

# 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.

October 13, 2016

## GREEN FOREST SCHOOL DISTRICT NCES - 506870

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>IA08 - The school board and superintendent present a unified vision for school improvement.(8)</b>		
<b>Status</b>	<b>Objective Met</b> 12/15/2015		
	Level of Development:	Initial: <b>No development or Implementation</b> 10/08/2015	
		<b>Objective Met -</b> 12/15/2015	
		Will include in plan	
	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 committee currently has discussed the fact that we have no vision, but we have a mission in place. The current mission states: Green Forest School District in partnership with the parents and community has a shared commitment to help all students become successful life long learners. Go Tigers!	
<b>Plan</b>	Assigned to:	Lisa Carlon	
	Added:	10/08/2015	
	How it will look when fully met:	The district will have a clear vision statement to guide us. We will include the vision statement on our school website. In order to support the school vision, the school board and superintendent will develop policies that support student learning and school improvement. Program plans (summer school, alternative education, ELL, etc) and student data will be agenda items. Building principals will report monthly on student activities, achievements, current events and relevant topics (agenda item). School board will be invited monthly to "visit" a program and/or school. The Monday prior to a schedule board meeting will be the set aside date.	
	Target Date:	12/15/2015	
	<b>Tasks:</b>		
		1. The committee will work on developed phrases and research additional supporting material. Then we will meet back to organize and make decisions on our vision statement.	
	Assigned to:	Rhonda Hutchins	

		Target Completion Date:	11/05/2015
		Comments:	Vision and mission phrases will be sent out by Rhonda. All committee members will send back suggested statements. The list will be compiled for review.
		Task Completed:	11/02/2015
	2. Compile 3 vision statements that have been revised.		
		Assigned to:	Trish Evans
		Target Completion Date:	11/06/2015
		Comments:	Trish will use her notes from meeting on vision statements. We have reviewed 11 vision statements. The team agreed upon 3 vision statements with changes approved by the team after much collaboration.
		Task Completed:	11/06/2015
	3. Use survey monkey to allow all staff to make decisions on the district vision statement.		
		Assigned to:	Lisa Carlon
		Target Completion Date:	11/19/2015
		Comments:	Three statements will be sent from Trish.
		Task Completed:	11/19/2015
	4. The parent members on the committee will present the vision statement to the school board for a first read and eventual approval.		
		Assigned to:	Lisa Carlon
		Target Completion Date:	12/14/2015
		Comments:	
		Task Completed:	12/15/2015
<b>Implement</b>	Percent Task Complete:	4 of 4 (100%)	
	Objective Met (initial):	12/15/2015	
	Experience:	12/15/2015 Leadership team worked to develop mission statement; teachers were surveyed and asked to identify statement; board approved statement.	
	Sustain:	12/15/2015 review annually	
	Evidence:	12/15/2015 school board agenda, survey information	

<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: 3 of 4 (75%)		
	Level of Development:	Initial: <b>Limited Development</b> 09/14/2015	
	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:	Current level: meeting(s) with Dr. Summers, Anna Asbury, Rhonda Hutchins for budget (district, stat, categorical). Building principals provide information (from teacher/building needs) for budgeting items. Information given to Rhonda Hutchins May of school year; budgeting meeting(s) in July. Revisions on going, final amendment/adjustment by May 1.
<b>Plan</b>	Assigned to:	Rhonda Hutchins
	Added:	11/05/2015
	How it will look when fully met:	The district will regularly reallocate resources as needed. Budgets will be prepared annually by the Central Office staff for district operating funds (July); and federal or state categorical funds will be developed per rules and regulations for approved expenditures within the ADE identified time frame. The school board and superintendent will review and approve budgets, with ADE assurances for program compliance as needed. As district and building level school improvement teams identify what is working and what is not, funds will shifted to meet needs. Reallocation of funds are on an as needed basis (monthly, mid-year and end of year) and will be the responsibility of the superintendent and/or federal program coordinator. Professional development will be aligned with staff needs as identified on Spring Green Forest School District Survey and OUR Cooperative Survey; funds will be allocated for travel, registration, materials and purchased service. Title 1 funds are K-8; use of NSLA funds to provide needed supplemental resources for high school staff/students.
	Target Date:	07/11/2016
	<b>Tasks:</b>	
	1. Run Cognos reports monthly and give copies to Rhonda.	
	Assigned to:	Trish Evans
	Target Completion Date:	12/01/2015
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	<b>12/03/2015</b>
	2. Google Spreadsheet with following categories for building leadership teams to discuss/respond to: Description Reminders: Reminder that all districts must address general descriptions within the ACSIP including the purpose and program evaluation of the State Categorical funded programs, positions, and other expenditures. Within this description, identify needs assessment/process, evaluation of the interventions was identified and allowable expenditures. Please review the schools for allowable expenditures. Refer to the list of questions below. *** 1. What is the process for determining the funding source needs at the district and school? 2. How does the district describe the programs, positions, or other expenditures to support needs?3. How does the district intend to evaluate the effectiveness of the programs and positions?	
	Assigned to:	Lisa Carlon
	Target Completion Date:	02/05/2016
	Comments:	Spreadsheet will be shared with building leadership team
	<b>Task Completed:</b>	<b>02/05/2016</b>
	3. Rhonda will talk to the building level leadership teams about resources and funding.	
	Assigned to:	Rhonda Hutchins

