

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

Benton School District NCES - 502960

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 3 (0%)		
	Level of Development:	Initial: Limited Development 12/01/2015	
	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:	Currently, principals meet with central office staff in the spring to discuss staffing and budget needs for the upcoming school year. An emphasis needs to be placed on data profiles to discuss progress and the improvement status for each school site. Each Principal has the autonomy to decide how to spend their site budget based on their school needs.	
Plan	Assigned to:	Angela Dischinger	
	Added:	02/29/2016	
	How it will look when fully met:	Central office staff would meet with principals on a quarterly basis to discuss specific school data and achievement. The meetings would include budget review, school site needs, areas of growth and site celebrations. As a District Leadership Team, we would review all programs on an annual basis to determine if program is effective. School leaders will develop a schedule for instructional team meetings.	
	Target Date:	12/09/2016	
	Tasks:		
	1. Develop a program evaluation rubric		
	Assigned to:	Angela Dischinger	
	Target Completion Date:	12/09/2016	
	Frequency:	once a year	
	Comments:		
	2. Setup quarterly data meetings with principals		

	Assigned to:	Angela Dischinger
	Target Completion Date:	12/09/2016
	Frequency:	four times a year
	Comments:	
3. Create a schedule for instructional teams to meet on a regular basis		
	Assigned to:	school site principals
	Target Completion Date:	12/09/2016
	Comments:	
Implement	Percent Task Complete:	0 of 3 (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	Full Implementation	
	Level of Development:	Initial: Full Implementation 02/23/2016
	Evidence:	<p>What are all the recruiting methods we use a district?</p> <ul style="list-style-type: none"> Career/Job Fairs Visit College Campuses Billboards "Grow our Own" future teachers/employees Advertisement- AAEA Website, newspaper, district website It's hard to recruit teachers for certain subjects in our district, specifically chemistry and construction. Calling around to the universities to find candidates Teacher fairs Benefits that other districts may not offer Keeping website up-to-date, social media, district app, billboards Attractive school district due to high test scores, great students Teacher Cadets Online Job Postings University partnerships AAEA website Word of mouth What type of initial training and on-going support do we provide to new employees? Mentor/Buddy system for new teachers New Teacher meetings- Fall/Spring to observe half day and ask questions New teacher inservice/orientation End-of-year celebration Needs survey to new teachers Find ways to support training of teachers through year Instructional facilitators Administrators - building level support TESS - coaching conversation opportunities Teacher Observations twice a year PD from IF's PLC's How do we ensure that the most effective teacher is placed with the neediest students? Attempt to match kids' needs with teachers, but sometimes

	<p>shifting student populations makes this challenging. We try, but don't do this well. Ideally you want your best teachers with the highest-risk students, and as a district, we don't have a way to do that.</p> <p>Every teacher teaches all levels.</p> <p>This is a problem in all schools in every district. We usually put our rock star teachers with our Pre-Ap/Ap students. We don't always spread out our rock star teachers with all level students</p> <p>This is a challenge for RTI--the teachers with the most expertise may not be the one's working with the students with the greatest need.</p> <p>We try to train all of our teachers so that they have the best instructional strategies.</p> <p>We place our best teachers in inclusion classrooms.</p> <p>Principals know their teachers and place them in the best position</p> <p>Integrated/co-teach classrooms</p> <p>Special education</p> <p>Intervention</p> <p>Related services</p> <p>School Master schedules</p>
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 10/15/2015
	Evidence:	<p>Evidence of Autonomy:</p> <p>Personnel practices</p> <p>Interview - Process</p> <p>Principals determine their master schedules</p> <p>Budget Prep and Planning</p> <p>What our curriculum and PD focus will be</p> <p>Interventions</p> <p>Flexibility is given to leaders concerning multiple fronts</p>
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: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 02/23/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	We currently offer block scheduling at our high school and the other secondary schools offer advisory period. Some of our schools offer summer school or additional learning opportunities in the summer. We have some schools with before/after school tutoring sessions.	
Plan	Assigned to:	Angela Dischinger	
	Added:	02/29/2016	
	How it will look when fully met:	All school sites would offer extended learning opportunities. Similar things would be going on at all schools Every campus and measurable achievement Credit recovery Programs Super Summer Grant before and after school tutoring	
	Target Date:	06/01/2017	
	Tasks:		
	1. Review school site data portfolios to determine school needs		
	Assigned to:	Angela Dischinger	
	Target Completion Date:	06/01/2017	
	Frequency:	four times a year	
	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	Full Implementation		
	Level of Development:	Initial: Full Implementation 10/15/2015	
	Evidence:	Various support roles are defined at the Central Office. Each building administrator felt they knew who to contact if they needed assistance/support in any particular area.	
	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 02/23/2016	

Evidence:	We have elementary and secondary curriculum maps for English and Math. We have Instructional Facilitators for Elementary and Secondary schools. Science and Social Studies are embedded in into the current literacy and math maps.
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 Tasks completed: 0 of 2 (0%)

Level of Development:	Initial: Limited Development 12/01/2015	
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: Currently, the district is reviewing proposed new policy for School Improvement and defining leadership and instructional teams.

Plan Assigned to: Angela Dischinger

Added: 02/29/2016

How it will look when fully met: Currently, our district has site level leadership and instructional teams. We will adopt an updated policy to match ACSIP indicators which provides detailed information regarding team structure and meeting requirements.

Target Date: 05/01/2016

Tasks:

1. Create an updated school improvement policy

Assigned to:	Angela Dischinger
Target Completion Date:	05/01/2016
Comments:	
2. The district will utilize agendas and minutes in Indistar to record District Leadership Team meetings.

Assigned to:	Angela Dischinger
Target Completion Date:	03/30/2016
Frequency:	monthly
Comments:	

Implement Percent Task Complete: 0 of 2 (0%)

