

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.

September 30, 2016

Cabot School District NCES - 503750

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 2 (0%)		
	Level of Development:	Initial: Limited Development 03/11/2015	
	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)

	<p>Describe current level of development:</p>	<p>The superintendent meets weekly with the district comptroller to assess the budget needs/requirements of the district. Based on this data, decisions on the following are made: curriculum materials, field trips, special education staffing, funding for intervention programs, salary increases, building projects, projections for the following school year. As the year progresses, those meetings may become more frequent as they begin to look at adding or deleting programs/positions.</p> <p>The director of student services runs a weekly enrollment report focusing primarily on our elementary schools to ensure that we are in compliance with student/teacher requirements. This data is crucial to placing new students to the district at the appropriate school based on enrollment data.</p> <p>Monthly, the data systems manager provides a report to the buildings that provides a breakdown of enrollment by school, grade level, gender, and the average daily attendance. As the school year progresses and staff begin to announce retirements and/or intents not to return, those reports become crucial to determining whether or not those positions need to be filled with new personnel, with existing personnel, or eliminated.</p> <p>All of this data, enrollment and budget, is shared with building administrators. The administrators, along with district personnel, work to begin analyzing programming and staffing changes. Buildings can still request to add or eliminate positions, but those are done with the approval of district staff and are based on the upcoming budget requirements.</p> <p>Building schedules are determined by the individual administrators. However, the grade levels work together to have commonalities. Those commonalities are crucial due to shared staff, district curriculum expectations, and fairness across the buildings. In the K-4 buildings, teachers meet in their grade-level teams once a week to discuss student data and curriculum needs and have monthly embedded sessions where building initiatives are discussed. At the 5-6 buildings, teachers attend content-area meetings weekly and have weekly team meetings. During both of these meetings, student data and curriculum needs are discussed. Monthly embedded meetings are used to focus on building initiatives. At the 7-8 buildings, the teachers meet once a month in their subject areas to discuss student data and curriculum. Monthly embedded sessions are used to focus on building initiatives. At the freshman academy, teachers are divided into professional learning communities. Those PLCs meet monthly to discuss student data, student concerns, and curriculum needs. Monthly embedded sessions are used to focus on building initiatives. At the high school, it has been difficult to create a schedule that allows for common plan. Subject level meeting requests are submitted to the principal and he signs off on them providing those teachers with substitutes for the day in order to plan curriculum. Monthly embedded sessions focus on building initiatives.</p>
Plan	Assigned to:	Tony Thurman

	Added:	03/11/2015
	How it will look when fully met:	The district continues to monitor the budget, student enrollment, and faculty placement to ensure that teachers and students receive the highest level of support. The goal is provide all teachers with not only the required plan time, but provide a common plan time in the day to allow them to work together as a team to support student achievement. This would be true for all schools K-12. This would be evidenced by the master schedules from each building and copies of the agendas and meeting minutes. At the district level, meetings between the district and building administrators would occur monthly with the focus being on budgets, staffing, and student services. This would be evidenced by a calendar of meetings, agendas, and minutes of the meeting.
	Target Date:	06/17/2016
	Tasks:	
	1. Principals meet with district staff to discuss budget, staffing needs, programming changes.	
	Assigned to:	Tammy Tucker
	Target Completion Date:	06/17/2016
	Frequency:	four times a year
	Comments:	Provide an agenda with focus for the meeting.
	2. Elementary principals will meet with reading and math interventionists to review placement of students and effectiveness of program.	
	Assigned to:	Michele French
	Target Completion Date:	06/17/2016
	Frequency:	four times a year
	Comments:	Interventionists need to bring student data to show progress/compare progress of intervention students to determine expansion of the program.
Implement	Percent Task Complete:	0 of 2 (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	Not a priority or interest	
	Level of Development:	Initial: No development or Implementation 03/30/2016
		Not a priority or interest
	Explain why not a Priority or Interest:	Currently, our school district does not have any schools that are listed as "needs improvement" and beyond those high needs areas that are an issue around the entire state, we do not have a problem staffing any of our buildings. As our district grows and this becomes an issue or if any schools are ever labeled as "needs improvement" and we have staffing issues as a result, we will reassess this indicator.
	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 12/01/2015
	Evidence:	<p>*The superintendent continually assesses the unique needs of each building and moves administrators - principals and assistant principals - as needed to fit the needs of the teachers and students at that building.</p> <p>*Central Office commits sufficient resources to each school to ensure they are operating at the highest level. Directors, coordinators, and curriculum specialists, are available to train, coach, or provide classroom support at the request of each school. Principals meet regularly with the superintendent and district comptroller to discuss budget needs and to ensure spending stays within state and federal guidelines. However, it is left to the discretion of the principal to decide where the bulk of the money will be spent -- professional development opportunities, technology, curriculum materials, outside support. Much of the professional development needs are provided to each school through district support. The district provides time during the summer and back-to-school days to ensure that staff receive the state-required PD. However, the district has allotted hours each year for school-based embedded PD. This PD is at the discretion of each school and allows them to determine the specific needs of their building based on TESS data, student data, best practices, etc. The plan is submitted to the Director of Professional Development for approval, but the content is at the discretion of the building. Data support is provided through the Professional Development office. This office disseminates the data to each building, but encourages the building to go through its data and disaggregate it out to determine areas of growth and areas of celebration. Content-area specialists are available from central office to help with content-specific data if the building needs the extra help or to discuss best practices that are aligned to the areas of greatest need.</p> <p>*As new standards are released, content-area specialists based out of central office, work with groups of teachers to develop curriculum guides, lessons, and assessments that are standards-aligned. Those lessons are uploaded to content-specific Google Sites and the appropriate teachers are given access to those lessons. They also train teachers on best practices (i.e., comprehensive literacy for K-5) and strategies that can be used for all levels of students. Although central office provides this support and direction, schools are able to be flexible in instruction, organization of the school day, and scheduling as long as those changes still adhere to teaching the required standards and are research-based. There are several of our elementary schools that have changed their grade-level configurations to support both a self-contained classroom or departmentalization.</p> <p>*As stated above, district content specialists work with teachers to develop pacing guides, lessons, and assessments, but their is no expectation for a cookie-cutter classroom. Those guides and lessons are uploaded to a Google Site and teachers and administrators are given access. As long as the agreed upon pacing guide is followed, it is at the building and teachers' discretion to implement the standards that allows for differentiation for the students.</p> <p>*Our district does not have a specialist that can be assigned to</p>

