

# 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.

March 30, 2016

## HOXIE SCHOOL DISTRICT NCES - 507990

Key Indicators are shown in **RED**.

District Context and Support for School Improvement			
Improving the school within the framework of district support			
<b>Indicator</b>	<b>IA05 - The district contracts with external service providers for key services in schools that need improvement.(5)</b>		
<b>Status</b>	<b>No decision has been made</b>		
	Level of Development:	Initial: <b>Limited Development</b> 03/21/2016	
		<b>Objective Met -</b>	
	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:	Many teachers are currently creating weekly lesson plans closely aligned to their pacing guides but are not driven by data. Lessons are only slightly adjusted based on students' understanding. Some teachers lack the understanding of developing instruction based on data driven decisions. Those teachers also have a difficulty using data to develop and plan individualized interventions for students within the classroom. Both the high school and the elementary school have teachers that have not been properly trained in the curriculum used within the district due to a high turnover in recent years, resulting in poor student achievement in some areas.	
<b>Plan</b>	Assigned to:	Radius Baker	
	Added:	03/21/2016	
	How it will look when fully met:	When this objective is fully met, teachers within the district will work closely with a contracted consultant to make data driven decisions to adjust lesson plans that meet the needs of their students. Teachers will also be trained and assisted in making data driven decisions when planning individual interventions to improve student achievement. The contracted consultant will also model lessons in the classroom when needed to provide job-embedded professional development. After modeling for the teacher, the consultant will "team teach" with the classroom teacher to ensure an undersanding of the concept in order for full implementation of the curriculum. The consultant will meet with teachers and administrators to discuss strategies and areas for improvement.	
	Target Date:	08/26/2016	

<b>Tasks:</b>	
1. Investigate external service providers to determine which one best fits the needs of our district.	
Assigned to:	Tracy Gates
Target Completion Date:	01/25/2016
Comments:	
<b>Task Completed:</b>	<b>09/18/2015</b>
2. Pursue a contract with E2E for Kim Wilkins to work with teachers in both elementary and high school.	
Assigned to:	Tracy Gates
Target Completion Date:	01/27/2016
Comments:	a budget of \$36,000 has been set to be paid with NSLA
<b>Task Completed:</b>	<b>09/30/2015</b>
<b>Implement</b> Percent Task Complete:	2 of 2 (100%)

<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: 1 of 3 (33%)		
	Level of Development:	Initial: <b>Limited Development</b> 10/13/2014	
	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:	Reallocation is definitely part of Hoxie's routine. However, it is informal and there isn't enough documentation regarding implementation.	
<b>Plan</b>	Assigned to:	Jennifer Huff	
	Added:	10/30/2014	
	How it will look when fully met:	The district will receive regular input from teachers, regarding what is needed to aide with the weakest areas of student achievement, through written communication. District leaders will meet quarterly to review the budget and reallocate based on need.	
	Target Date:	05/23/2016	
<b>Tasks:</b>			
	1. Teachers will meet monthly in elementary and high school with the principal to collaborate and disaggregate data to make decisions regarding school improvement.		
	Assigned to:	Principals	
	Target Completion Date:	01/05/2015	
	Frequency:	monthly	
	Comments:	Teachers will be paid \$25 per hour for meeting above contracted time for collaboration and data disaggregation.	
	<b>Task Completed:</b>	<b>02/01/2016</b>	

	2. Review written documentation from teachers regarding reallocation.
	Assigned to: Instructional Leadership team
	Target Completion Date: 04/08/2016
	Frequency: monthly
	Comments: Monthly teacher meetings will occur to review weak areas in student assessment and make recommendations for improvement. If those suggestions require reallocation, it will be submitted to the district leadership committee for consideration.
	3. Melanie Ward, District Treasurer, will review budget expenditures against budget with Superintendent. If it appears that there will be unspent funds, reallocation documentation will be reviewed and discussed in a committee meeting.
	Assigned to: Melanie Ward
	Target Completion Date: 04/15/2016
	Frequency: four times a year
	Comments:
<b>Implement</b>	Percent Task Complete: 1 of 3 (33%)

