

**Mayflower School District
Educational Improvement Plan**



Education for Excellence

2018-2019

Updated: 8/1/18

Overview

This document presents a guide to the Mayflower School District educational improvement strategies. Presented in this document are the leadership roles and responsibilities for the individual stakeholders. This plan outlines appropriate teaching strategies endorsed by the district, as well as, individual school goals based on achievement data. The educational improvement plan reviews the professional development budgets for each campus and provides an action plan to ensure staff development is meaningful and aligned to the district mission and vision statements.

The plan is compiled annually by the administration of the school district. The goal of this plan is to provide educational excellence and equitable success for all students. Mayflower School District's goal is to be the school of choice.

For this plan to be successful, it has to be adopted by all stakeholders. It is critical that teachers and staff work with their building administration to develop an educational improvement plan for their building. The District plan provides the direction for the development of each school's educational improvement plan.

Mission Statement

The Mayflower School District, in partnership with the community, will strive to ensure that each and every student is educated and prepared to succeed in life. This will be accomplished through:

- * promoting educational excellence
- * strong instructional leadership
- * utilization of excellent teaching strategies
- * nurturing the unique talents of each individual
- * excellent communication
- * providing and maintaining excellent facilities
- * ensuring a safe environment
- * embracing cultural diversity
- * developing responsible citizens
- * creating lifelong learners

A Vision Statement for Mayflower Schools

A Collaborative Partnership for Student Success

To ensure that the children of this community reap the benefits of an exemplary education, Mayflower School District must have a clear sense of its goals and what must be done to make them a reality. The following vision statement outlines the standards that Mayflower Schools will achieve and maintain.

A. Leadership

- Exemplary school districts require effective leaders - leaders who are able to build a shared vision that serves as a bridge between the district's present and the future that it desires. In such a district, the leaders:
- Promote and protect the district's vision on a daily basis.
- Establish priorities and focus that provide a sense of direction for the district.
- Are committed to continuous improvement and providing the ongoing professional development essential to an improving school.
- Facilitate teacher participation in the decision-making process.
- Facilitate positive relationships between community members, parents, staff, students, and faculty.
- Pursue the district's vision with persistence, tenacity, and courageous patience.

B. Staff

An exemplary school district operates on the premise that a school can only be as good as the personnel that it employs. Therefore, it is committed to recruiting and retaining outstanding educators who can advance the district's vision. In such a district, all staff members:

- Are guided by shared goals and a sense of common purpose.
- Have high expectations for student achievement and accept responsibility for helping students meet those expectations.
- Collaborate with one another on a regular basis on curriculum, instruction, individual students, and school improvement initiatives.
- Model the importance of lifelong learning by their commitment to their personal professional growth.

C. Curriculum and Instruction

An exemplary school district provides a diverse and balanced curriculum. This curriculum includes a core that specifies the knowledge and skills that all students are to attain. The district designs its curriculum and instruction to enable all students to acquire these outcomes through their student educational plan.

In such a school district:

- Curriculum and instruction are guided by specific, clearly stated, challenging goals for each grade level and course.
- The scope (depth and breadth) and sequence (order or flow) of the curriculum are aligned from grade to grade and subject to subject so that teachers understand the relationship of their teaching assignment to the rest of the curriculum.
- The academic progress of each student is closely monitored and support is provided to meet each individual student's need.
- Instructional strategies recognize individual learning styles, result in students who are actively engaged for the full class period, and promote individual learning.

- Systematic processes of analysis, goal setting, and implementation are in place to demonstrate the district's commitment to continuous improvement.

D. School Climate

An exemplary school district ensures that all of its schools provide an orderly yet inviting climate that is conducive to learning and protects instructional time. In the schools of such a district:

- Relationships are based upon mutual respect and consideration.
- There is a commitment to providing an emotionally and physically safe, supportive environment.
- School rules are based upon fundamental principles that provide clear guidelines for student behavior.
- The entire staff helps students understand the importance of the school rules by consistently enforcing the rules.
- There is a conscious effort to recognize and celebrate the efforts and achievements of students and staff.

E. Parent /Community Support

An exemplary school district has created an effective partnership with its community. The district is committed to addressing the educational needs of the community and establishes effective two-way communication to keep residents informed of district policies and initiatives. The community provides the district with the support that is essential to an improving district.

