

# 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.

April 27, 2015

## WESTSIDE CONSOLIDATED SCHOOL DISTRICT NCES - 504020

Key Indicators are shown in **RED**.

<b>District Context and Support for School Improvement</b>	
<b>Improving the school within the framework of district support</b>	
<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: 0 of 3 (0%)
	Level of Development: Initial: <b>Limited Development</b> 03/30/2015
	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: Currently, school administrators have complete control over assignment of staff and building scheduling. They also have some control over school budgets. Federal and state budgets dictate the amount of money each building receives, standards requirements effect student teacher ratios and some program offerings creating less autonomy for decision making at the building level. All three building administrators are utilizing their building leadership teams to reviewing all programs for program effectiveness building leadership teams.
<b>Plan</b>	Assigned to: Bryan Duffie
	Added: 03/30/2015
	How it will look when fully met: Principals will complete budget projections with their building leadership teams.  All programs of study will be evaluated for effectiveness and course/program offerings will be dependent on effectiveness in increasing student achievement.  Building schedules will include common planning time for grade levels and departments. This will include time for data analysis, teacher practice and curriculum planning, mentoring experiences and peer coaching.  Community and parent input procedures will be ongoing and authentic.
	Target Date: 12/18/2015
	<b>Tasks:</b>

		1. Professional development - common planning time, professional development sessions, attending professional development conferences/meetings, faculty meetings, peer coaching and mentoring experiences. Building principals will work with the curriculum director to plan data and research based professional development sessions for all teachers. Building principals will work with their leadership team to provide time for mentoring experiences, peer coaching, effective use of common planning time/faculty meetings and teacher led professional development sessions.
		Assigned to: Brenda Tash
		Target Completion Date: 07/31/2015
		Frequency: four times a year
		Comments:
		2. Building principals will meet with Dr. Duffie to begin the budgeting process this summer. Then, they will meet with their building leadership teams to evaluate the effectiveness of the budget and determine best ways to utilize any funds that are not already committed to a line item.
		Assigned to: Pam Dooley
		Target Completion Date: 09/30/2015
		Frequency: four times a year
		Comments:
		3. Program evaluation of all courses or programs offered in each school by the building principal and teacher leaders.
		Assigned to: Each building principal
		Target Completion Date: 10/01/2015
		Comments: Review programs for effectiveness using data to determine which programs/courses to offer during the next school year.
<b>Implement</b>	Percent Task Complete:	0 of 3 (0%)

## District Context and Support for School Improvement

### Clarifying district-school expectations

<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>	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 11/05/2014	
	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:	Teachers have pacing guides in math and literacy through 6th grade. Then, in upper grade levels some do have pacing guides and some do not. Some content areas across the district do not have quality pacing guides with CCSS.	
<b>Plan</b>	Assigned to:	Brenda Tash	
	Added:	11/06/2014	
	How it will look when fully met:	Westside Consolidated School District will have explicit written curriculum documents for all content areas at all grade levels. Curriculum documents will be aligned across grade levels. English Language Arts will be integrated across content areas. Teachers will be continually documenting the effectiveness of pacing guides and curriculum maps. Adjustments and changes to pacing guides/curriculum maps will take place in an ongoing fashion ensuring an effective cohesive curriculum. Additionally, all content areas and grade level teachers will continue developing common formative assessments to measure the effectiveness of the curriculum. Grading and reporting practices will align with curriculum expectations K-12. Teachers will continue to work collaboratively fine tuning curriculum documents, classroom assessments, grading and reporting practices.	
	Target Date:	08/17/2015	
	<b>Tasks:</b>		
	1. Teachers will be given time to work in content groups to develop common formative assessments.		
	Assigned to:	Brenda Tash	
	Target Completion Date:	08/17/2015	
	Comments:		
	2. A review of grading practices is ongoing. Standards-based report cards will be used at the elementary level. Grade level and content area teachers will take a closer look at grading practices and effective progress reporting.		
	Assigned to:	Brenda Tash	
	Target Completion Date:	08/17/2015	
	Comments:		

