

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.

May 18, 2016

DIERKS SCHOOL DISTRICT NCES - 505340

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: 0 of 1 (0%)
	Level of Development: Initial: Limited Development 11/04/2015
	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: District level meetings occur with principals and financial agents to establish initial budgets. Followup meetings occur as needs arise throughout the school year.
Plan	Assigned to: Janet Bobo
	Added: 11/16/2015
	How it will look when fully met: Monthly financial assessments. Re-allocation occurs as needed for instructional improvement purposes. Monthly board financial reports will provide evidence.
	Target Date: 06/01/2016
	Tasks:
	1. Assess the instructional needs of the district and make adjustments in the budget on a monthly basis.
	Assigned to: Janet Bobo
	Target Completion Date: 12/17/2015
	Frequency: monthly
	Comments: We discussed to need to re-assess needs for programs funded by state categorical funds and federal funds on a monthly basis.
Implement	Percent Task Complete: 0 of 1 (0%)

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: 0 of 1 (0%)
	Level of Development: Initial: Limited Development 11/04/2015

	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:	The district is in a state of continuous improvement and utilized professional development practices, PLC's, and other avenues to fully address the needs of the instructional programs to review data and improve.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/16/2015	
	How it will look when fully met:	All teachers will be fully certified and highly qualified in their area of teaching. Evidence will be teacher licenses and HQT plans.	
	Target Date:	05/26/2016	
	Tasks:		
	1. Get two teachers to pass the PRAXIS before Christmas.		
	Assigned to:	Jody Cowart	
	Target Completion Date:	12/18/2015	
	Comments:	Re-assign teachers if tests not passed.	
Implement	Percent Task Complete:	0 of 1 (0%)	

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	School leaders have the responsibility and freedom to develop their method of operation within the current policies to efficiently lead their schools in the fashion they see as best for the students and staff with the goal of improving student achievement at the center of decisions.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/16/2015	
	How it will look when fully met:	Each principal will be allowed the ability to plan and operate his/her instructional program the best way he/she sees fit.	
	Target Date:	08/10/2015	
	Tasks:		
	1. Superintendent met with both principals to set objectives for the school year for each building.		
	Assigned to:	Holly Cothren	

		Target Completion Date:	08/10/2015
		Frequency:	twice a year
		Comments:	We discussed handbooks, rules, teaching assignments, expectations, vision, mission for the school year.
Implement	Percent Task Complete:		0 of 1 (0%)

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: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	The district continuously uses data generated from a variety of assessments to ensure that extended learning experiences are successful for all students involved.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/18/2015	
	How it will look when fully met:	The district will review before and after data from Summer School programs in the elementary and ACT Prep school in the high school.	
	Target Date:	11/20/2015	
	Tasks:		
		1. District level team meetings will occur to analyze data from summer school and ACT prep school.	
		Assigned to:	Holly Cothren
		Target Completion Date:	11/30/2015
		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

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	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	The central office contact person is the Superintendent. She is in daily contact with the Principals and the progress of their schools.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/16/2015	
	How it will look when fully met:	Communication occurs daily between building leaders and district leader.	
	Target Date:	08/10/2015	
	Tasks:		
	1. Communication occurs daily via face-to-face meetings, telephone calls, and email between principals and superintendent.		
	Assigned to:	Holly Cothren	
	Target Completion Date:	05/27/2016	
	Comments:		
Implement	Percent Task Complete:	0 of 1 (0%)	

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: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	The district utilizes the Common Core State Standards as its curriculum guide and utilized Professional Development for all staff to assure it is fully implemented. The curricular expectation goes from district to each individual school.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/16/2015	
	How it will look when fully met:	Professional Development has provided a pathway for teachers to fully implement and teach the Common Core. The expectation goes from district to individual schools.	
	Target Date:	03/18/2016	
	Tasks:		
	1. The district will meet with the schools periodically to review curricular needs and assess implementation of the Common Core State Standards.		
	Assigned to:	Holly Cothren	
	Target Completion Date:	11/20/2015	

		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

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	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/04/2015	
	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:	The district plan, goals, mission, and vision is to completely support the goals and mission of the individual schools. The three administrators work as a team along with the school board and staff to accomplish goals and objectives.	
Plan	Assigned to:	Holly Cothren	
	Added:	11/18/2015	
	How it will look when fully met:	The three administrators will hold district level meetings to ensure the team structure. An organizational chart is a part of the policy and is adhered to. Updates are given at the monthly board meetings.	
	Target Date:	08/18/2015	
	Tasks:		
	1. Updates given at each school board meeting.		
	Assigned to:	Holly Cothren	
	Target Completion Date:	08/18/2015	
	Frequency:	monthly	
	Comments:		
Implement	Percent Task Complete:		0 of 1 (0%)