

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 16, 2016

POTTSVILLE SCHOOL DISTRICT NCES - 511700

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	Full Implementation
Level of Development:	Initial: Full Implementation 09/04/2015

Evidence:		<p>Pottsville School District has fully implemented this indicator/objective in the following ways: We have...ACSIP Meetings monthly; Grade Level Meetings weekly in Elem-JH; After completing a data analysis of assessment results and perceptual data, a needs assessment is developed. Based upon the needs assessment, vertical teams (K-12) meet to address student strengths and weaknesses; Professional Development Surveys are provided to faculty to determine areas of highest priority and money is set aside accordingly for professional development; To improve student achievement, release days are set aside for teachers to address student assessments, AIPs and to create a plan of action for students and one's professional growth; Professional Growth Plans, CWTs, formal and informal teacher evaluations also provide direction toward the professional development needed for individual teachers as well as building or district levels. Funds are set aside for any required PD such as AP Training that is mandated once every five years; Yearly WatchDog meetings (MG and Elem) and TASK FORCE meetings also provide guidance into ideas to help reduce achievement gaps. Again, professional development funds are set aside based upon faculty training needed. Pottsville Schools also partners with local businesses (Potts Inn) and national parks (Lake Dardanelle) to provide required professional development training for those who teach Arkansas History. Our Reading Recovery Teachers attend a monthly meeting (substitutes provided) to collaborate with UALR and other fellow colleagues to address reading strategies. Lastly, we partner with Arch Ford Co-op, ATU, and Monticello to provide individual trainings, paired trainings (mentoring), and group trainings based upon our needs assessment. PD funds are set aside as needed.</p> <p>To sustain our efforts and continue our student focus, we will continue to have said weekly, monthly, and yearly meetings to analyze on-going data. Agendas, minutes, and sign-in sheets will be used to indicate documentation. PD Surveys will continue to be conducted (surveymonkey) and results/charts will be printed for documentation. A PD schedule will be documented with times/dates/agendas/minutes/sign-in sheets for each school year. Release Days will continue to be provided for faculty to collaborate and reflect on assessments and weak trends (subs provided through SUBTEACH--documentation from SUBTEACH). We will continue to partner with Arch Ford Co-op, ATU, and Monticello, and other stakeholders. Copies of agreements and PD fees for said collaboration will be used for documentation.</p>
Added:		

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 11/03/2015

Evidence:	<p>Fully implemented:</p> <p>Our teachers are Highly Qualified in content areas</p> <p>Our paraprofessionals are Highly Qualified</p> <p>We attract effective educators through competitive salaries compared to our surrounding districts and partner with Arkansas Tech University (cohort training)</p> <p>We have a mentoring program in which we pair experienced teachers with new teachers to discuss classroom management, PGPs, observations, etc.</p> <p>We have a meeting with new teachers at beginning of year to discuss purchase orders, professional development, etc.</p> <p>We have an ELL Instructor (bilingual) and Coordinator who provide services to our non-English speaking students (daily schedule and lesson plans); attend PD; purchase materials and supplies as needed to improve instruction; assist students with Rosetta Stone.</p> <p>Sustaining Efforts:</p> <p>Throughout this school year, we will continue to provide competitive salaries to attract HQ Teachers and Paraprofessionals. Partnering with ATU will also be continued as well as mentoring (ADE Moodle) to support and to guide our new teachers. TESS/PGPs will also provide support for our teachers.</p> <p>Additional licenses for Rosetta Stone have been purchased to help service our ELL students along with the continued lessons and guidance from our ELL Instructor. PD will also be attended by our instructor/coordinator to learn additional ways to improve achievement for our ELL students.</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 09/28/2015	
Evidence:	<p>Each school building has the decision to hire new personnel; they have the freedom to make changes in instruction and scheduling; Melissa Cox and Tara Thompson are the district liaisons and act as resources to each building and help schools gather and use data; provide schools with control over their own budgets; financial and staff resources are equitable; and the district solicits meaningful input from schools.</p> <p>Through teacher surveys, monthly APSCN/EXCEL spreadsheets given to principals; meetings with sign-in sheets and agendas; and established communication through e-mails, phone calls, and meetings, we will sustain our effort to promote autonomy.</p>	

