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 24, 2016

Searcy County School District NCES - 509480

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 08/25/2015
	Evidence:	The initial allocation decisions at the beginning of the year are based on comprehensive needs assessments not only at the district level but also at the school level. Schools have the flexibility to prioritize needs and allocate funding. Instructional teams collaborate to review student data, plan instruction, identify what is and isn't working in their classrooms, and have the autonomy to modify instruction when needed. The district will monitor and evaluate school efforts to ensure the effectiveness of the improvement plans.
	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	**Full Implementation**	
	Level of Development:	Initial: Full Implementation 08/25/2015
	Evidence:	The first resource the district uses to recruit leaders and teachers is nearby colleges and universities. District representatives attend job fairs to recruit qualified candidates for future positions. Additionally, vacancies are posted on the district website, in newspapers, and on the AAEA website. A series of interviews are conducted at the school and district levels. Interview committee members include school staff, principals, and district-level staff. New teachers attend orientation training and are assigned mentors. Additional training, based on need, is provided. Grade-level and content-level teams at each campus serve as resources for new teachers. The district will continue to strive to hire highly qualified personnel and provide the resources and training needed.

	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 08/25/2015
	Evidence:	School leaders are given reasonable autonomy in decisions regarding scheduling and personnel provided their decisions are in compliance with state laws, rules and regulations, and district policy. The function of school leadership teams is to conduct collaborative work, provide instructional support, assist with job-embedded professional development, and actively participate in the decision-making process on their respective campuses. We will continue to maintain an atmosphere of collaboration and support.
	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: 2 of 4 (50%)	
	Level of Development:	Initial: Limited Development 08/27/2015
	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:	In grades K-6, schedules are blocked to maximize instructional time in core areas. In grades 7-8, one of the 8 45-minute periods is scheduled to give students an additional period of instruction in math and literacy. At the end of the school year, a 5-week session of credit recovery is offered for high school students.
Plan	Assigned to:	Patricia Searight
	Added:	03/09/2016

	How it will look when fully met:		A monitoring team, consisting of members from each campus and a district representative, will examine evidence to determine the success of the extended learning programs on each campus. The effectiveness of the extended learning programs will be based on an analysis of academic growth of participating students. Evidence used to evaluate the effectiveness will come from pre and post tests, student grades, teacher observations, running records, DIBELS and other progress monitoring instruments, etc. This monitoring process is ongoing and adjustments will be made as needed to better target the individual needs of students.
	Target Date:		08/15/2016
	Tasks:		
	1. District leadership team will meet in February to review the Wise Ways for this indicator.		
		Assigned to:	Patricia Searight
		Target Completion Date:	02/11/2016
		Comments:	
		Task Completed:	03/08/2016
	2. The District Leadership Team will continue the discussion; the members will submit ideas concerning what the monitoring process should look like.		
		Assigned to:	Patricia Searight
		Target Completion Date:	03/11/2016
		Comments:	
		Task Completed:	03/10/2016
	3. Input from team members will be analyzed and recommendations for the monitoring process will made to the team at the April meeting. Following the discussion, a committee will be formed to transform the team's vision of the monitoring process into a workable system.		
		Assigned to:	Patricia Searight
		Target Completion Date:	04/14/2016
		Comments:	
	4. The committee will analyze input from the leadership team to create a detailed process for monitoring the district's extended learning programs. Initial implementation of the monitoring process will begin in August, 2016.		
		Assigned to:	Patricia Searight
		Target Completion Date:	06/30/2016
		Comments:	
Implement	Percent Task Complete:		2 of 4 (50%)

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 07/24/2015

	Evidence:	The district curriculum coordinator maintains communication with all campuses and works closely with instructional facilitators to oversee classroom instruction and student academic performance. Weekly meetings are held with all building and district administrators to discuss school needs and 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	**Full Implementation**

