% raise across the board to the current salary schedule that was in effect during the 14-15 school year.		
	Assigned to:	Curtis Turner	
	Target Completion Date:	09/07/2015	
	Comments:	The 3% increase will be presented to the school board at its monthly meeting for September.	
	Task Completed:	09/14/2015	
	3. Kim Erwin will hold team meetings as needed on the elementary campus. Copies of sign-in sheets and minutes will be turned in to Wendy Reed as each meeting is held.		
	Assigned to:	Kim Erwin	
	Target Completion Date:	11/30/2015	
	Frequency:	twice monthly	
	Comments:	Kim and I have discussed the fact that she needs to turn in her sign-in sheets and minutes from team meetings that she has, preferably as soon as she has the meetings. However, as busy as they are on the campuses, they will try to at least turn in copies to me twice a month for me to review. (Several meeting notes may be turned in at the same time).	
	4. Sandra Rhone will hold team meetings as needed on the high school campus. Copies of sign-in sheets and minutes will be turned in to Wendy Reed as each meeting is held.		
	Assigned to:	Sandra Rhone	
	Target Completion Date:	11/30/2015	
	Frequency:	twice monthly	

		Comments:	Sandra and I have discussed the fact that she needs to turn in her sign-in sheets and minutes from team meetings that she has, preferably as soon as she has the meetings. However, as busy as they are on the campuses, they will try to at least turn in copies to me twice a month for me to review. (Several meeting notes may be turned in at the same time).
		5. Wendy Reed will keep binders with copies of team meeting agendas and minutes for each campus in the administration office for review.	
		Assigned to:	Wendy Reed
		Target Completion Date:	11/30/2015
		Frequency:	monthly
		Comments:	na
Implement	Percent Task Complete:		2 of 5 (40%)

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	In Plan / No Tasks Created		
	Level of Development:	Initial : Limited Development 10/21/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Principals have the autonomy to make decisions on their campuses. They are monitored frequently by the superintendent due to this being their 2nd year as administrators.	
Plan	Assigned to:	Curtis Turner	
	Added:	10/21/2015	
	How it will look when fully met:	Principals will run their buildings efficiently and with little administrative oversight.	
	Target Date:	05/31/2016	

District Context and Support for School Improvement

Taking the change process into account

Indicator	IB01 - The district operates with district-level and school-level improvement teams.(16)		
Status	Full Implementation		
	Level of Development:	Initial : Full Implementation 10/21/2015	
	Evidence:	Teams meet on a regular basis and report to the school board monthly.	
	Added:		

Indicator	IB02 - The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(17)	
Status	Not a priority or interest	
	Level of Development:	Initial: No development or Implementation 10/21/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	This is done at the school level
	Added:	

Indicator	IB04 - For each school in need of rapid and substantial improvement (restructuring or turnaround, for example), the district ensures that the options chosen reflect the particular strengths and weaknesses of the school.(19)	
Status	Not a priority or interest	
	Level of Development:	Initial: No development or Implementation 10/21/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	We are not in restructuring
	Added:	

Indicator	IB07 - The district ensures that school improvement initiatives include research-based, field-proven programs, practices, and models.(22)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/21/2015
	Evidence:	The superintendent approves all professional development and ensures that any school improvement initiative includes research-based and proven models of practice.
	Added:	

Indicator	IB09 - The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.(24)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/21/2015
	Evidence:	Principals have been sent to additional training involving "focus" schools in order to ensure they are applying needed programs for school improvement.
	Added:	

Indicator	IB10 - The district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning.(25)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 10/21/2015
	Evidence:	Principals are provided additional training during the summer months in order to increase their knowledge and ability to motivate their staff and community, and in order to communicate more effectively.

	Added:	
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Indicator	IB11 - The district ensures that school improvement plans in rapid improvement situations include "quick wins," early successes in improvement.(26)	
Status	Not a priority or interest	
	Level of Development:	Initial : No development or Implementation 10/21/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	School improvement plans have been generated to best meet the needs of each campus. They are developed by teams and are monitored by district personnel.
	Added:	

Indicator	IB12 - The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement.(27)	
Status	Not a priority or interest	
	Level of Development:	Initial : No development or Implementation 10/21/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	Not an interest
	Added:	

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial : Full Implementation 10/21/2015
	Evidence:	Principals are members of the District Leadership Team and keep the superintendent informed of the programs and strategies currently being implemented on their campuses. They report to the school board updates at each monthly board meeting.
	Added:	

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	Full Implementation	
	Level of Development:	Initial : Full Implementation 10/21/2015
	Evidence:	Wendy Reed is the district contact person for each campus and maintains close communication with the school and its progress.
	Added:	

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	In Plan / No Tasks Created		
	Level of Development:	Initial: Limited Development 10/21/2015	
	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:	Curriculum guides need to be developed for each campus in order to more clearly monitor what is expected at each school.	
Plan	Assigned to:	Not yet assigned	
	Added:		

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	Full Implementation		
	Level of Development:	Initial: Full Implementation 10/21/2015	
	Evidence:	Teams are in place at the District and School levels. Teams meet regularly and minutes are kept. More documentation is necessary in order continue this effort. Meetings are sometimes held and sign-in sheets are forgotten so this will need to be monitored in order to assure meetings are held in accordance with the timeline suggested by the district office.	
	Added:		