		Target Completion Date:	04/11/2016
		Comments:	Discussed current budget, source of funding, allowable expenditures; requested data and information for 2016-17 planning
		Task Completed:	04/12/2016
	4. Review of final budget: district, federal, state categorical; determine carryover		
		Assigned to:	Federal Programs Coordinator
		Target Completion Date:	07/11/2016
		Comments:	Review of final 2015-16 expenditures; submit budgets as needed; carryover balances
<b>Implement</b>	Percent Task Complete:		3 of 4 (75%)

<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>Objective Met</b> 12/7/2015		
	Level of Development:	Initial: <b>Limited Development</b> 09/14/2015	
		<b>Objective Met -</b> 12/07/2015	
	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:	Recruitment, novice teacher induction program, highly qualified teacher/staff report, minority teacher recruitment report, math stipends for hard to retain courses are all addressed with ADE reports or incentive Title 11-A funds. Not addressed enough is the ELL students, with teachers needing ESL endorsements.	
<b>Plan</b>	Assigned to:	Rhonda Hutchins	
	Added:	12/07/2015	
	How it will look when fully met:	District will complete a Minority Teacher Recruitment Plan (Oct) for ADE; attend job fairs (Title 11-A funds for recruitment); train and support teachers with PD aligned to PGP at district and/or educational cooperatives; and ADE Novice Teacher Induction Program with Project Director.	
	Target Date:	12/03/2015	
	<b>Tasks:</b>		
	1. District Minority Recruitment Plan, ADE Teacher Induction Program; LEA Professional Development Plan; PGP for TESS; Career Fairs		
	Assigned to:	Rhonda Hutchins	
	Target Completion Date:	12/03/2015	
	Comments:	rules and regulations	
	Task Completed:	12/03/2015	
<b>Implement</b>	Percent Task Complete:		1 of 1 (100%)
	Objective Met (initial):		12/07/2015

Experience:	12/7/2015 ADE required: TESS and PGP; Teacher Minority Recruitment Plan; Teacher Induction Mentoring Program Part of Minority Recruitment plan is attending Job Fairs (Title 11-A funds)
Sustain:	12/7/2015 building principals working with teacher PGPs and PD needs; ADE rules and regulations
Evidence:	12/7/2015 on file: TESS and PGP; Teacher Minority Recruitment Plan; Teacher Induction Mentoring Program with Project Director Part of Minority Recruitment plan is attending Job Fairs (Title 11-A funds)

**Indicator IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)**

**Status Full Implementation**

Level of Development: Initial : Full Implementation 09/14/2015

Evidence: Small district, open-door policy and ongoing communication for all administrators, teachers, staff. Evidence is weekly District Level Administration Team meeting agenda. Agenda items reflect current needs and focus. Superintendent leads with horizontal leadership format, setting boundaries for decision making as an equal responsibility and accountability for all administrators. Building principals and central office staff report to school board monthly (agenda item) on current events/business/student achievement/resources. Role of District Leadership team is for support/assistance. Building principals are highly qualified and experienced, with ongoing professional development for identified needs and changes in education. Resources (operating, state categorical and federal funds) are allocated based on school improvement plan (needs assessment, program/expenditures and evaluation). Schools are using a uniform K-12 literacy and math benchmark assessment (BOY, MOY and EOY); TLI Interim Assessments with Student Snapshots; and information on curriculum and instruction provided by Director of Instruction/Federal Program Coordinator and Instructional Facilitator. TLI is also used for curriculum alignment, vertical and horizontal. Team and/or department meetings are held at building level, with agenda, sign in and minutes. Information from meetings is shared at weekly administration meeting and used to determine resources, budgets and professional development needs. Instructional material and technological needs are identified by school improvement teams and/or building principals for differentiation of instruction to meet the diverse needs of GF students (poverty, EL, Migrant and Special Education).

