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 29, 2016

Marmaduke School District NCES - 500016

Key Indicators are shown in RED.

District Context and Support for School Improvement			
Improving the school within the framework of district support			
Indicator	**IA06 - The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.(6)**		
Status	Tasks completed: 0 of 4 (0%)		
	Level of Development:	Initial: Limited Development 10/24/2016	
	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:	The district provides schools with ACT Aspire, Classworks, Accelerated Reader, KnowRe, and other programs to collect data concerning student learning. However, improvement could be made in training teachers and administrators to utilize the data to analyze the data and make improvements based on the analysis.	
Plan	Assigned to:	Keith Richey	
	Added:	10/24/2016	
	How it will look when fully met:	Training will be conducted to improve teachers and administrators ability to analyze data. Teachers and administrators will be able to produce documentation of analysis process and outcomes. Documentation of training and analysis documents will be used to provide evidence.	
	Target Date:	08/31/2017	
	Tasks:		
	1. Determine what type of training (group workshop, online, etc.) and the content that will be used to provide training concerning how to improve the analysis process.		
		Assigned to:	Keith Richey
		Target Completion Date:	02/10/2017
		Comments:	
	2. Schedule the data analysis training into the professional development calendar.		
		Assigned to:	Keith Richey
		Target Completion Date:	05/01/2017
		Comments:	

	3. Conduct the data analysis training.		
		Assigned to:	Keith Richey
		Target Completion Date:	08/18/2017
		Comments:	
	4. Teachers and Administrators meet to analyze data and provide documentation concerning the plan to continue strengths and improve weaknesses.		
		Assigned to:	Keith Richey
		Target Completion Date:	08/31/2017
		Comments:	
Implement	Percent Task Complete:		0 of 4 (0%)

Indicator	**IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)**		
Status	**Objective Met** 10/5/2016		
	Level of Development:	**Initial**: Limited Development 11/06/2015	
		Objective Met - 10/05/2016	
	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:	District level administrators use information and data obtained from the schools to make yearly budgeting and allocation decisions.	
Plan	Assigned to:	Tim Gardner	
	Added:	11/06/2015	
	How it will look when fully met:	The school leadership teams will meet with faculty and staff in the spring of each year and again at the beginning of the school year. School budgets, staffing, improvement status, progress, and student learning outcomes will be reviewed to determine where resources can be used in the most efficient and effective manner. Members of the school leadership teams will then meet with the district leadership team to present the findings. The district leadership team will then review the findings, prioritize, and develop a plan which can be used by the superintendent and school board to make decisions concerning the allocation of funds and resources.	
	Target Date:	08/31/2016	
	Tasks:		
	1. School leadership teams will meet with faculty and staff to develop a needs assessment based upon current budgeting, staffing, improvement status, and student learning outcomes.		
		Assigned to:	School Principals
		Target Completion Date:	05/31/2016
		Comments:	
		Task Completed:	05/31/2016

		2. The district leadership team will meet to review the findings of the school leadership teams and to conduct it's own needs assessment based upon current budgeting, staffing, improvement status, and student learning outcomes.	
		Assigned to:	Tim Gardner
		Target Completion Date:	06/15/2016
		Comments:	
		Task Completed:	06/15/2016
		3. School leadership teams will meet again with faculty and staff to review the findings of the spring meeting to determine if changes need to be made based up any new data that has been received.	
		Assigned to:	Principals
		Target Completion Date:	08/31/2016
		Comments:	
		Task Completed:	08/15/2016
		4. The district leadership team will meet to review any changes to the schools needs assessments and finalize budgetary recommendations for the superintendent and school board.	
		Assigned to:	Tim Gardner
		Target Completion Date:	09/01/2016
		Comments:	
		Task Completed:	09/09/2016
		5. The superintendent will meet with the school board to finalize the budget for the current school year.	
		Assigned to:	Tim Gardner
		Target Completion Date:	09/19/2016
		Comments:	
		Task Completed:	09/12/2016
Implement	Percent Task Complete:	5 of 5 (100%)	
	Objective Met (initial):	10/05/2016	
	Experience:	10/5/2016 Through completion of the Needs Assessment it was decided that the current Accelerated Reader program in high school needed to be eliminated and more emphasis placed on group readings of novels. Money was diverted away from Accelerated Reader and moved toward the purchase of novels. The elementary school will implement the Engage New York literacy program and high school will implement the KnowRe math program in order to improve ACT Aspire results.	
	Sustain:	10/5/2016 The district needs to renew this Indicator and tasks for the next school year.	
	Evidence:	10/5/2016 Evidence will be completed budgets for the district as well as federal/state categorical budgets.	