- The community has helped to develop and has endorsed the districts vision of the schools it strives to provide.
- The community provides the resources - personnel, facilities, materials, equipment, and time - that enable the school district to offer exemplary programs.
- The community has ready access to the school's resources and facilities.
- Parents play an active role in the education of their children, monitor their children's academic performance, work with teachers to emphasize the importance of education, and model a commitment to lifelong learning.

F. Students

- In the final analysis, the effectiveness of a school district is determined on the basis of the conduct, character, and achievement of its students. In an exemplary school district, students:
 - Accept responsibility for their learning, decisions, and actions.
 - Set challenging goals and give their best effort to achieve them.
 - Believe in themselves and take pride in their achievements.
 - Demonstrate a desire to learn.
 - Become actively involved in school activities.
 - Conduct themselves in a way that contributes to a safe, orderly, positive school atmosphere and ensures the rights of others.
 - Form partnerships with their teachers in working to realize their full potential.

Leadership Roles

Board

Set Mission and Vision
Approve Curriculum, Budgets, ACSIP and Bids
Oversee Academic Process
Staff Employment and Termination

Superintendent

District C.E.O. that works with board, principals, staff and community to ensure the development of an excellent academic plan, to oversee its implementation and to continue improvement.

Principals

To work with the Superintendent and staff to plan, implement, and evaluate an excellent academic plan for student achievement. Principals are fully responsible for their assigned buildings.
Principal Expectations - Focusing on the Improvement of Learning

- a. Perform teacher evaluations according to TESS guidelines.
- b. Review teacher planning and provide feedback.
- c. Review curriculum for college and career readiness skills and dispositions and ensure alignment of instructional and assessment practices.
- d. Provide relevant professional development aligned to individual needs.
- e. Develop data driven learning.
- f. Guide reflective planning.

Assistant Principals

To support the principals in the day-to-day management of the building.

Assistant Principal Expectations—Focusing on Effective Management of the Building

- a. To support teachers in daily operations
- b. To oversee the smooth operation of the building
- c. Work with parents and students to ensure effective discipline according to the board adopted Student Handbook
- d. To support the principal in the requirements of special education and RtI
- e. To work collaboratively with the building principal to conduct teacher evaluations according to board adopted personnel policy
- f. To work collaboratively with the all internal departments to ensure safety, cleanliness, and well-being of building and grounds for staff and students
- g. To promote a sense of pride and community by developing and sustaining partnerships with all stakeholders

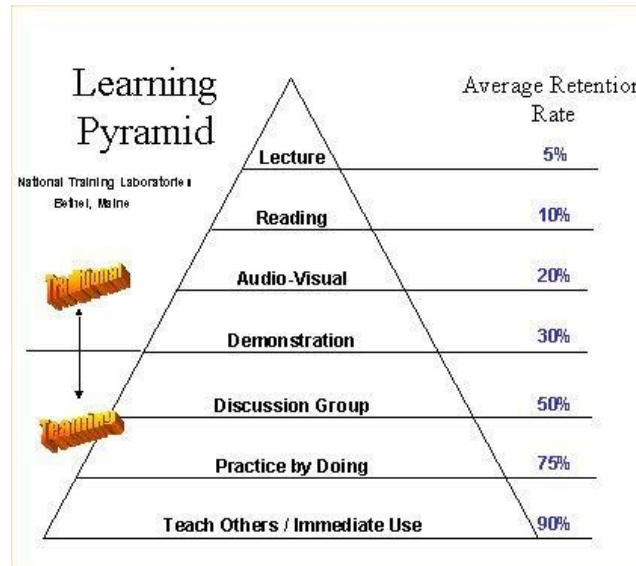
Teachers

- a. Work with principals to implement, create and evaluate academic improvement plans and Board Policy.
- b. Write and implement an excellent curriculum that focuses on the development of the individual student needs.
- c. Utilize up to date, efficient, effective teaching strategies, resources, technology, and student assessment.
- d. Communicate with the community, parents, peers and administration.
- e. Disaggregate data to identify individual needs of students.
- f. Participate in data driven professional development.
- g. Develop grade level and subject level teams.
- h. Utilize collaborative planning.
- i. Evaluate and adjust teacher written curriculum.
- j. Participate in reflective observations of other teachers.