		3. Teachers were given pacing guides in English Language Arts and mathematics this year. These teachers will use the guides as maps to determine where explicit skills fit into the units of study teachers are creating. Teachers in other content areas are still using the pacing/maps from Arkansas Frameworks. Time is provided for teachers to work in both grade levels and content groups as they refine their pacing guides and curriculum maps.
	Assigned to:	Brenda Tash
	Target Completion Date:	08/17/2015
	Comments:	Professional development funds will be used to provide teachers with time to work on their curriculum.
<b>Implement</b>	Percent Task Complete:	0 of 3 (0%)

## School Leadership and Decision Making

### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID02 - All teams have written statements of purpose and by-laws for their operation.(37) (AllDistricts)</b>		
<b>Status</b>	Tasks completed: 2 of 4 (50%)		
	Level of Development:	Initial: <b>Limited Development</b> 10/01/2014	
	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:	<ol style="list-style-type: none"> <li>1. DLT is developed - BLT developed</li> <li>2. Schedule of meetings developed</li> <li>3. Continuing work on vision 2027</li> <li>4. Organized meetings - committee meetings</li> <li>5. BLT data meetings - flow to general staff mtgs</li> <li>6. Grade level teams to be involved in the process</li> </ol>	
<b>Plan</b>	Assigned to:	Bryan Duffie	
	Added:	10/30/2014	
	How it will look when fully met:	<ol style="list-style-type: none"> <li>1. Vision 2027 will be fully developed.</li> <li>2. Vision 2027 forums have been held, and parents and other community members attended.</li> <li>3. BLT-DLT structure will be fully operational.</li> <li>4. Board will adopt goals and strategic plan for the school district.</li> <li>5. Shared school calendar will show all BLT-DLT meeting dates.</li> <li>6. Each school will develop and implement strategic plans for attaining the vision for the school district.</li> </ol>	
	Target Date:	03/02/2015	
	<b>Tasks:</b>		
		1. Vision 2027 forums have been held with faculty, staff, students, parents and community members in attendance. District leadership and building leadership teams will review information gathered from all stakeholders to create current vision and mission statements for the district and each building.	
	Assigned to:	Bryan Duffie	

		Target Completion Date:	12/19/2014
		Comments:	Compile the information gathered and organized by the district leadership team to develop vision and mission statements for the district - Dr. Duffie Each building principal will then lead their building leadership teams through the process of aligning their vision/mission statements to the district overarching statements. J. Scott, P. Dooley and M. Graham
		Task Completed:	02/16/2015
	2. School calendar reflects required monthly meetings for both the district and building leadership team meetings. The second monthly meeting will be scheduled by principals at each building.		
		Assigned to:	Bryan Duffie
		Target Completion Date:	12/19/2014
		Frequency:	twice monthly
		Comments:	Schedule two monthly building and district leadership team meetings. Keep copies of agendas, minutes and sign-in sheets.
		Task Completed:	11/05/2014
	3. Each building principal will work with their leadership teams, instructional teams and school community councils to develop and implement a strategic plan for attaining the vision of the school district.		
		Assigned to:	Brenda Tash
		Target Completion Date:	03/31/2014
		Frequency:	monthly
		Comments:	Revision and implementation of the strategic plan.
	4. Parent Coordinator will work closely with building-level parent facilitators to receive feedback on all school programs and continue to get feedback on school improvement initiatives. This will include ensuring the district meets or exceeds all parental involvement requirements from both the state and federal levels.		
		Assigned to:	Dawn Passmore
		Target Completion Date:	03/17/2014
		Frequency:	monthly
		Comments:	Mrs. Passmore will ensure the district and each building leader meets or exceeds all requirements for parental involvement from both the state and federal levels.
<b>Implement</b>	Percent Task Complete:		2 of 4 (50%)