Indicator	**IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)**	
Status	**Objective Met** 10/5/2016	
	Level of Development:	Initial: Limited Development 11/06/2015

				Objective Met - 10/05/2016
	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:		Marmaduke School District is made up of one elementary school and one highs school. Based upon the most recent ESEA report both schools are listed as "in need of improvement". 100% of teachers in both schools are currently listed as "Highly Qualified". Both schools have more that 50% of students qualified for free and reduced lunch. The district has less than 5% minority students. The district currently utilizes the new teacher induction and mentoring program provided through the Arkansas Department of Education.	
Plan	Assigned to:		Keith Richey	
	Added:		11/06/2015	
	How it will look when fully met:		All teachers within the district will meet the criteria as "Highly Qualified". Teachers new to the district will be provided an orientation meeting to supply them with the needed information and resources to be successful. Teachers new to the profession will go through the Arkansas Department of Education's induction training and mentoring program. Evidence of HQT percentages will supplied from ACSIP reports. Copies of agendas and sign in sheets will be provided as evidence of new teacher orientation. Evidence of the new teacher induction training and mentoring program will be obtained through the Moodle program.	
	Target Date:		09/01/2016	
	Tasks:			
	1. Teachers that are new to the district will be provided with an orientation meeting. This meeting will include information provided by the building principals, technology department, financial department, and others as needed. An agenda and sign in sheet will be produced and filed.			
		Assigned to:	Keith Richey	
		Target Completion Date:	09/01/2016	
		Frequency:	once a year	
		Comments:		
		Task Completed:	08/08/2016	
	3. Teachers new to the profession will be provided a mentor and go through the Arkansas Department of Educations induction training and mentoring program. New teachers will register through the Moodle program and evidence of their completion will be provided to the district mentoring project director.			
		Assigned to:	Keith Richey	
		Target Completion Date:	05/21/2016	
		Frequency:	once a year	
		Comments:		
		Task Completed:	09/15/2016	

Implement	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	10/05/2016
	Experience:	10/5/2016 The district worked with the school principals to set up orientation meetings will all new teachers to the district. Novice teachers were paired with experienced teachers and participated in the mentoring program established by the state of Arkansas.
	Sustain:	10/5/2016 New teacher orientations and the mentoring program will both be continued into the future. School principals will oversee the new teacher orientations while the mentoring coordinator will oversee the mentoring program.
	Evidence:	10/5/2016 New teacher orientation sign in sheets and agendas are evidence that the new teacher orientations were completed. Mentoring pairing forms as well as artifacts produced throughout the mentoring process can be used as evidence of the completion of this task.