School District Philosophy of Teaching

The philosophy of Mayflower School District in regards to teaching and learning practices is one that encourages the use of research-based best practices aligned with critical thinking and problem solving skills of Bloom's Revised Taxonomy. The instructional mode of delivery will utilize the Learning Pyramid to ensure retention of knowledge and skills.

Teaching Strategies



<http://lowery.tamu.edu/Teaming/Morgan1/sld023.htm>

Depth of Knowledge (DOK) Levels



Academic Goals for the Mayflower School District

Technology

1. Provide technology professional development training for teachers and parents (e.g., Atlas, MAP, eSchool).
2. Increase teacher/student access and usage of interactive technology.
3. Update and maintain technology hardware (e.g., eRate, phone lines).
4. Update technology knowledge, skills, and dispositions of computer technicians regularly.

Curriculum Resources

1. Continue to utilize AR State Standards and purchase recommended literature.
 - a. Identify Essential/Power Standards for each content area.
 - b. Develop common assessments aligned to Essential/Power Standards.
 - c. Provide intervention aligned to assessment results (e.g., MAP)
2. Continue to provide CGI professional texts and training.
3. Train K-6 teachers in R.I.S.E. and 7-12 teachers in the Science of Reading and implement training with fidelity.
 - a. Purchase decodable texts and other materials to support R.I.S.E.
4. Develop curriculum materials aligned to AR State Standards in all areas.
 - a. Provide time for horizontal and vertical discussions.
 - b. Utilize a standardized lesson plan adopted by building.
5. Research STEAM-based learning curriculum and project-based learning for future enhancements.

Schedules

1. Maintain a schedule that allows for maximized learning, remediation, and enrichment.
 - a. Consider blocking math and ELA in a 2-hour block in grades 7-12.

Teacher/Staff Support and Professional Development

1. Utilize TESS (Teacher Excellence Support System) and LEADS (Leader Excellence and Development System).
2. Provide growth performance to individual teachers for analysis and individual professional growth goals.
3. Provide time for data analysis and instructional planning.
4. Provide AR State Standards/ACT Aspire aligned professional development.
5. Provide state-required professional development according to given timelines.
6. Fully implement R.I.S.E. components in grades K-6.
7. By 2020, train all 7-12 and all specialty area teachers in the Science of Reading.
8. Administrators will be trained in R.I.S.E. or the Science of Reading evaluation methods.
9. Utilize professional development specialists in core content areas.
10. Building teams will participate in Solution Tree Professional Learning Community training.
11. The District Leadership Team will participate in year 2 of the Arkansas Leadership Academy Team Institute.

Student Curriculum

1. Continue development of Career/College preparation program (e.g., Pulaski Tech).
2. Continue development of HS JAG/HUB.
3. Continue development and expansion of Job Path at the HS.
4. Revise and implement exemplary curriculum following the AR Frameworks.
5. Integrate writing in all curricular areas district-wide, enhanced by technology access/manipulation.
6. Horizontally and vertically align curriculum using Atlas curriculum mapping software.

School Readiness/Support Programs

1. Provide Kindergarten Camp annually for student preparation for school.
2. Provide transition experience for incoming fifth graders and freshmen.
3. Provide ACT Prep for high school students.
4. Investigate grant opportunities to provide summer enrichment for students.
5. Partner with Boys and Girls Club to provide Hendrix mentors for B & G participants.
6. Implement Imagination Library for preschool age students.

Parent Support

1. Provide resources for parents, students, and staff through the District Resource Center and Family Nights.
2. Provide financial aid training for parents of HS students.
3. Present the Report to the Public annually.
4. Offer open forums for parent discussion throughout the year.

Staffing Issues

1. Assign staff efficiently to maximize student performance.
2. Investigate methods to increase staff retention.
3. Participate in college job fair days for recruitment purposes.

