

Comprehensive Progress Report

Mission:

Vision Statement: Preparing students to serve as productive citizens in a changing and global society.

Mission Statement: Our mission is to provide a safe environment that promotes active student participation in a rigorous, balanced education that focuses on critical thinking and problem solving skills utilizing technology and collaborative strategies for college and career readiness.

Goals:



| ! = Past Due Actions KEY = Key Indicator | | | | | |
|---|--------------|--|-----------------------------------|-------------------|-------------|
| Core Function: | | District Context and Support for School Improvement | | | |
| Effective Practice: | | Improving the school within the framework of district support | | | |
| | IA10 | The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | The district leadership team meets at least monthly. At that time, school needs are discussed. Any needed resources are identified, and plans are developed to address those identified needs. Resources may include personnel, professional development, or materials/supplies. This is an ongoing discussion as part of our continual improvement process. | Limited Development 08/28/2015 | | |
| <i>How it will look when fully met:</i> | | When this is fully implemented the DLT will meet at least monthly. Meeting minutes will be the evidence that the objective is fully met. | | Jennifer Barbaree | 05/31/2019 |
| Action(s) | Created Date | | 0 of 2 (0%) | | |
| 1 | 11/1/16 | The superintendent will establish the meeting date and develop the agenda. | | Jennifer Barbaree | 05/31/2019 |
| | | <i>Notes:</i> The agenda will reflect building level progress as well as other identified needs. | | | |
| 2 | 11/1/16 | Meeting minutes will be produced. | | Jennifer Barbaree | 05/31/2019 |

Notes: The process manager will be responsible for the timely dissemination of the meeting minutes.

| ! | | IA14 | The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts) | Implementation Status | Assigned To | Target Date |
|---|--|----------------------------|---|-----------------------------------|--------------------|--------------------|
| | | <i>Initial Assessment:</i> | <p>Advertising outlets such as the district Web site, the educational cooperative Web site, and state-level Web sites are utilized to post job openings. The district typically attracts applicants for regular classroom positions. Math positions are difficult to fill, and the district struggles to fill this identified need. Ideas are being explored for recruiting this position. However, the district actively recruits personnel for hard-to-fill positions such as Speech Language Pathologist. For that position, a stipend is offered to help draw interest to that position.</p> <p>The district partners with Arkansas Northeastern Community College and with Arkansas State University in their teacher development programs. Both institutions send students to Armored for field experiences. Those interns are often potential candidates when openings occur.</p> <p>The district strives to be responsive to changing needs. An additional special education teacher was hired (working under an ALP) when our population required a self-contained classroom at the elementary level. Additionally, a dyslexia therapist has been hired to meet state requirements. A full-time speech language pathologist has been hired to serve our students in need of speech services and to work with our small English Language Learner population.</p> <p>The elementary school is well-staffed and well-trained to support student needs. The high school would benefit from additional support for its current population. The challenge is (1) clearly identifying the specific type of support that is needed, (2) identifying the skill set that a teacher/support person would need, (3) providing enough flexibility to meet the changing needs of a somewhat mobile special needs populations (4) determining how to best serve the needs within the school day, and (5) hiring someone to fulfill the identified requirements.</p> <p>The high school has recognized a need for an interventionist position. Budgetary considerations are a limiting factor that will have to be a future consideration. Support for English Language Learners would be beneficial as well. During the 2016-2017 school year, an interventionist</p> | Limited Development 08/28/2015 | | |

was hired. However, that person was needed to fill a regular classroom position when that teacher left unexpectedly. The need still remains for the 2017-2018 school year.

As needs are identified, the district administration strives to be responsive to those needs.

A mathematics teacher job posting for the 2017-2018 school year has been posted in November 2016. Due to personnel changes, a need has been identified for a well-qualified secondary math teacher. By posting this position early, the district hopes to attract a good candidate to fill the position.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

School leadership teams will have clearly identified the type of support that is needed and the skill set of the teacher when new positions are needed or when a teacher vacancy must be filled. A method of delivery will be identified to meet the identified students' needs, whether ELL, ALE, or RTI. A teacher will be employed and providing the identified services to specified students when the objective is fully met.