Indicator	**IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)**		
Status	**Objective Met** 10/24/2016		
	Level of Development:	Initial: Limited Development 11/09/2015	
		Objective Met - 10/24/2016	
	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:	Building administrators are required to follow Common Core State Standards when making curriculum and scheduling decisions. These standards greatly restrict their autonomy and authority to make these decisions. Decisions concerning whether to add or delete a faculty or staff position, as well as faculty and staff selection decisions, are made in conjunction with district administration. School Leadership teams are not in place in order to build leadership capacity at the school level.	
Plan	Assigned to:	Keith Richey	
	Added:	11/09/2015	
	How it will look when fully met:	Leadership teams will be established and maintained at the building level. This will build leadership capacity at the school level. District expectations and parameters for the schools will be developed and implemented which will guide the schools in establishing appropriate levels of autonomy. Evidence will be provided through student and teacher achievement levels which include standardized test scores, TESS proficiency, graduation rate, drop out rate, etc.	
	Target Date:	08/22/2016	
	Tasks:		
	1. Establish building level leadership teams. Evidence will include agendas and sign in sheets from team meetings.		

		Assigned to:	Principals	
		Target Completion Date:	02/01/2016	
		Comments:		
		Task Completed:	11/18/2015	
	2. The district leadership team will create and implement expectations and parameters for building level administrators and leadership teams. Evidence will be the document produced which establishes these expectations and parameters.			
		Assigned to:	Tim Gardner	
		Target Completion Date:	05/20/2016	
		Comments:		
		Task Completed:	05/20/2016	
Implement	Percent Task Complete:		2 of 2 (100%)	
	Objective Met (initial):		10/24/2016	
	Experience:		10/24/2016 The district leadership team produced and implemented a board approved policy which meets the implementation of this objective.	
	Sustain:		10/24/2016 The objective needs to be reviewed to determine if the objective can be clarified or broadened.	
	Evidence:		10/24/2016 Board approved policy which describes the expectations of the school leadership and instructional teams.	

District Context and Support for School Improvement	
Taking the change process into account	
Indicator	**IB01 - The district operates with district-level and school-level improvement teams.(16)**
Status	Tasks completed: 1 of 2 (50%)

	Level of Development:	Initial: Limited Development 10/24/2016	
	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:	A policy concerning the implementation of district and school level leadership teams has been established. Teams are currently meeting. Improvements in quantity and quality of these meetings needs to implemented.	
Plan	Assigned to:	Keith Richey	
	Added:	10/24/2016	
	How it will look when fully met:	The objective will be fully met when teams are meeting twice and month and improvement plans are being implemented and completed.	
	Target Date:	06/01/2017	
	Tasks:		
	1. Leadership teams meet twice a month with documentation.		

		Assigned to:	Keith Richey	
		Target Completion Date:	12/15/2017	
		Comments:		
	2. The district leadership team will meet to review the current year plan to determine if objectives are being completed. The comprehensive report will be the documentation that plans are being completed.			
		Assigned to:	Keith Richey	
		Target Completion Date:	06/01/2016	
		Comments:		
		Task Completed:	06/01/2016	
Implement	Percent Task Complete:		1 of 2 (50%)	

Indicator	**IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)**			
Status	**Objective Met** 11/18/2016			
	Level of Development:		Initial: Limited Development 11/09/2015	
			Objective Met - 11/18/2016	
	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:		The current budget includes funds for after school tutoring at both schools. Transition programs are in place at the preschool, elementary, and high school levels. Credit recovery is available at the high school level through the Alternative Learning program. Online courses are available through Arkansas State University and Virtual Arkansas.	
Plan	Assigned to:		Keith Richey	
	Added:		11/09/2015	
	How it will look when fully met:		Academic success will increase due to the improvement of current programs as well as implementation of new programs. Monitoring and assessment strategies will be used by the after school tutoring program to determine it's effectiveness. The selection process used by the after school tutoring program will be articulated and implemented. High School students will be used to work with Elementary School students to improve the effectiveness of the program. Online and concurrent credit courses will be increased in order to provide high school students more flexibility in achieving academic goals. Pre and post assessments, Classworks, standardized test, and college credit accumulation will be used to evaluate this indicator.	
	Target Date:		05/20/2016	
	Tasks:			
	1. Implement pre and post tests to evaluate the effectiveness of the after school tutoring program.			

