

ACSIP State Field Test Summary Report

A summary report of information such as the number of meetings held, numbers of indicators assessed and planned, number of coaching comments, and forms submitted, as well as leadership team information.

Date 11/01/2016
School De Queen High School
District De Queen School District
State AR
School Success Indicators

Principal Mr. Robert Blackwood

Process Manager Mrs. Sara Stewart

Coach/Capacity Builder/Consultant

District Liaison

Last Login 11/01/2016

Last Coaching Comment received

Members of the Team

Name	Position
Paddy Bell	Teacher
Bryan Blackwood	Principal
Misty Gentry	Guidance Counselor
Susan Harkness	Teacher
Ramona Hill	Guidance Counselor
Jeff Holcombe	Assistant Principal
Bill Huddleston	Principal
Gerrie Krudwig	Teacher
Brenda Leeper	Principal
Kelly Mills	Teacher
Lance Pinkerton	Assistant Principal
Beccie Price	Teacher
Jarah Russell	Teacher
Paul Shelton	Superintendent
Sue Smith	Media Specialist
Sara Stewart	Teacher
Stephanie Strasner	Media Specialist
Thomas Sweeten	Teacher
Pam Tollett	Teacher

Bob Ward	Teacher
Amy Wedehase	Teacher

Team Meetings

Date of first Meeting Minutes entered	10/02/2014
Date of last Meeting Minutes entered	10/24/2016
Total number of Meeting Minutes entered to date	46
Average number of Team members present at meetings to date	4
Number of Meeting Minutes entered in last 3 months	21
Average number of Team members present in last 3 months	3

Indicators/Objectives

Total number of Indicators assessed to date	22
Last Indicator Assessed	10/24/2016
Total number of Indicators assessed and Not a Priority	0
Total number of Indicators planned to date	19
Total number of Indicators initially assessed as Fully Implemented	3
Total number of Objectives Fully Implemented	12
Number of Objectives Past Due	1

Tasks

Last Task Added	10/24/2016
Total number of Tasks entered to date	66
Total number of Tasks completed to date	54
Number of Tasks Past Due	0
Number of Tasks Due in next 30 days	0

Progress by Core Function and Effective Practice

Assessed: number of indicators assessed out of the total number of indicators in that section /subsection

Planned for: number of objectives planned for out of the number of objectives available to plan for in that section/subsection (Indicators assessed as Fully Implemented or No development/Not in Plan will not be shown here)

Met with Evidence: number of indicators that were fully implemented from the initial assessment and total objectives in this section/subsection that have been planned for and have reached full implementation out of the total number of indicators.

Core Function	Effective Practice	Subsection I	Subsection II	Assessed	Planned for	Met with Evidence
School Leadership and Decision Making	Establishing a team structure with specific duties and time for instructional planning			6 of 12	6 of 6	3 of 12

	Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction			2 of 13	2 of 2	1 of 13
	Aligning classroom observations with evaluation criteria and professional development			6 of 11	5 of 5	5 of 11
	Helping parents to help their children meet standards			0 of 3	0 of 0	0 of 3
	Expanded time for student learning and teacher collaboration			1 of 1	1 of 1	1 of 1
	Ensuring High Quality Staff - Recruitment, Evaluation, and Retention			1 of 1	0 of 0	1 of 1
Curriculum, Assessment, and Instructional Planning	Engaging teachers in aligning instruction with standards and benchmarks			1 of 3	1 of 1	0 of 3
	Engaging teachers in assessing and monitoring student mastery			0 of 5	0 of 0	0 of 5
	Engaging teachers in differentiating and aligning learning activities			0 of 3	0 of 0	0 of 3
	Assessing student learning frequently with standards-based assessments			1 of 9	1 of 1	1 of 9
Classroom Instruction	Expecting and monitoring sound instruction in a variety of modes	Preparation		1 of 6	1 of 1	0 of 6
		Teacher-Directed Whole-Class or Small Group Instruction	Introduction	0 of 5	0 of 0	0 of 5
			Presentation	0 of 4	0 of 0	0 of 4
			Summary and Confirmation of Learning	0 of 4	0 of 0	0 of 4
		Teacher-Student Interaction		0 of 7	0 of 0	0 of 7

		Student-Directed Small-Group and Independent Work		0 of 7	0 of 0	0 of 7
		Computer-Based Instruction		1 of 6	1 of 1	1 of 6
	Expecting and monitoring sound homework practices and communication with parents			0 of 6	0 of 0	0 of 6
	Expecting and monitoring sound classroom management			0 of 11	0 of 0	0 of 11
	Provide a tiered system of instructional and behavioral supports and interventions			0 of 4	0 of 0	0 of 4
Conditions for Learning	Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			0 of 1	0 of 0	0 of 1
Family Engagement in a School Community	Explain and communicate the purpose and practices of the school community			1 of 4	1 of 1	1 of 4
	Provide two-way, school-home communication linked to learning			0 of 3	0 of 0	0 of 3
	Educate parents to support their children's learning and teachers to work with parents			0 of 5	0 of 0	0 of 5
Pre-School: Early Learning	Provide children quality early learning opportunities			0 of 5	0 of 0	0 of 5
High School: Leadership and Decision Making	Make decisions to assist students based on data			0 of 3	0 of 0	0 of 3
High School: Opportunity to Learn	Ensure content mastery and graduation			1 of 3	0 of 0	1 of 3
	Prepare students for post-secondary options			0 of 3	0 of 0	0 of 3
	Extend learning opportunities for students			0 of 2	0 of 0	0 of 2

	Assist students with transitions			0 of 3	0 of 0	0 of 3
Personalized Learning	Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path			0 of 4	0 of 0	0 of 4
	Cognitive Competency: Intentionally address students' accessible background knowledge to facilitate new learning			0 of 2	0 of 0	0 of 2
	Metacognitive Competency: Teach and model metacognitive processes and strategies to enhance students' self-management of learning			0 of 5	0 of 0	0 of 5
	Motivational Competency: Promote a growth mindset, stretch students' interests, connect learning to student aspirations to enhance students' engagement and persistence with learning			0 of 5	0 of 0	0 of 5
	Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			0 of 5	0 of 0	0 of 5

Coaching

Number of Coaching Comments entered to date	0
Number of Coaching Comments entered in last 3 months	0
Number of School Responses to Coaching Comments to date	0
Number of School Responses to Coaching Comments in last 3 months	0

Submission of Forms and Reports

Dates of Forms and Reports Submitted in last 12 months

Date	Name of Form or Report
12/01/2015	School Success Indicators
03/17/2016	School Success Indicators
09/30/2016	ELL - State Categorical Program General Description
09/30/2016	NSLA - State Categorical Program General Description
09/30/2016	PD - State Categorical Program General Description
09/26/2016	Supplemental Compliance Report

November 01, 2016