

# 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.

November 15, 2016

## Gosnell School District NCES - 500029

Key Indicators are shown in **RED**.

Filter: Show only the indicators included in the plan

District Context and Support for School Improvement			
Improving the school within the framework of district support			
<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 3/30/2016		
	Level of Development:	Initial: <b>Limited Development</b> 12/15/2015	
		<b>Objective Met - 03/30/2016</b>	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	We are recruiting teachers who are located in our area and teachers who are outside our area to bring in new ideas. We put ads in the Blytheville Courier News, Jonesboro Sun, and on www.teacherteacher.com.	
<b>Plan</b>	Assigned to:	Kevin Evans	
	Added:	02/29/2016	
	How it will look when fully met:	The team will discuss and develop a set of recruiting, hiring, and training guidelines to be utilized by district and school supervisors who are responsible for filling needed positions. These guidelines will be used as a checklist and submitted to the district office after position has been filled. The final draft of the guidelines and the checked off lists will serve as the evidence that this objective is fully met.	
	Target Date:	03/30/2016	
	<b>Tasks:</b>		
	1. Lead discussion of current district practices and future needs related to recruiting, hiring, and training of needed personnel to promote school improvement.		
	Assigned to:	Kevin Evans	
	Target Completion Date:	01/29/2016	
	Comments:	Create a checklist of current practices and add recommendations discussed at the meeting.	
	<b>Task Completed:</b>	<b>03/30/2016</b>	
	2. Present checklist to the team for further discussion so it can be finalized at the March meeting.		
	Assigned to:	Kevin Evans	

		Target Completion Date:	02/25/2016
		Comments:	Checklist will be provided for review with the goal to finalized at March meeting.
		Task Completed:	03/30/2016
	3. Finalize the guidelines and instruct supervisors to use and submit with final hiring decisions.		
		Assigned to:	Kevin Evans
		Target Completion Date:	03/30/2016
		Comments:	Team members will bring to the March meeting any recommended changes or additions to the guidelines so they can be finalized and utilized in the future.
		Task Completed:	03/30/2016
<b>Implement</b>	Percent Task Complete:		3 of 3 (100%)
	Objective Met (initial):		03/30/2016
	Experience:		3/30/2016 It forced us to look at our hiring practices and recruitment process. It opened our eyes to consider recruiting outlets. It opened up lines for district wide communication.
	Sustain:		3/30/2016 We will continue to reevaluate this process. We will continue to utilize and update the training document.

Evidence:	<p>3/30/2016 We developed the following Personnel Recruitment Guidelines for Gosnell School District: Gosnell School District Personnel Recruitment Guidelines The leadership of the Gosnell School District should use the following guidelines for recruiting, placing, training, and supporting the personnel needed to competently address school improvement. 1. Advertise in local and regional newspapers (Courier News, Jonesboro Sun) and expand to state and bordering state newspapers for shortage areas when necessary. 2. Post job vacancies on the district website, facebook, and twitter accounts. 3. Post job vacancies on the AAEEA website. 4. Post job vacancies on teachers-teachers website, especially for shortage areas. 5. Ask current employees for recommendations for possible recruitment. 6. Contact colleges and universities for possible candidates. 7. Filter all applications for best possible applicants to set up interviews. 8. Assemble an interview team and have members call references of the selected applicants. 9. Design interview questions to determine if applicants are a good fit for the district and school vision and mission. 10. Design a scale for rating each candidate. 11. Set up interviews with the team for interested applicants. 12. In addition to state requirements, use student achievement, classroom instruction, and evaluation data to set up appropriate professional development plans to train and support all employees in areas of need that would best support school improvement. In addition to these steps the district should consider the following. 1. Participate in student internships and recruiting those that have demonstrated strong skills in areas of need. 2. Attend any local, regional, and/or state job fairs to recruit personnel especially for areas of shortage. 3. Start a future teacher program for students. 4. Use video for teacher self-evaluation and improvement. 5. Take advantage of all organizations that can provide professional development needed for school improvement: APSRC, CRESC, AAEEA, etc. 6. Hire other entities to provide needed professional development when it cannot be provided locally or through readily available sources.</p>
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## District Context and Support for School Improvement

### Taking the change process into account

<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 4 (0%)		
Level of Development:	Initial: <b>Limited Development</b> 12/15/2015		
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:	We use various sources of data to monitor progress in school improvement. We use AIP/IRI data in school improvement.		