2015-18 Mayflower District Data

	Mayflower ACT Aspire	Mayflower ACT Aspire	Mayflower ACT Aspire	APPLES TO APPLES CLASS GROWTH	APPLES TO ORANGES GRADE GROWTH	State Act Aspire	State ACT Aspire	State ACT Aspire	National ACT Aspire	National ACT Aspire	National ACT Aspire
Year	2015 - 16	2016 - 17	2017 - 18	2017 - 18	2017-18	2015 - 16	2016 - 17	2017 - 18	2015 - 16	2016 - 17	2017 - 18
3 - English	68	83	72	n/a	-11	72	73	74	71	72	72
4 - English	80	72	77	-6	5	68	70	71	69	70	69
5 - English	64	86	72	0	-14	74	73	73	68	73	73
6 - English	67	83	87	1	4	71	74	73	68	73	73
7 - English	84	84	82	-1	-2	78	79	79	71	75	77
8 - English	72	76	65	-19	-11	71	73	75	73	74	75
9-English		53	54	-22	1	54	59	58	60	61	61
10-English			57	4		56	60	60	63	62	63
11 - English ACT			18.11								
k - Reading MAP % met growth	n/a	n/a	58								
1 - Reading MAP	n/a	n/a	58								
2 - Reading MAP	n/a	n/a	66								
3 - Reading	33	30	23	n/a	-7	35	37		34	38	40
4 - Reading	46	37	45	15	8	41	43		37	42	43
5 - Reading	39	27	33	-4	6	34	35		33	39	39
6 - Reading	42	45	43	16	-2	46	47		41	47	47
7 - Reading	53	36	38	-7	2	36	39		35	41	42
8 - Reading	57	45	32	-4	-13	48	49		45	50	50
9 - Reading		33	25	-20	-8	36	39		38	44	44
10 - Reading			29	-4		35	36		34	38	39
11 - Reading ACT			18.51								
K - Math MAP	n/a	n/a	67								
1 - Math MAP	n/a	n/a	75								
2 - Math MAP	n/a	n/a	66								
3 - Math	44	46	52	n/a		56	59		50	60	61
4 - Math	50	48	54	8	6	54	55		45	55	57
5 - Math	64	60	29	-19	-31	48	52		40	51	52
6 - Math	67	68	62	2	-6	56	62		43	57	60
7 - Math	61	39	65	-3	26	44	48		34	43	44
8 - Math	55	38	35	-4	-3	38	44		31	37	39

LICENSED PERSONNEL EVALUATIONS

MAYFLOWER SCHOOLS LOCAL ADMINISTRATION PROCEDURES

Definitions:

"Experienced Teacher"

"Novice Teacher" is a licensed teacher and has no teaching experience.

"Collaborative PGP" – Professional Growth Plan is developed in collaboration with administration. This PGP will be aligned to the professional learning needs of the teacher and the ACSIP plan.

"Data" –Teacher performance data, student performance data, or overall school performance data. Data may include multiple measures of student growth, school quality, or student success.

"Direct Observation" –the evaluator observes the teacher leading or facilitating instruction while: (A) physically present inside or outside the teacher's classroom; or (B) Using appropriate technology to observe.

"Evidence" –Direct Observations + Indirect Observations + Artifacts + Data. The evidence collected in direct observations includes teacher and student words/actions, observed aspects of the environment and numerical information

"Formal Observation" – a planned observation consisting of a pre-conference interview, classroom observation and a post-conference reflection. This observation must last for a minimum of forty-five (45) consecutive minutes. Evaluative feedback to the teacher will encompass all twenty-two (22) components of the evaluation process.

"Indirect Observation" –means the evaluator observes systems that operate as a result of a teacher's research, planning, and implementation inside or outside of the classroom.

"Informal Observations" – an unannounced observation focused on PGP components for a minimum of twenty (20) minutes.

"Non-Summative Year" –the three years that a teacher is not required to have a summative/final rating

"Summative Evaluation" – final rating (based on preponderance of evidence throughout the year. Summative evaluation means an evaluation of a teacher's performance that evaluates all domains of the evaluation framework; is supported by evidence of the teacher's professional practice; supports improvement in the teacher's teaching practices and student achievement; and informs a school district's employment decision concerning the teacher.

"Summative Meeting" –will be held for all teachers to review PGP goal completion; discuss PGP topics for the next year and associated PD. Final rating will be provided once every four years during the summative cycle (Track 1 and Track 2A).