<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>	Tasks completed: 1 of 4 (25%)		
	Level of Development:	Initial: <b>Limited Development</b> 09/10/2015	
	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:	In order to recruit staff, Hoxie School is using TalentEd for hiring. Incentives are given for NBTC. Teachers were given a raise in their base salary and additional steps for years of employment. Salary changes also include more uniform step increases with years of experience. Professional development is being developed within the school district tailored to the needs of individual teachers.	
<b>Plan</b>	Assigned to:	Kelly Gillham	
	Added:	09/10/2015	
	How it will look when fully met:	The district wants a seamless transition for new employees. In order to accomplish this new teachers to the district will be paired with a peer coach which is a veteran personnel from the district to provide necessary support to transition into the district. The district leadership team will conduct a book study to a positive atmosphere for all personnel. Peer coaches will maintain documents, including agenda and minutes, to provide evidence of support.	
	Target Date:	01/27/2017	
	<b>Tasks:</b>		

	1. The district will hire a curriculum specialist to provide professional development and support to teachers to improve student achievement.
	Assigned to: Radius Baker
	Target Completion Date: 07/01/2015
	Frequency: once a year
	Comments: Refer to the salary schedule for funding information
	<b>Task Completed:</b> 07/01/2015
	2. The leadership team will identify potential mentors.
	Assigned to: Kelly Gillham
	Target Completion Date: 05/02/2016
	Frequency: once a year
	Comments: The mentors will establish the training program for new "hires" within the district. The mentor will be paid a stipend of \$300 upon completion of duties.
	3. New teachers and mentors will attend new teacher orientation.
	Assigned to: Tracy Gates
	Target Completion Date: 08/26/2016
	Frequency: once a year
	Comments: Training will include a history of the community of Hoxie.
	4. The video option will be added to BloomBoard to allow teachers to upload videos of their teaching. This will be a tool for mentors to utilize when working with new teachers to allow them to reflect on their teaching and make changes based on the TESS domains.
	Assigned to: Jennifer Huff
	Target Completion Date: 10/17/2016
	Comments: \$1750 for two years
<b>Implement</b>	Percent Task Complete: 1 of 4 (25%)

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>
<b>Status</b>	<b>Full Implementation</b>
	Level of Development: Initial: Full Implementation 11/27/2015

Evidence:	The district leadership team came to the conclusion that the district has fully implemented IA15: The district allows school leaders reasonable autonomy to do things differently in order to succeed. Changes have been made in both elementary and high school to improve student learning. A focus has been placed on using a variety of instructional strategies and student engagement. To help support teachers improve in such areas, a consultant from E-2-E has been hired to provide professional development and modeling for teachers. Classworks has also been implemented in both schools to improve student achievement. Classworks allows teachers to customize interim assessments to their pacing guides. Individual learning plans are developed for each student based on the interim assessments to provide students with interventions and help close achievement gaps. Four early release days have been scheduled this year to allow teachers an opportunity to collaborate with each other and across grade levels. Parent/Teacher Conferences have also been modified to give parents more of a notice before final report card grades come out. Professional development is planned and delivered on campus tailored to the individual needs of high school and elementary teachers. In order to sustain such efforts, the district leadership team will continue to meet, research, collaborate, and collect data.
Added:	

## 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 3 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 11/27/2015	
	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:	In high school, tutoring is provided to students based on teacher recommendations. Remediation is provided during the summer for science for students scoring basic on the Arkansas Benchmark Assessment. Both high school and elementary have an extended hours library program. Students are offered an opportunity to attend an ACT bootcamp to help them prepare for the ACT assessment.	
<b>Plan</b>	Assigned to:	Kelly Gillham	
	Added:	02/25/2016	