<b>Plan</b>	Assigned to:	Debbie Wammack
	Added:	03/01/2016
	How it will look when fully met:	The viability of all extended time and other special programs will be evaluated each year through the review of all data components affected by the particular program. Decisions will be made to continue funding each program based on improved student achievement as demonstrated on state assessments, MAP assessments, grades, graduation rate, and number of students completing remediation and/or recovering credit. A review of the additional cost to run each program will also be considered to determine if the cost is worth the results.
	Target Date:	05/20/2016
	<b>Tasks:</b>	
	1. Assign team members to collect data needed for evaluation of each program.	
	Assigned to:	Kevin Evans
	Target Completion Date:	02/25/2016
	Comments:	Need pre and post data for high school extended time tutoring, credit recovery, summer credit recovery, summer AIP, and special ed resource programs. Need pre and post data for elementary after-school tutoring, AIP, dyslexia, Title I, and special ed resource programs.
	2. Collect data for Summer credit recovery and AIP programs and data, during school credit recovery programs, and special ed resource programs.	
	Assigned to:	Stephanie Hancock
	Target Completion Date:	04/27/2016
	Comments:	For all students in each program, we need pre and post data from state assessments, MAP assessments, graduation rate, and students attempting and completing credit recovery.
	3. Collect pre and post data related to students participating in elementary programs.	
	Assigned to:	Shannon O'Neal
	Target Completion Date:	04/27/2016
	Comments:	Need state assessment and MAP assessment data for all students in extended tutoring, special ed resource, and Title I programs.
	4. Collect data on costs of all the programs.	
	Assigned to:	Elizabeth Bryce
	Target Completion Date:	04/27/2016
	Comments:	Need cost to run tutoring programs for both secondary and elementary, credit recovery, resource, and Title I.
<b>Implement</b>	Percent Task Complete:	0 of 4 (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>
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<b>Status</b>	Tasks completed: 4 of 17 (24%)		
	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
	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:	The district has a curriculum, but needs to organize it electronically for collaborative updates to be more efficient and timely.	
<b>Plan</b>	Assigned to:	Kevin Evans	
	Added:	02/29/2016	
	How it will look when fully met:	The newly designed curriculum will be a simple digitized table of topics for each subject area based on Arkansas State Standards. It will be easy for teachers to read, understand, use, and modify as needed. Each topic will include a standard, an overarching text and guiding question or prompt that the student must be able to complete to demonstrate proficiency. Details for lesson plans such as vocabulary and other supplementary reading and writing assignments will be left to the teacher to develop so that students will build the knowledge and skills necessary to be able to answer the guiding questions or complete the prompt outlined in the curriculum for each topic. To ensure literacy immersion in each subject area it will also include the number of major and short writing assignments that must be completed each quarter for each subject area.	
	Target Date:	05/25/2018	
	<b>Tasks:</b>		
	1. Set up an initial meeting with instructional facilitators to determine the current state of the district curriculum and begin planning for the revised curriculum.		
	Assigned to:	Stephanie Hancock	
	Target Completion Date:	02/12/2016	
	Comments:	Instructional facilitators need to bring current curriculum documents either printed or digitized that the schools are using to guide lesson plan development and instruction. Bring any other information of interest that is related to curriculum development.	
	<b>Task Completed:</b>	<b>02/12/2016</b>	
	2. Write a summary of Leading with Focus and send out to curriculum development team to determine if this is the direction the district should go and set up next curriculum planning meeting.		
	Assigned to:	Kevin Evans	
	Target Completion Date:	02/18/2016	
	Comments:	Team members need to read summary prior to next meeting and be prepared to discuss and question implementation of the Focus initiative.	
	<b>Task Completed:</b>	<b>02/18/2016</b>	

		3. Order and distribute Michael Schomoker's book, Leading with Focus to all district leadership team members for team book study.
	Assigned to:	Kevin Evans
	Target Completion Date:	02/25/2016
	Comments:	Since the curriculum development team was in favor of further investigation a decision was made to get permission from superintendent to order the books for the leadership team members that did not already have it.
	<b>Task Completed:</b>	<b>08/17/2016</b>
		4. Begin design of social studies curriculum by entering social studies standards into template, and think about the order and quarter each should be assigned as they are entered.
	Assigned to:	Kevin Evans
	Target Completion Date:	03/04/2016
	Comments:	All instructional facilitators will enter a portion of these standards except K-2 who will begin selecting possible text to use for that grade level. Social studies teachers will be asked to review the standards to determine which 50% are most critical for the students. This will guide the curriculum development team in their selection of topics, texts, guiding questions/prompts for the curriculum document, and social studies teachers will be used as a resource for selection of these also.
	<b>Task Completed:</b>	<b>05/11/2016</b>
		5. Select texts and guiding questions/prompts for the K-2 social studies curriculum topics.
	Assigned to:	Nancy Henson
	Target Completion Date:	12/16/2016
	Comments:	Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed. A Bookflix subscription will be a budget item for this task.
		6. Select texts and guiding questions/prompts for the 3-6 social studies curriculum topics.
	Assigned to:	Nancy Henson
	Target Completion Date:	04/21/2017
	Comments:	Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.
		7. Select texts and guiding questions/prompts for the 7-8 social studies curriculum topics.
	Assigned to:	Kathy Hodge
	Target Completion Date:	04/21/2017
	Comments:	Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.
		8. Select texts and guiding questions/prompts for the 9-12 social studies curriculum topics.
	Assigned to:	Kathy Hodge