			Assigned to:	Principals
			Target Completion Date:	08/31/2016
			Comments:	
			Task Completed:	08/31/2016
		2. Articulate and implement the selection process for the after school tutoring program.		
			Assigned to:	Principals
			Target Completion Date:	05/20/2016
			Comments:	
			Task Completed:	05/20/2016
		3. Implement a program in which high school students are allowed to work with elementary students during the elementary school tutoring program. A list of students and dates will be produced to provide evidence.		
			Assigned to:	Bill Muse
			Target Completion Date:	05/20/2016
			Comments:	
			Task Completed:	05/20/2016
		4. Investigate strategies to increase access to online and concurrent credit courses for high school students. The district team will produce a document describing the steps that will be taken to increase access to these programs.		
			Assigned to:	Bill Muse
			Target Completion Date:	06/17/2016
			Comments:	
			Task Completed:	06/15/2016
		5. Articulate and Implement the Selection Process for students in the after school tutoring program.		
			Assigned to:	Keith Richey
			Target Completion Date:	10/31/2016
			Comments:	
			Task Completed:	11/18/2016
		6. Improve the pre and post test system to determine success of after school tutoring program.		
			Assigned to:	Keith Richey
			Target Completion Date:	10/31/2016
			Comments:	
			Task Completed:	11/18/2016
Implement	Percent Task Complete:			6 of 6 (100%)
	Objective Met (initial):			11/18/2016

	Experience:	11/18/2016 Both the high school and elementary school have implemented after school tutoring programs for students in need of extra help. Funds for the project come from Title I funds. The objective included the use of high school students to help elementary students during tutoring. However, the task was not manageable and was not completed. The high school has initiated a program which uses a computer lab and facilitator to allow students access to online concurrent and high school classes during every class period which provides students access during a time that is convenient for them.
	Sustain:	11/18/2016 The afterschool tutoring program will require continuing funds as well as administrative oversight and teacher participation. The online access to concurrent and high school credit program will require continued funds to provide a facilitator and computer lab for students to participate in the program.
	Evidence:	11/18/2016 The evidence includes after school tutoring rosters and schedules as well as rosters and schedules of students participating in the online courses.

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	**Objective Met** 10/20/2016		
	Level of Development:	Initial: Limited Development 08/20/2015	
		Objective Met - 10/20/2016	
	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:	The Marmaduke School District is made up of one high school and one elementary school. Both of these schools and the district office are located on one campus. This close proximity has made formal and informal communication fairly simple. District administrators regularly communicate with school administrators.	
Plan	Assigned to:	Tim Gardner	
	Added:	11/06/2015	
	How it will look when fully met:	Efficient and effective communication will include monthly scheduled meetings, regular unscheduled meetings as needed, and other communication such as emails and phone calls will be conducted. Evidence will include agendas, minutes, and copies of emails.	
	Target Date:	05/31/2016	
	Tasks:		

		1. The district leadership team which includes the school principals and the district superintendent will meet monthly with an agenda and sign in sheet.	
		Assigned to:	Keith Richey
		Target Completion Date:	05/21/2016
		Frequency:	monthly
		Comments:	
		Task Completed:	05/20/2016
Implement	Percent Task Complete:		1 of 1 (100%)
	Objective Met (initial):		10/20/2016
	Experience:		10/20/2016 Keith Richey was appointed as the contact person between the district and school leadership teams.
	Sustain:		10/20/2016 Keith Richey will continue to meet with the school leadership teams to continue and improve communication between the district and the schools.
	Evidence:		10/20/2016 Sign In Sheets and Agendas