Teachers/Coaches

Licensed personnel will be evaluated under the schedule and procedures required by the Arkansas Teacher Excellence and Support System (TESS). Coaches will be evaluated using the components approved by the School Board and based on TESS.

At least once every four years the district will conduct a summative evaluation on all teachers. One third of the teachers, as determined by the Principal, will receive a summative evaluation each year. New teachers in the district will receive a summative evaluation at least the first year employed in the District.

During each school-year, the district will conduct a summative evaluation on all probationary teachers as well as any teacher currently on an "intensive support" improvement plan or who has successfully completed intensive support during the current or previous school-year.

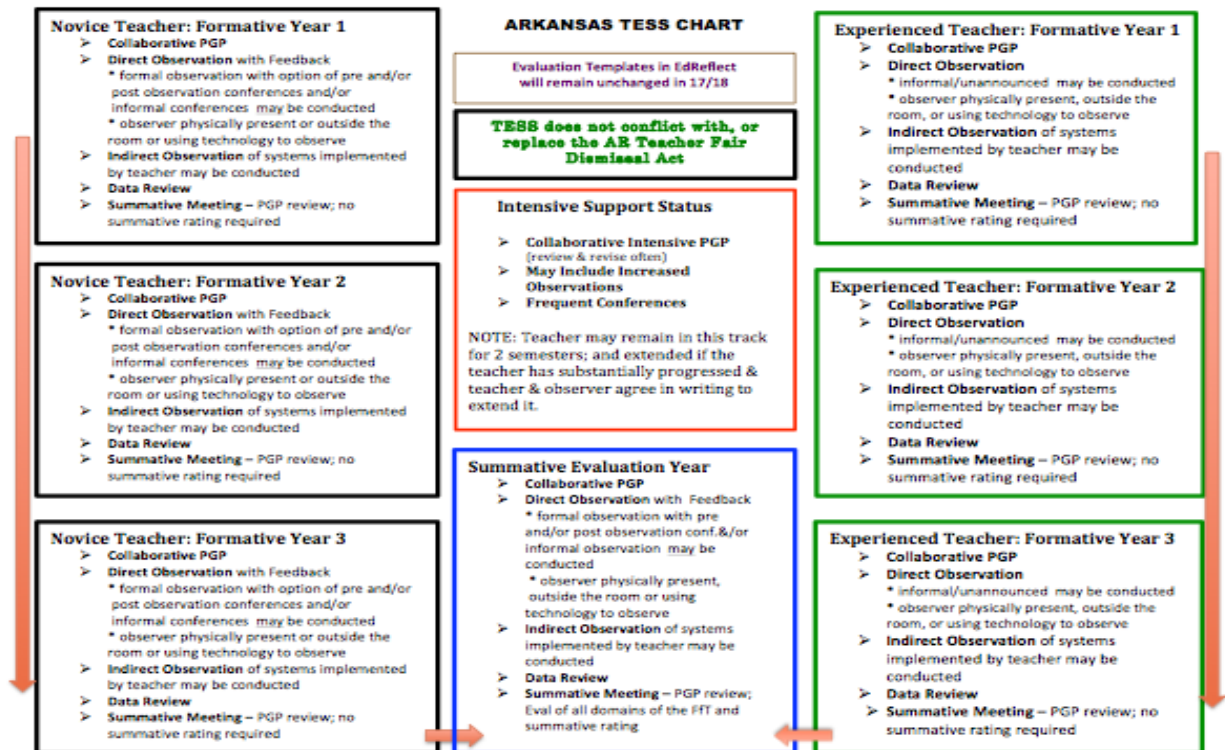
Licensed Pre-School teachers who are paid using the licensed teacher salary schedule will be required to be evaluated using TESS.

A lesson plan used by staff being evaluated is to conform to the following guidelines:

1. Shows dates and duration of the plan
2. Include the CCSS, learning outcomes and essential vocabulary being taught.
3. Teaching resources to be used
4. The lesson strategy in chronological sequence
5. Evaluation strategies

Teacher impact will be evaluated according to SOAR guidelines and procedures.

Arkansas Tess Chart represents minimum requirements under state law. The Mayflower Public School Board has adopted protocols above and beyond minimum requirements as stated above.



