

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.

October 16, 2017

Cabot School District NCES - 503750

Key Indicators are shown in **RED**.

Activity in the last 12 month(s)

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: 6 of 10 (60%)		
	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:	<p>*2016-2017 Description The district continues to monitor the budget, student enrollment, and faculty placement to ensure that teachers and students receive the highest level of support. Based on the district's 2016 ACT Aspire student data and a needs assessment survey sent to K-12 principals and assistant principals, the district leadership team has determined that there was a need for periodic interim assessments in science, reading, and math for students in grades 3-10. The purpose of these interim assessments would be to monitor student growth and understanding in order to better prepare them for the content and technological requirements of the ACT Aspire summative assessment that will be administered in the spring of 2017. The district has opted to utilize the state provided ACT Aspire interim assessments in the areas of science and math. However, rather than use the reading assessments provided by ACT Aspire, the district has opted to use teams of teachers and content specialists to create these assessments. Each area will give 3 interim assessments that will be completed before the ACT Aspire spring assessment.</p> <p>*Guiding questions to review the above description. How, when, and by whom does your district review each school's budget, staffing, improvement status, progress, and student learning outcomes to reallocate resources of staff, money, and district support? What criteria are used to make the decisions?</p> <p>*Evidence of a fully met Objective Interim assessments will be given three times per year in the areas of science, math, and reading. The data from those interim assessments will be collected by building administrators and distributed to the appropriate content area teachers. Time will be provided to teachers to work in teams to read the data and identify gaps. Building administrators and district curriculum staff will work with teachers to help them not only read and understand the data, but find the appropriate interventions to be used in the classrooms. Those intervention will be embedded into and aligned with the Arkansas Frameworks for the appropriate content areas.</p>		
Target Date:	06/30/2018		
	Tasks:		
	1. 7-12 Administrators will meet to discuss data from interim assessments.		
	Assigned to:	Tammy Tucker	
	Target Completion Date:	06/30/2018	
	Frequency:	monthly	
	Comments:		
	2. Elementary principals will meet with K-6 curriculum director to discuss interim data.		
	Assigned to:	Michele French	

		Target Completion Date:	06/30/2017
		Frequency:	monthly
		Comments:	
		Task Completed:	07/05/2017
	3. Train identified assistant principals on the administration of interim assessments.		
		Assigned to:	Linda Payne
		Target Completion Date:	04/28/2017
		Frequency:	three times a year
		Comments:	
		Task Completed:	02/28/2017
	4. Select teachers in grades 5-10 will create reading interim assessments.		
		Assigned to:	Melanie Duerkop
		Target Completion Date:	06/30/2017
		Frequency:	four times a year
		Comments:	
		Task Completed:	02/09/2017
	5. Investigate different online options for creating and implementing the reading interim assessments.		
		Assigned to:	Michele French
		Target Completion Date:	05/31/2017
		Comments:	
		Task Completed:	02/01/2017
	6. Provide writing samples for teachers in 3rd and 4th grades.		
		Assigned to:	Kathy Smith
		Target Completion Date:	05/31/2017
		Comments:	
		Task Completed:	03/03/2017
	7. Purchase Edulastic for reading interim/classroom assessment creation		
		Assigned to:	Michele French
		Target Completion Date:	12/09/2016
		Comments:	
		Task Completed:	12/16/2016
	8. Select 5th-10th grade teachers will create Reading interim assessments in Edulastic.		
		Assigned to:	Melanie Duerkop
		Target Completion Date:	05/25/2018
		Frequency:	three times a year
		Comments:	
	9. In 7th and 8th grade Social Studies teachers will administer the ACT Aspire Reading Interim.		
		Assigned to:	Linda Payne
		Target Completion Date:	05/25/2018

	Frequency:	three times a year
	Comments:	
10. Building principals will be trained on the reports available in Edulastic.		
	Assigned to:	Melanie Duerkop
	Target Completion Date:	05/25/2018
	Comments:	
Implement	Percent Task Complete:	6 of 10 (60%)

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: 5 of 6 (83%)		
	Level of Development:	Initial: Limited Development 03/30/2016	
	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:	<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:	Aaron Randolph	
	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:	06/30/2018	
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
	6. Title I principals will meet regularly with Mr. Randolph and Ms. Coda to ensure that they are on track for ELO Planning.	
	Assigned to:	Aaron Randolph
	Target Completion Date:	05/04/2018

		Comments:	
Implement	Percent Task Complete:		5 of 6 (83%)

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:	05/31/2019
	Tasks:	
	1. District Indistar process manager will attend school leadership team meetings as calendar allows.	
	Assigned to:	Melanie Duerkop
	Target Completion Date:	05/31/2018
	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	Add a Task		
	Level of Development:	Initial: Limited Development 10/28/2014	
		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>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:	12/28/2018
	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:	06/30/2017
	Comments:	Principals need to bring in TESS data to work on developing building focus for next year.
	Task Completed:	07/31/2017

		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:	4 of 4 (100%)	