	How it will look when fully met:	Tutoring will be offered to both high school and elementary students to provide students with homework assistance and individualized interventions. ACT bootcamps will continued to be offered to help improve student performance on ACT and ACT Aspire assessments. With both after school tutoring and bootcamps, ACT and ACT Aspire scores will increase each year.
	Target Date:	05/02/2016
	<b>Tasks:</b>	
	1. Teachers and administrators will attend workshops to learn strategies to increase student achievement.	
	Assigned to:	Administrators
	Target Completion Date:	05/26/2017
	Comments:	
	2. Building principals will seek interested teachers to provide tutoring before and/or after school in high school and elementary school.	
	Assigned to:	Building Principals
	Target Completion Date:	10/14/2016
	Comments:	Certified teachers will be paid \$20 per hour for non-contracted time
	3. Substitutes will be hired for teachers who are absent due to professional development activities.	
	Assigned to:	Building Principals
	Target Completion Date:	05/26/2017
	Comments:	NSLA and professional development funds will be used to pay substitute teachers
<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>IC01 - The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board.(28)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: Full Implementation 02/25/2016
	Evidence:	The superintendent meets weekly with the administration team to discuss any issues that may arise and to stay updated on each school's progress. The principal from each building prepares a monthly report to give at each school board meeting to keep the school board informed on the school's progress and achievements.
	Added:	

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	

	Level of Development:	Initial: <b>Full Implementation</b> 11/27/2015
	Evidence:	In order to establish lines of communication with schools, the district hired a district curriculum director to be a specific "go to" person for the schools to be both an efficient aid to the schools and a source of information to the district. The curriculum director is part of the district's leadership team and is housed in the central office. However, much of her time is spent in the classrooms in both elementary and high school.
	Added:	

<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: 0 of 3 (0%)
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	Level of Development:	Initial: <b>Limited Development</b> 10/13/2014
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	Index:	2	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	High school and elementary have pacing guides within grade levels in literacy, math and content areas such as science if it is a tested area. Pacing guides do not include sample lessons. Comprehensive literacy is taught throughout elementary and shared among grade levels. Overall, curriculum alignment and mapping is not comprehensive nor integrated across grade levels.
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<b>Plan</b>	Assigned to:	Jennifer Huff
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	Added:	02/25/2016
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	How it will look when fully met:	When this objective is fully met, the district's curriculum will be both horizontally and vertically aligned. ACT Aspire scores will continuously improve each year. Curriculum maps will be uniformly formatted across grade levels. The district will be responsible for providing opportunities for collaboration among teachers to allow them to plan and develop curriculum guides in order for the vertical and horizontal alignment to be successful. Professional development will be offered during the summers on campus to support teachers in their efforts at aligning the curriculum.
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	Target Date:	08/01/2017
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**Tasks:**

	0. Provide professional development during the summer to assist teachers in developing their curriculum maps.
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	Assigned to:	Jennifer Huff
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	Target Completion Date:	08/08/2016
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	Comments:	funding will be needed for supplies
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	1. Provide teachers with a template to use when formatting curriculum maps. This will ensure curriculum mapping is uniform across the district.
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	Assigned to:	Jennifer Huff
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		Target Completion Date:	06/06/2016
		Comments:	
	2. Build release time into the school calendar to allow teachers opportunity to plan and collaborate across grade levels.		
		Assigned to:	Radius Baker
		Target Completion Date:	07/07/2016
		Comments:	
<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>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 11/27/2015	
	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 district has many teams incorporated into its governance policy. The district has a leadership team, each school has a leadership team, each member of the leadership team has an instructional team, and each school has a parental involvement team. The district has made great improvements in incorporating the team structure. However, the district is lacking a school community council.	
<b>Plan</b>	Assigned to:	Jeff Blake	
	Added:	02/25/2016	
	How it will look when fully met:	When this objective is fully met, the leadership team from each school will collaborate with the district to create a shared vision for the school district with input from the community. Minutes from meetings, agendas, and testing data will provide evidence of the to the team structure.	
	Target Date:	08/01/2018	
	<b>Tasks:</b>		
	1. The district will form a school community council to give the community a voice in decisions made for the district.		
		Assigned to:	Jeff Blake
		Target Completion Date:	03/06/2017
		Comments:	
<b>Implement</b>	Percent Task Complete:		0 of 1 (0%)