	Level of Development:	Initial: Full Implementation 08/25/2015
	Evidence:	The district does not provide schools with a curriculum guide. However, teachers are given the time, resources, and support needed to work in teams to plan instruction and to create curriculum maps aligned to Common Core Standards or Arkansas Frameworks. Effort is made to ensure that the curriculum is aligned not only to the Standards but also horizontally and vertically. Various resources are also provided to support instruction. Curriculum mapping and instruction are revisited on an ongoing basis to evaluate their effectiveness and make needed modifications.
	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	**Objective Met** 3/30/2016 3/30/2016

	Level of Development:	Initial: Limited Development 07/24/2015	
		Objective Met - 03/30/2016 03/30/2016	
	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:	The district leadership team currently meets twice per year with all members present. The administrative team, which is the core of the leadership team, meets weekly. There is no district policy specifying the team structure of all schools. However, descriptions do exist of the team's purpose. Though school leadership on all 3 campuses has changed, the leadership teams have been maintained.	
Plan	Assigned to:	Alan Yarbrough	
	Added:	07/24/2015	

	How it will look when fully met:		Members of the leadership team will meet and work to create a district policy that promotes the team structure for all campuses. This policy will be presented to the board for their approval. Meeting sign-in sheets and board minutes of the approval will be evidence that this objective has been met.
	Target Date:		01/19/2016
	Tasks:		
	1. Determine the members.		
		Assigned to:	Patricia Searight
		Target Completion Date:	09/01/2015
		Comments:	
		Task Completed:	09/01/2015
	2. Establish the initial meeting date. Work with members for monthly meeting dates through the 2015/2016 school year.		
		Assigned to:	Patricia Searight
		Target Completion Date:	08/27/2015
		Comments:	
		Task Completed:	08/27/2015
	3. Create an agenda that facilitates discussion about revision of the district's vision and mission statement.		
		Assigned to:	Patricia Searight
		Target Completion Date:	09/02/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	09/02/2015
	4. Initial meeting		
		Assigned to:	Patricia Searight
		Target Completion Date:	09/03/2015
		Comments:	
		Task Completed:	09/03/2015
	5. District leadership team will meet in November and December regarding the creation of district policy that promotes a team structure for all campuses.		
		Assigned to:	Patricia Searight
		Target Completion Date:	12/11/2015
		Frequency:	monthly
		Comments:	
		Task Completed:	12/11/2015
	6. District leadership team will continue the discussion of the vision and mission statement. Information will be presented to familiarize team members with Title I School-Parent Compact and the parents right-to-know.		
		Assigned to:	Patricia Searight

		Target Completion Date:	12/11/2015
		Comments:	Discussion on vision and mission statements was open to the leadership team during meetings in September, October, November, and December. Final version was agreed upon at the December meeting. VISION: Searcy County School District's vision for students is that they graduate with the capabilities to become independent, productive citizens who serve their community, state and nation as they follow their dreams. MISSION: The mission of Searcy County School District is to establish an atmosphere that encourages excellence, to provide a caring, supportive learning environment for each student as he or she fully develops capabilities to obtain life goals that he or she values, and to prepare students to become productive, contributing members of society.
		Task Completed:	12/10/2015
Implement	Percent Task Complete:		6 of 6 (100%)
	Objective Met (initial):		03/30/2016
	Objective Met (most recent):		03/30/2016
	Experience:		3/30/2016 The district leadership team has met monthly and created a district policy that promotes the team structure for all campuses. The policy was presented to the school board and was approved by that board. 3/30/2016 The district leadership team has met monthly and created a district policy that promotes the team structure for all campuses. The policy was presented to the school board and was approved by that board.
	Sustain:		3/30/2016 We will follow the policy created by the leadership team. 3/30/2016 We will follow the policy created by the leadership team.
	Evidence:		3/30/2016 Board minutes will show that the policy was approved. 3/30/2016 Board minutes will show that the policy was approved.