each school, but schools and teachers know that they can call on any specialist at any time to provide guidance or assist in conversations.

*The Director for Testing and Professional Development distributes state data to each of the buildings. The expectation is that each building goes through and disaggregates the data to determine areas of need/growth, but the director and content-area specialists are available to help with the data and help guide building conversations. The specialists are also available to research best practices that focus on the areas identified by the data.

*Each school is funded equitably both financially and via staff availability. Both of these are determined based on student enrollment and state/federal guidelines.

*The superintendent has monthly meetings with building administrators to go over district initiatives and to make them aware of any current issues. If further communication is needed, the superintendent meets with individual administrators. Teachers are evaluated via TESS and are held accountable to the requirements of the evaluation instrument. If deficiencies are noted, meetings are held with the teacher and that teacher is placed on an improvement plan.

*Schools are encouraged to develop professional learning communities. Our Freshman Academy has active PLCs that meet weekly to discuss student/school needs. Each school has a leadership team that meets twice a month that focuses on building needs aligned to the indicators in Indistar. For professional development, the district ensures that state-required PD is provided during the summer or back-to-school days, but buildings are allowed to develop PD plans that are aligned to the identified needs and that PD occurs during the school day. It is referred to as embedded professional development. Although the plan must be submitted and approved by the Director of PD, the building has complete autonomy over the focus.

*The superintendent conducts monthly meetings with building principals. During that time, the superintendent provides information on district/state initiatives, but there is also time for each building or grade-level configuration to bring to the table issues and work together to provide a plan for dealing with that issue. Each summer, all administrators (building and district) have a three-day work session to discuss district needs as well as building needs, and work together to formulate a district plan as well as a plan for their building or grade configuration.

*The superintendent writes a monthly letter that is posted to the district website. This letter provides information to the community regarding activities, curriculum issues, and any other pertinent information. Each semester, the district offers a meeting for parents to come and hear about what's happening in the district and share any concerns they may have. The GT/AP program also conducts parent meetings at the building and district level to provide information about the program and offer a time for parents to share concerns.

The district will need to continue to provide open lines of communication through meetings, curriculum work, and training to ensure that central office is providing the needed support for schools to be successful.

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	No decision has been made		
	Level of Development:	Initial: Limited Development 03/30/2016	
		Objective Met -	
	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:	<p>Currently, all of our schools follow a traditional school schedule. Our secondary schools (7th-12th grade), in particular, follow the traditional 7-period day with each class period consisting of 52 minutes. Our middle schools (grades 5 and 6) do offer a 100-minute block for literacy and math, but this accomplished in the six-hour school day. Those same schools also have a 30-minute advisory class at the beginning of each day where students work on social skills and teachers focus on the emotional needs of the students. Throughout the school year, the secondary schools provide students with a CAP (career action plan) time after 2nd period. These are scheduled on an as-needed basis and focus on career choices and work through a plan to ensure credit completion for graduation.</p> <p>Our Title I elementary schools and both middle schools provide an extended learning opportunity day for those students struggling either in math or literacy. Beginning in mid-November and ending the last week of March, this program meets 2-3 times per week (school decision) after school for 1 1/2 hours. Transportation and snacks are provided. Students are invited based on their needs and teachers provide interventions in math and literacy. The content of the program is a school decision and is based on the needs of their students. The non-Title I elementary buildings offer a two-week program that follows this same schedule and focus. However, transportation is not provided.</p>	
Plan	Assigned to:	Tammy Tucker	
	Added:	03/30/2016	