		Target Completion Date:	12/16/2016
		Comments:	Use teacher input and currently available resources to develop the initial list, which can and should be modified over time as the curriculum is implemented and daily lessons are developed.
	9. Develop the district curriculum form for K-12 science.		
		Assigned to:	Kevin Evans
		Target Completion Date:	10/03/2016
		Comments:	This form will be based on the same template as used for social studies.
	10. Enter 7-8 science standards into curriculum form according to the quarter they will be addressed.		
		Assigned to:	Stephanie Hancock
		Target Completion Date:	10/21/2016
		Comments:	This needs to be set up prior to entering selected texts. Science teachers will need to prioritize standards and provide feedback on which quarter the standards will be addressed.
	11. Enter K-6 science standards into the curriculum form according to the quarter they will be addressed.		
		Assigned to:	Shannon O'Neal
		Target Completion Date:	11/11/2016
		Comments:	K-6 science teachers will need to prioritize the standards and provide feedback on what quarter they will be addressed prior to entering into the curriculum form.
	12. Select texts and guiding questions/prompts for the K-6 science curriculum topics.		
		Assigned to:	Shannon O'Neal
		Target Completion Date:	05/22/2017
		Comments:	This will require discussing with teachers what they are currently using as well as research to find additional recommended texts. Will want to get the teachers involved in this research.
	13. Select texts and guiding questions/prompts for the 7-8 science curriculum topics.		
		Assigned to:	Stephanie Hancock
		Target Completion Date:	05/22/2017
		Comments:	This will require discussing with teachers to find out what they are currently using as well as research to find new texts. Teachers should be involved in this research.
	14. Collect elementary classroom data on the 7 elements of effective instruction to report at next meeting.		
		Assigned to:	Debbie Wammack
		Target Completion Date:	10/19/2016
		Comments:	School leadership team should decide on which element to focus and visit classrooms to collect data to report at next meeting.
	15. Collect secondary classroom data on the 7 elements of effective instruction to report at next meeting.		
		Assigned to:	Len Whitehead

		Target Completion Date:	10/19/2016
		Comments:	School leadership team should decide on which element to focus and visit classrooms to collect data for report at next district leadership team meeting.
16. Provide secondary teachers with training in the 7 elements of effective lessons.			
		Assigned to:	Len Whitehead
		Target Completion Date:	05/22/2017
		Comments:	Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.
17. Provide elementary teachers training in the 7 elements of effective lessons.			
		Assigned to:	Debbie Wammack
		Target Completion Date:	05/22/2017
		Comments:	Principals should use instructional facilitators and lead teachers throughout the school year to provide training to teachers in the 7 elements of effective lessons. School leadership teams should visit classrooms throughout the school year to determine their use of the elements.
<b>Implement</b>	Percent Task Complete:		4 of 17 (24%)

## School Leadership and Decision Making

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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 11/24/2015		
	Level of Development:	Initial: <b>Limited Development</b> 09/28/2015	
		<b>Objective Met</b> - 11/24/2015	
	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:	There is a District Leadership Team that meets at least twice each month with agendas and minutes for each meeting. There is a School Leadership Team for each school that meets at least twice each month with agendas and minutes for each meeting. Each school has two instructional facilitators that hold PLC meetings with grade level or subject level teams at least twice each month. The district has not yet adopted an official policy for school improvement teams but is in the development process in hopes for a November or December adoption by the school board.	
<b>Plan</b>	Assigned to:	Kevin Evans	
	Added:	09/28/2015	

	How it will look when fully met:	The district will have a formal school improvement team policy adopted by the school board that will be part of the School District Board and Personnel Policies Handbook. A copy of the adopted policy with its adoption date, and a copy of the school board meeting minutes in which the policy was adopted will be required as evidence that this objective is fully met.
	Target Date:	12/15/2015
	<b>Tasks:</b>	
	1. Distribute copies of the ASBA's model policy 5.4--School Improvement Teams to District Leadership Team members for discussion and recommended modifications to meet the needs of the district and its schools.	
	Assigned to:	Kevin Evans
	Target Completion Date:	09/28/2015
	Comments:	Team members will need to review the policy and be prepared to discuss any changes to it that need to be made. Team will need to decide when the meetings will take place with understanding that compensation will be required if the meetings require them to work outside of their contracted time. They will also need to determine who will serve on both the school leadership teams and instructional teams, and how they will be organized.
	<b>Task Completed:</b>	<b>09/23/2015</b>
	2. Discuss necessary modifications to ASBA model policy, 5.4--School Improvement Teams, and make necessary changes to meet district and school needs.	
	Assigned to:	Kevin Evans
	Target Completion Date:	10/21/2015
	Comments:	
	<b>Task Completed:</b>	<b>10/21/2015</b>
	3. Present policy, 5.4--School Improvement Teams, to the school board for recommended adoption.	
	Assigned to:	Kevin Evans
	Target Completion Date:	11/23/2015
	Comments:	
	<b>Task Completed:</b>	<b>10/26/2015</b>
<b>Implement</b>	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	11/24/2015
	Experience:	11/24/2015 Reviewed ASBA model policy, made changes to fit the district, and presented to board for adoption.
	Sustain:	11/24/2015 None, the policy has been adopted by the school board.
	Evidence:	11/24/2015 Adopted Policy 5.4 and added to personnel/board policies manual. Policy, agenda, and minutes of the school board meeting can be provided as evidence.