Added:

**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: 3 of 4 (75%)

	Level of Development:	Initial: <b>Limited Development</b> 09/14/2015	
	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:	Extended, summer school and transforming school day schedules for intervention are in place. Summer School includes funding, guidelines for ESL, Technology, ACT Prep, Credit Recovery. All building have built in intervention time during day. Tutoring for high school, before, lunch or after school as needed; K-8 on Tues and Thursday with identified, targeted students based on achievement data.	
<b>Plan</b>	Assigned to:	Rhonda Hutchins	
	Added:	01/26/2016	
	How it will look when fully met:	Google Spreadsheet with information on extended learning time programs after building level discussions General Description Reminders: Reminder that all districts must address general descriptions within the ACSIP including the purpose and program evaluation of the State Categorical funded programs, positions, and other expenditures. Within this description, identify needs assessment/process, evaluation of the interventions was identified and allowable expenditures. Please review the schools for allowable expenditures. Refer to the list of questions below. *** 1. What is the process for determining the funding source needs at the district and school? 2. How does the district describe the programs, positions, or other expenditures to support needs? 3. How does the district intend to evaluate the effectiveness of the programs and positions?	
	Target Date:	04/29/2016	
	<b>Tasks:</b>		
	1. Create Google Spreadsheet for building level teams		
	Assigned to:	Lisa Carlon	
	Target Completion Date:	02/05/2016	
	Comments:	General Description Reminders: Reminder that all districts must address general descriptions within the ACSIP including the purpose and program evaluation of the State Categorical funded programs, positions, and other expenditures. Within this description, identify needs assessment/process, evaluation of the interventions was identified and allowable expenditures. Please review the schools for allowable expenditures. Refer to the list of questions below. *** 1. What is the process for determining the funding source needs at the district and school? 2. How does the district describe the programs, positions, or other expenditures to support needs? 3. How does the district intend to evaluate the effectiveness of the programs and positions?	
	Task Completed:	02/05/2016	

	2. google doc with data and information request to building principals at admin meeting
	Assigned to: Rhonda Hutchins
	Target Completion Date: 02/08/2016
	Comments: use comm memo to establish questions/info
	<b>Task Completed:</b> 02/08/2016
	3. district leadership team will ask for information from buildings at admin meeting
	Assigned to: Trish Evans
	Target Completion Date: 03/29/2016
	Comments: Request information from buildings on extended learning programs. April 18th
	<b>Task Completed:</b> 03/29/2016
	4. district leadership team will review data and use to support program(s)
	Assigned to: Lisa Carlon
	Target Completion Date: 09/13/2016
	Frequency: twice a year
	Comments: use information to help at district and building level with school improvement plans
<b>Implement</b>	Percent Task Complete: 3 of 4 (75%)

## 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>Objective Met</b> 10/8/2015 5/3/2016		
	Level of Development:	Initial: <b>Limited Development</b> 07/29/2015	
		<b>Objective Met</b> - 10/08/2015 05/03/2016	
	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:	Administrative team that focuses on district/school needs with monthly meetings with agenda items. The district's liaison will be the Director of Instruction/Federal Programs. Role is to provide support to building level teams with current curriculum and instruction needs/findings based on data; provide ongoing coaching comments and attend building level school improvement meetings; and facilitate district level Parent Involvement, Professional Development and Leadership Team; and work with school educational programs (ELL, Dyslexia, GT, RTI, AE). Information from needs assessments, program evaluations, student data (literacy, math, language acquisition, graduation rate, attendance, discipline referral) from TLI, STAR360, ELDA, state assessments, and Arkansas Student GPS.
<b>Plan</b>	Assigned to:	Rhonda Hutchins
	Added:	07/29/2015
	How it will look when fully met:	A leadership team member will be assigned the role/responsibility as central office contact person. This individual will be a member of school leadership teams and attend meetings. To show that this objective has been fully met, evidence collected during the school year will include agenda from leadership meetings.
	Target Date:	10/08/2015
	<b>Tasks:</b>	
	1. Contact Superintendent to determine contact person.	
	Assigned to:	Rhonda Hutchins
	Target Completion Date:	10/08/2015
	Comments:	
	<b>Task Completed:</b>	<b>10/08/2015</b>
	2. Superintendent identifies Director of Instruction/Federal Programs for serving as liaison with schools, parents, committees, programs (ELL, RTI, AE, AE, Dyslexia)	
	Assigned to:	Matt Summers
	Target Completion Date:	10/12/2015
	Comments:	District leadership focus on support/technical assistance; maintain balance between support and pressure to improve; use of data and demographics to guide ongoing discussions.
	<b>Task Completed:</b>	<b>10/14/2015</b>
<b>Implement</b>	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	10/08/2015
	Objective Met (most recent):	05/03/2016
	Experience:	10/8/2015 This objective was established through contact with central office staff and the superintendent. 5/3/2016 Review of Wise Way for IC02; review of student data; identification of liaison for constant, ongoing communication between schools and central office, committees and educational programs.