Added:	
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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	Full Implementation	
	Level of Development:	Initial: Full Implementation 12/16/2015
	Evidence:	<p>Fully Implemented:</p> <ul style="list-style-type: none"> Before and After School Tutoring Enrichment Classes CAPS Counselors visit classrooms ELL-Rosetta Stone Reading Recovery Paraprofessionals Title I and NSLA set asides Individual Curriculum Development Grade Level Meetings Double-blocked Math, Chemistry, ALE <p>Sustaining efforts:</p> <ul style="list-style-type: none"> Counselors and Administrators continue to meet for student scheduling Set aside Title I/NSLA for tutoring, homeless/welfare needs CAPS and classroom visitation by counselors Grade level/Vertical team/Assessment wall/Dyslexia/RTI Enrichment/Remediation Scheduled PD Supplemental SIP (HS) Purchase licenses yearly for Rosetta Stone-ELL
	Added:	

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 10/05/2015

Evidence:		<p>Instructional Facilitator/Supervisor implementation of indicator (Melissa and Tara):</p> <ul style="list-style-type: none"> *Informs and facilitates the design and implementation of coherent, integrated professional development based upon assessed student and teacher needs *Assist teachers in analyzing classroom and state assessment data *Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level *Organize and implement vertical and horizontal teams *Organize and oversee implementation of Common Core and state assessments *Facilitates and participates in district and building level training *Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level <p>Sustain efforts:</p> <ul style="list-style-type: none"> *Surveys for PD and needs *Document meetings, agenda *Provide sign-in sheets *Release days for teachers *Continue to provide resources to help each building be successful *Continue analyzing data *Continue to address individual weaknesses
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 02/16/2016

	Evidence:	<p>Evidence to Support Full Implementation: Professional Development-Vertical Teams meet at least twice each year, Horizontal Teams-Grade Level-weekly, Individual Curriculum Dev'l-maps (aligned to Common Core and other State Standards) K-12 Instructional Facilitator assists faculty CWT/TESS/LEADS--Admin observations formal and informal</p> <p>Efforts will be sustained: Vertical Teams will continue to be held at least twice a year to assess gaps from one grade level to the next/Sign-in sheets, etc..., will be used for documentation; Horizontal Teams/Grade Levels will continue to meet on a weekly basis to assess gaps within a content/grade level/Sign-in sheets, etc..., will be used for documentation; A K-12 Instructional Facilitator will continue to be employed to assist faculty with unwrapping the standards and any updates in curriculum; Admin will continue with CWT's and TESS observations (formal and informal) to monitor the curriculum in classrooms/CWT data, etc..., will be used for documentation.</p>
	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	Full Implementation
Level of Development:	Initial: Full Implementation 10/13/2015

Evidence:	<p>Fully and effectively implemented:</p> <p>Each building and the district has a team approach to planning and decision making and their input is necessary for improvement and school change. Each building/district has scheduled meetings involving a leadership team, teacher instructional teams, etc. Examples include: ACSIP/Indistar Teams; Administration Team; PPC; Vertical/Horizontal and Grade Level Teams; TASK Force Team; Character Ed; RTI Teams; and Parent Involvement Teams, etc.</p> <p>To sustain efforts:</p> <p>We will continue to meet in said groups...some weekly; some once or twice a month; others periodically throughout the school year.</p> <p>Scheduled PD (part of 36 required PD hours) in ACSIP and Vertical/Horizontal Teams will allow teachers additional time to focus on improvement and reducing achievement gaps...</p> <p>Minutes, sign-in sheets, pictures, and an agenda will be used for documentation of meetings. Surveys, TESS/LEADS evaluations, and student assessments will be used to determine the effectiveness of our teams. Any new administrator will be mentored regarding the procedures and processes involved in helping all be successful.</p>
Added:	