	How it will look when fully met:	When this objective is fully met, schools will offer a school day that is outside the traditional platform and is based on the needs of their students and parents. secondary students will have more options to provide them with time for intervention and/or tutoring and more options for courses outside of the traditional offerings. Evidence will be copies of school schedules and class offerings, data from student and teacher surveys, trend data on attendance and grades.
	Target Date:	06/02/2017
	Tasks:	
	1. Four elementary principals -- Hannah, Bankston, Blalock, Watkins -- and the elementary curriculum director visit Westside Elementary school in Greenbrier, AR.	
	Assigned to:	Michele French
	Target Completion Date:	01/12/2016
	Comments:	Focus on the structure of the school day.
	Task Completed:	01/12/2016
	2. Five elementary principals -- Kelly, Hill, Wilson, Verkler, Jennings, Allen -- and the elementary curriculum director visit Tyson Elementary in Springdale, AR.	
	Assigned to:	Michelle French
	Target Completion Date:	01/29/2016
	Comments:	Focus on their school-day structure and activity schedule.
	Task Completed:	01/29/2016
	3. Career Tech assistant principal -- Nicole Gatewood -- and Assistant Superintendent, Dr. Tucker visit Pea Ridge High School in Pea Ridge, AR.	
	Assigned to:	Tammy Tucker
	Target Completion Date:	12/09/2015
	Comments:	Focus on their school day structure.
	Task Completed:	12/09/2015
	4. Take Charlotte Sandage and Georgia Chastain to visit Fountain Lake Middle School in Fountain Lake, AR.	
	Assigned to:	Tammy Tucker
	Target Completion Date:	01/21/2016
	Comments:	Focus on school day structure.
	Task Completed:	01/21/2016
	5. Take Henry Hawkins, Aaron Randolph, and Ahna Davis to River Bluff High School in South Carolina.	
	Assigned to:	Tammy Tucker
	Target Completion Date:	02/05/2016
	Comments:	Focus on school day structure.
	Task Completed:	02/05/2016
Implement	Percent Task Complete:	5 of 5 (100%)

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	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 07/27/2015	
	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:	<p>Currently, the district employs content area specialists to work with all buildings on curriculum development and instructional strategies. However, these specialists are not assigned to work with individual schools just designated grade levels. The district also employs a Director of Student Services. This director works with schools on severe discipline issues that could possibly result in an alternative placement or expulsion. This director also ensures that students are attending their zoned school and works with administrators to balance enrollment. The Director of Gifted and AP Programs works with each school and the GT/AP teachers developing curriculum and strategies to address the needs of the gifted students under the state guidelines. The Director of Professional Development works with each building to secure appropriate PD for all staff that falls within state guidelines as well as the identified building focus area. The Director of Personnel works with ADE to provide mentors for each novice teacher in the district, provides orientation for all new teachers, and conducts exit interviews when personnel choose to leave our district. The Director of Accountability serves as the Indistar district process manager and works with each school on creating their leadership team members, assessing indicators, and attends leadership team meetings of each building as time allows.</p>	
Plan	Assigned to:	Melanie Duerkop	
	Added:	11/19/2015	
	How it will look when fully met:	<p>Each district director, coordinator, or specialist will be assigned to individual schools to assess progress towards goals. They will attend leadership meetings, curriculum content meetings, and grade-level meetings as needed or requested. Regular lines of communication will be established via surveys, newsletters, or district meetings to assess where needs exist and open dialogue for improvement, including professional development aligned to those needs. Evidence will be surveys, results from surveys, agendas from meetings, minutes from meetings.</p>	
	Target Date:	05/31/2017	
	Tasks:		
		1. District Indistar process manager will attend school leadership team meetings as calendar allows.	
		Assigned to:	Melanie Duerkop

	Target Completion Date:	05/31/2017
	Frequency:	twice monthly
	Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)