Sustain:	10/8/2015 none at this time 5/3/2016 Continued use of student data from TLI, STAR360, state assessments, ELDA, and Arkansas Student GPS Dashboard for school progress. Ongoing discussions of student progress and implementation of programs based on needs assessment.
Evidence:	10/8/2015 Rhonda Hutchins has been named as district contact. 5/3/2016 The liaison is the Director of Instruction/Federal Programs attending District and/or Building School Improvement teams established meeting times with the role of supporting and providing information. Evidence gathered includes weekly Administrative meetings (with Superintendent and Agenda); district and school improvement status per ADE; school report cards; and attendance/support at school improvement team meetings (Agenda).

<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> 1/26/2016		
Level of Development:	Initial : <b>Limited Development</b> 09/14/2015		
	<b>Objective Met</b> - 01/26/2016		
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:	Current use of TLI to align curriculum for K-12. Team and department meetings for skills and sequence. ADE revising Common Core Standards, need final standards to align correctly.		
<b>Plan</b>	Assigned to:	Rhonda Hutchins	
	Added:	01/26/2016	
	How it will look when fully met:	Discussion of TLI and Curriculum map process and assessment data for instruction/intervention/remediation	
	Target Date:	01/20/2016	
	<b>Tasks:</b>		
	1. print TLI curriculum maps and test data reports for meeting		
	Assigned to:	Rhonda Hutchins	
	Target Completion Date:	01/19/2016	
	Comments:		
	<b>Task Completed:</b>	<b>01/19/2016</b>	
<b>Implement</b>	Percent Task Complete:	1 of 1 (100%)	
	Objective Met (initial):	01/26/2016	
	Experience:	1/26/2016 Discussion of TLI curriculum map, skills and data	
	Sustain:	1/26/2016 update/revise curriculum maps in spring of 2016 for 2016-17 school year	
	Evidence:	1/26/2016 approved curriculum maps	

<b>School Leadership and Decision Making</b>		
<b>Establishing a team structure with specific duties and time for instructional planning</b>		
<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>	
<b>Status</b>	<b>Objective Met</b> 2/24/2016 5/3/2016	
	Level of Development:	Initial : <b>Limited Development</b> 09/14/2015
		<b>Objective Met</b> - 02/24/2016 05/03/2016
	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:	Structured team (grade level/department, administrative) meetings; agenda, sign in, minutes. Not sure if have district policy with team structure for all schools.
<b>Plan</b>	Assigned to:	Jessie Smalley
	Added:	11/05/2015
	How it will look when fully met:	School improvement team policy 5.4 will be approved by school board.
	Target Date:	02/16/2016
	<b>Tasks:</b>	
	1. Jessie Smalley and Alisha Bailey will contact each building principal to identify what teams and team members are currently in place.	
	Assigned to:	Alisha Bailey
	Target Completion Date:	11/30/2015
	Comments:	
	<b>Task Completed:</b>	<b>11/30/2015</b>
	2. Board approval of 5.4 School Improvement Team policy	
	Assigned to:	Rhonda Hutchins
	Target Completion Date:	02/16/2016
	Comments:	Board has "3 reads" (LEA procedure) to approve policy-Nov, Dec, January(no), February
	<b>Task Completed:</b>	<b>02/16/2016</b>
<b>Implement</b>	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	02/24/2016
	Objective Met (most recent):	05/03/2016

Experience:	<p>Review of policy 5.4 from ASBA: A team structure is officially incorporated into the school improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams. All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams. Legal References: ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program Arkansas Comprehensive School Improvement Plan Indicator 36 A.C.A. § 6-17-114 AG Opinion 2005-299 2/24/2016 revised policy from ASBA (did not approve 5.4 as written with total policy; adopted minimum); presented to board, approved after 3 readings</p>
Sustain:	<p>2/24/2016 The district leadership team will monitor and ask school board to revise as needed; continue working to clarify team structure, effectiveness and description of teams' purpose.</p>
Evidence:	<p>Policy 5.4 was approved on 2/24/2016; evidence is board agenda and board minutes; building and district school improvement teams agendas and coaching comments</p>