

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 29, 2016

ELKINS SCHOOL DISTRICT NCES - 505760

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	Tasks completed: 3 of 4 (75%)		
	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	We can accomplish this within our current policy, however our procedures for determining placement of resources needs to include reviewing our current resources and if academic improvement is really heightened by the current support.	
Plan	Assigned to:	Amy Evans	
	Added:	11/18/2015	
	How it will look when fully met:	Our leadership team feels that this objective is ongoing. Adding the process of assessing our current use of funds is a step which we realized was occurring informally but not formally by utilizing test scores as a measure. Even if allocating funds remains the same for our small district, we will have documentation of a formal review and are assured we are utilizing our resources as effectively as we can.	
	Target Date:	05/28/2015	
	Tasks:		
	1. Setting up a meeting at the beginning of the year to determine and evaluate current personnel or materials before assigning allocations for the upcoming school year utilizing progress monitoring assessments aligned to specific measure the effectiveness of personnel or materials.		
	Assigned to:	Jane Vaught-Simmons	
	Target Completion Date:	09/08/2016	
	Frequency:	twice a year	
	Comments:	After Christmas break, records for current programs or utilization of staff will be gathered to prepare for the February meeting when making a determination of effective use of funding.	
	Task Completed:	09/14/2015	

	2. Another meeting will be set for mid year to re-evaluate the personnel and/or the materials which are currently in place to make a determination if a reallocation of funds needs to occur.
	Assigned to: Jane Vaught-Simmons
	Target Completion Date: 02/12/2016
	Frequency: twice a year
	Comments: Reviewing the beginning of the year meeting to note the reasons the current personnel and/or materials were deemed necessary will need to occur to re-evaluate the allocations of funds at that time.
	Task Completed: 02/03/2016
	3. The leadership teams at each building will meet at the end of each school year to review the records collected for materials, personnel and programs funded with federal and state categorical funds to determine the effectiveness and make decisions about the upcoming school year.
	Assigned to: Jane Vaught-Simmons
	Target Completion Date: 05/12/2016
	Frequency: three times a year
	Comments: Records and reports from the utilization of materials, personnel and programs will be collected.
	4. The school leadership teams will identify the materials, personnel and programs which are funded by federal or state categorical funds. The school leadership teams will determine data or reports which can be collected to adequately measure utilization of materials, personnel and programs which were funded by federal or state categorical funds.
	Assigned to: Jane Vaught-Simmons
	Target Completion Date: 02/25/2016
	Comments: These meetings will occur at different and out of order times due to merging the district needs with the school needs.
	Task Completed: 03/04/2016
Implement	Percent Task Complete: 3 of 4 (75%)

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)	
Status	Full Implementation	
	Level of Development:	Initial: Full Implementation 11/20/2015
	Evidence:	Our committee decided that this indicator is fully implemented. Our district has a "Hiring Process" for licensed personnel and classified personnel procedure document. The process in this document is followed during every hiring occurrence. The document is assurance that there will be sustainability with the hiring process.
	Added:	

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 11/18/2015

Evidence:	The district and school leadership teams are specifically defined. The district supports the schools in their discernment concerning schedules, budget and hiring personnel to meet the needs of the individual buildings and provide for the needs of their students.
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	Full Implementation	
Level of Development:	Initial: Full Implementation 11/20/2015	
Evidence:	Our district has a Hiring Process for licensed personnel and classified personnel process. This process occurs when positions become open and new employees are needed to fill these positions. This document secures the sustainability of this process	
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 11/18/2015	
Evidence:	We are a small district. Therefore, the district federal programs administrator and district curriculum administrator assists buildings to assist in diagnosing and addressing problems, monitoring, reviewing periodic assessments, conducting site visits, coaching, and providing resources.	
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	Tasks completed: 2 of 4 (50%)	
Level of Development:	Initial: Limited Development 11/18/2015	
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:	Elkins School District's curriculum and alignment is at the building level. We are currently in the process of writing curriculum aligned to state standards in math and literacy. We will align our curriculum with the state testing when we receive information on the tested items is released.
Plan	Assigned to:	Jane Vaught-Simmons
	Added:	11/19/2015
	How it will look when fully met:	When this objective is fully met in our district, there will be an alignment from state standards, curriculum, progress monitoring, and state testing. The data from classroom grades, progress monitoring, and the scores from the state testing will all align.
	Target Date:	06/10/2016
	Tasks:	
	1. The teachers at each school will align their curriculum to the Arkansas state standards.	
	Assigned to:	Jane Vaught-Simmons
	Target Completion Date:	12/04/2015
	Comments:	The teachers by December have developed their curriculum for all core subjects.
	Task Completed:	12/03/2015
	2. The teachers at each school will align their curriculum which has been aligned to Arkansas state standards to their progress monitoring.	
	Assigned to:	Jane Vaught-Simmons
	Target Completion Date:	01/04/2016
	Comments:	
	Task Completed:	11/18/2015
	3. The teachers at each school will gather release items from state mandated testing and align content with their classroom curriculum and their progress monitoring.	
	Assigned to:	Jane Vaught-Simmons
	Target Completion Date:	04/15/2016
	Comments:	The teachers should also look at students' grades to determine an alignment with scores on progress monitoring.
	4. A pacing guide will be developed reflecting horizontal and vertical alignment of curriculum, progress monitoring, and state mandated testing.	
	Assigned to:	Jane Vaught-Simmons
	Target Completion Date:	06/10/2016
	Comments:	
Implement	Percent Task Complete:	2 of 4 (50%)

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 11/20/2015
	Evidence:	<p>Our building and district leadership teams meet two or more days a month for one or more hours each meeting. Our leadership teams are arranged to represent personnel in the buildings and the district. In an effort to establish a team structure with specific duties and time for instructional planning, the leadership teams present prioritized areas of praise or areas of concern and discuss these topics with the personnel they represent, then bring the recommendations from their findings back to the leadership team to make decisions for the buildings and for the district. Our leadership teams are established and function as a unit to make decisions and plan to meet their building and the district needs. Therefore, our leadership team has made the decided that a policy to address team structure is not needed in our district.</p>
	Added:	