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	Tasks completed: 3 of 4 (75%)	
	Level of Development:	Initial: Limited Development 10/28/2014
	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:	<p>In 2010, the Cabot Public School District literacy and math specialists began working with teachers and administrators to develop units of study and select core reading materials based on the Common Core State Standards. The district followed the Department of Education's implementation timeline and began with K-2 literacy and math teachers. During the 2012-2013 school year, the district began focusing on implementation of the CCSS reading/writing standards in other content areas. As other content frameworks are revised, the 6-12 district literacy specialist works with those groups to rework new pacing guides and materials that adhere to the new frameworks.</p> <p>Although it is not required, principals are encouraged to conduct regular classroom walkthroughs to ensure that instruction is aligned to the appropriate district pacing guides. The TESS process and its requirements, have cut into the time that principals normally would spend conducting walkthroughs. The limited data they are able to collect via walkthroughs is used to help determine the building growth goal for next year and to determine what to look for during the next set of walkthroughs. The majority of the data is derived from the TESS process that data is used as the final determination for building goals as well as the goals that teachers will include in their PGPs. Any new or existing curriculum is monitored via assessment data, lesson plans, and classroom objectives. Again, the TESS process, and the district protocol put into place for evaluations, are also used to ensure rigor and fidelity with curriculum. This year, with the uncertainty of PARCC and TESS, we have limited the number of days teachers are pulled from their classrooms beyond their normal content or grade-level meetings. Next school year, the new Social Studies curriculum will be put into place. To prepare for that, teams of teachers will be pulled in at the end of the to develop pacing guides. Assessments and lesson plans will be built this summer by those same teams of teachers.</p>
Plan	Assigned to:	Tammy Tucker

Added:	10/28/2014		
How it will look when fully met:	<p>With the implementation of CCSS, the focus has been primarily on grades K-12 math and literacy instruction. The math and literacy specialists developed, with input from classroom teachers, grade-level units of study to be followed at every building. The secondary literacy and science specialist in the district have started working with grades 5-12 science and social studies teachers to develop district pacing guides to be followed at every building. Both of these will need to be revised in the coming years as new frameworks are released for these content areas. The goal is for the core content areas (science, social studies, language arts, math) to have completely developed units of study that are used with fidelity at all buildings across the grade levels. With the help of district personnel, building administrators will conduct classroom audits at least once per quarter, to ensure that all district pacing guides are implemented with fidelity.</p> <p>The implementation of TESS has shifted professional development in these areas. Professional development has now gone from being strictly for the classroom teacher to include all building administrators. The goal is for every administrator responsible for evaluating teachers to be familiar enough with their grade-level curriculum pacing guides, that they can, with confidence, evaluate and provide feedback that is content-specific. Cabot has included in their TESS procedures that administrators are required to complete 2-4 evaluations on each teacher depending upon the teacher's evaluation track. Each evaluation must be 45 minutes in length followed by a post-conference. Next semester, these procedures will be reevaluated to determine if they are realistic and/or if they need to be adjusted.</p> <p>Evidence for this indicator will include district pacing guides, a copy of the results of classroom audits, a survey of the number of evaluations/minutes spent in classrooms, and lists of professional development opportunities.</p>		
Target Date:	12/31/2015		
Tasks:			
		1. Building principals, assisted by district curriculum personnel, will conduct classroom audits to assess in language arts classrooms in grades 5-8 to assess if classes are following district units of study.	
		Assigned to:	Tammy Tucker
		Target Completion Date:	01/17/2014
		Comments:	Have copies of district units and "Year at a Glance."
		Task Completed:	03/20/2015
	2. End-of-year meeting to evaluate TESS data.		
		Assigned to:	Melanie Duerkop
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	Principals need to bring in TESS data to work on developing building focus for next year.

	3. Bring in a team of Social Studies teachers to develop pacing guides aligned to new frameworks.		
	Assigned to:		Melanie Duerkop
	Target Completion Date:		05/15/2015
	Comments:		Frameworks needed. Divide groups as such: 6th grade teachers, 7th grade teachers and World History teachers in one group. 5th, 8th, and US History teachers in other group.
	Task Completed:		05/22/2015
	4. Social Studies teachers will work this summer to develop assessments and lessons aligned to the new frameworks.		
	Assigned to:		Melanie Duerkop
	Target Completion Date:		07/24/2015
	Comments:		Books, Chromebooks, and lessons necessary.
	Task Completed:		07/27/2015
Implement	Percent Task Complete:		3 of 4 (75%)

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	Not a priority or interest	
	Level of Development:	Initial: No development or Implementation 11/16/2015
		Not a priority or interest
	Explain why not a Priority or Interest:	Currently, all of our schools have ACSIP leadership teams as well as teacher instructional teams based on best practices. The district continually provides professional development and conversations regarding the importance of these teams and their function. However, in order to allow the schools autonomy and choosing the focus and the members of the team that align to that focus, we do not wish to create a district policy mandating the types/members of those teams.
	Added:	