The administrator evaluation system used will be Leader Excellence and Development System (LEADS) under the Arkansas Department of Education guidelines. Principals and assistant principals will be evaluated annually with a system that weights student performance to the same extent as provided for in teacher evaluations.

For Evaluation Purposes:

A licensed teacher, newly employed by the Mayflower School District will be placed in TRACK 1 for a minimum of one (1) year.

- Novice/Probationary teachers must complete a minimum of three (3) years of TRACK 1 within the state of Arkansas.
- The district will assign tracks based on teacher experience, teacher observations and student performance.
- At the discretion of the principal a teacher can be placed in TRACK 3 (Intensive Support Status) at any time.

For Employment Purposes:

- For employment purposes an employee is considered probationary for at least three (3) years. A vote by the Mayflower Board of Directors could add one additional year.

TRACK 1

Probationary/Novice appraisal process includes:

- Minimum of 1 Formal Evaluations (Domains 1-4)
- Minimum of 1 Informal Observation (Related to PGP Goals)
- Artifact Collection on all components.
- Professional Growth Plan (PGP)
- Summative Evaluation rating results over all components.
- Learner Reflection if basic or unsatisfactory in any domain throughout the year.

TRACK 2A

Interim Teacher appraisal process summative evaluation includes:

- Artifact Collection on all components.
- Minimum of 1 Formal Evaluations (Once every three (3) years)
- Minimum of 1 Informal Observation (Related to PGP Goals)
- Professional Growth Plan (PGP)
- Summative Evaluation rating results over all components.
- Learner Reflection if basic or unsatisfactory in any domain throughout the year.

TRACK 2B1-2B3

Interim Appraisal evaluation process

- Artifact Collection (Only PGP Components)
- Minimum of 2 Informal Observations (Related to PGP Goals)
- Professional Growth Plan (PGP) Evaluation Review
- Provide quantitative data to show student and professional growth

TRACK 3

Intensive Support Status

- Collaborative Intensive PGP---review & revise often
- Multiple informal and formal observations
- Frequent teacher/administrator conferences (at least twice a month)

* NOTE: Teacher may remain in this track for two (2) semesters; and two (2) additional semesters may be added if improvement is observed. At any time during the year and as a result of principal observations, a teacher may enter Track 3, Intensive Support Status.

COACHES TRACK 1

A Probationary/Novice summative evaluation includes:

- Minimum of 1 Formal Evaluations (Domains 1-4)
- Data Collection (Season Checklist) *

COACHES TRACK 2

Intensive Support Status

- Collaborative Intensive PGP---review & revise often
- Multiple informal and formal observations
- Frequent teacher/administrator conferences

* NOTE: Coach may remain in this track for two (2) semesters; and two (2) additional semesters may be added if improvement is observed. At any time during the year and as a result of principal observations, a coach may enter Track 3, Intensive Support Status.

*The Season Checklist Artifact Collection is to be completed by the Head Coach of each individual sport. The Head Sr. High Coach of each sport will provide feedback to evaluator to be documented in the Asst. Coaches' evaluation when appropriate.

Assistant Coaches are evaluated annually by the head coach. These evaluations are part of the Data Collection.

Building Level or District Level Evaluations

Building level or district level leaders will be evaluated under the schedule and provisions required by LEADS.

The superintendent or designee(s) shall develop procedures to govern the evaluation process and timelines for the evaluations.

Novice category and probationary building level or district level leaders, those building level or district level leaders who have been placed in the Intensive category, and those building level or district level leaders who have not had a summative evaluation the previous two years will have a summative evaluation. A building level or district level leader shall complete a PGP based on the standards and functions determined during the initial summative evaluation meeting with the superintendent or designee. If there is disagreement between a building level or district level leader and the leader's evaluator concerning the PGP, the decision of the evaluator shall be final. In subsequent years, he/she shall revise his/her PGP and associated documents required under LEADS.

The building level or district level leader shall annually revise his/her PGP and associated documents required under LEADS. His/her job performance will be measured on how well the PGP's goals have been met.

While building level or district level leaders are required to be summatively evaluated once every four-years, the Superintendent or designee may conduct a summative evaluation in any year.

Legal Reference: A.C.A. § 6-17-1504