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	**Objective Met** 10/20/2016		
	Level of Development:		Initial: Limited Development 11/09/2015
			Objective Met - 10/20/2016
	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:		The schools in the district use the Arkansas State Standards and the Classworks guides. Meetings have taken place in order to align the curriculum vertically and horizontally. Faculty and staff have also worked to provide cross curricular alignment. Pacing guides are developed by teachers. Teachers are required to turn in lesson plans or syllabi in order to provide evidence that the curriculum standards and guides are being followed.
Plan	Assigned to:		Keith Richey
	Added:		11/09/2015
	How it will look when fully met:		Instructional teams will be responsible for using the curriculum standards and guides in aligning the curriculum vertically and horizontally. The teams will also be responsible for making sure that cross curricular alignment is taking place. Alignment will begin at the grade level(horizontal and cross curricular), continue to the school level (vertical), and end with a complete district alignment which will include transition strategies from school to school. Evidence will include agendas from alignment meetings and completed alignment documents.
	Target Date:		12/23/2016

	Tasks:		
	1. Instructional teams will produce vertical, horizontal, and cross curricular alignment of the curriculum to the Arkansas State Standards. Evidence will include agendas from meetings and completed alignment documents.		
		Assigned to:	Principals
		Target Completion Date:	12/16/2016
		Comments:	
		Task Completed:	08/05/2016
Implement	Percent Task Complete:	1 of 1 (100%)
	Objective Met (initial):	10/20/2016
	Experience:	10/20/2016 Math, English, as well as other subject area instructional teams met and developed curriculum alignment as well as pacing guides for their subject areas.
	Sustain:	10/20/2016 Instructional teams will use the alignment and pacing documents to guide instructional planning. The documents will need t be updated from time to time in order to include changes in Arkansas Frameworks.
	Evidence:	10/20/2016 Sign In Sheets and documents produced during the meetings.

Indicator	**IC07 - Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs.(34)**		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 10/24/2016	
	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:	District provides funds and administration of professional development program. Additional collaboration needs to be implemented between the district and schools to provide schools with discretion in the selection process to insure that training fits the improvement plan of each school.	
Plan	Assigned to:	Keith Richey	
	Added:	10/24/2016	
	How it will look when fully met:	The district leadership team, which includes district and school administrators, will meet to discuss and plan professional development that will meet the needs of each school.	
	Target Date:	04/14/2017	
	Tasks:		
	1. District leadership team will meet to develop a professional development plan that will meet the improvement needs of each school.		
		Assigned to:	Keith Richey
		Target Completion Date:	04/14/2017

			Comments:	
Implement	Percent Task Complete:			0 of 1 (0%)

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** 10/20/2016			
	Level of Development:		Initial: *Limited Development* 11/09/2015	
				Objective Met - 10/20/2016
	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 team structure in place at the district and at the building levels. These teams are in the process of determining what indicators will be addressed and how these indicators will be achieved. The district does not have a policy in place that specifically addresses the roles and structures of these teams. The district will need to address developing a policy that is going to detail these responsibilities and roles.	
Plan	Assigned to:		Keith Richey	
	Added:		11/09/2015	
	How it will look when fully met:		The district will develop and implement a policy that defines the role, structure, and responsibilities of the teams designed to bring about school improvement. Evidence that this indicator is fully met will be a board approved policy addressing all aspects of the team structure.	
	Target Date:		05/20/2016	
	Tasks:			
		1. Review other school district policies that address team structure and their roles. The team will discuss what they would like the policy to include.		
			Assigned to:	Keith Richey
			Target Completion Date:	02/29/2016
			Comments:	
			Task Completed:	02/09/2016
		2. The team will complete a policy and it will be approved by the school board.		
			Assigned to:	Keith Richey
			Target Completion Date:	05/20/2016
			Comments:	
			Task Completed:	03/14/2016
Implement	Percent Task Complete:			2 of 2 (100%)

	Objective Met (initial):	10/20/2016
	Experience:	10/20/2016 The team reviewed and accepted a model policy provided by Arkansas School Board Association.
	Sustain:	10/20/2016 The policy will need to be reviewed from time to time to make sure that it is being followed and to determine if changes need to be made.
	Evidence:	10/20/2016 District Team Structure policy adopted by the school board.