Jennifer Barbaree

07/28/2017

| Action(s) | Created Date | | 5 of 12 (42%) | | |
|--|---------------------|--|----------------------|-----------------|------------|
| 1 | 8/28/15 | Clear articulation of needed services | Complete 11/01/2016 | Teresa Lawrence | 01/04/2016 |
| <p><i>Notes:</i> Who are the specific students you want to serve? As positions open in the district, the position will be evaluated to determine the certification and skill set requirements needed in order to best meet student needs. As the district continues to grow, recruiting and retaining highly skilled teachers will remain a high priority.</p> | | | | | |
| 2 | 9/2/15 | Determine the skill set/certification(s) required for the position | Complete 11/01/2016 | Teresa Lawrence | 01/04/2016 |
| <p><i>Notes:</i> What does this position require of a teacher? What should this person know and be able to do? What area(s) of certification are needed? What is the job description for this position?</p> | | | | | |
| 3 | 9/2/15 | Obtain school board approval for the position. | Complete 11/01/2016 | Sally Bennett | 02/15/2016 |
| <p><i>Notes:</i> Seek board approval if new positions are added. Advertise job openings through a variety of media to include Web site postings, newspaper advertisements, and university contacts.</p> | | | | | |
| 4 | 9/2/15 | Advertise for the position. | Complete 03/11/2016 | Sally Bennett | 02/15/2016 |
| <p><i>Notes:</i> District, co-op, AAEA Web sites. College campus recruitment for minority candidates for consideration. Newspaper advertising.</p> | | | | | |

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| 5 | 9/2/15 | Conduct interviews and make offer of employment. Seek board approval for hiring of candidate. | Complete 11/01/2016 | Sally Bennett | 03/14/2016 |
| | | <i>Notes:</i> Interview protocol needed. Interview committee will be formed. Committee will recommend to Superintendent. | | | |
| 6 | 11/1/16 | 1. Identification of need for open position/new position | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> An assessment will need to be conducted to determine if vacated positions need to be refilled. Consideration should be given to student needs as well as to numbers. | | | |
| 7 | 11/1/16 | Determination of skill/set certification(s) for required positions. | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> Based upon identified student needs. | | | |
| 8 | 11/1/16 | Obtain board approval if new position | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> | | | |
| 9 | 11/1/16 | Advertise for the open position. | | Sally Bennett | 04/13/2018 |
| | | <i>Notes:</i> District Web site, local papers, colleges/universities | | | |
| 10 | 11/1/16 | Convene interview committee | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> The interview committee should include the building administrator and at least one other person from the building leadership team. The same committee should interview all the candidates for the position under consideration. | | | |
| 11 | 11/1/16 | Develop interview protocol | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> The interview committee should develop a protocol. Questions should be developed and asked of each candidate interviewed. | | | |
| 12 | 11/1/16 | Make hiring recommendation | | Teresa Lawrence | 04/13/2018 |
| | | <i>Notes:</i> Once the committee has conducted interviews, checked references, and arrived at consensus on who should fill the position, a recommendation for hire should be presented to the superintendent. The superintendent, in turn, will make a recommendation to the local board of education. | | | |
| Implementation: | | | 11/01/2016 | | |

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| <p>Evidence</p> | <p>4/14/2016 Principal recommendations and board minutes reflect the hiring of personnel.</p> <p>11/1/2016 An RTI interventionist was hired for the high school for the 2016-2017 school year.</p> | | | |
| <p>Experience</p> | <p>4/14/2016 Needs were identified, jobs were posted, interviews were conducted, and recommendations were made to hire highly qualified personnel. The board has approved recommendations to date.</p> <p>11/1/2016 The identification of the specific need was the biggest challenge since this particular action was for a new position.</p> | | | |
| <p>Sustainability</p> | <p>4/14/2016 As personnel leave the district, an ongoing effort will be made to employ highly qualified personnel.</p> <p>8/29/2016 Staffing needs will continue to be monitored based on changing student needs and the school's ability to meet those needs.</p> <p>11/1/2016 Positions need to be re-evaluated as they come open. It will be an ongoing effort to provide highly qualified staff members to meet student needs.</p> | | | |

| | | IA15 | The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts) | Implementation Status | Assigned To | Target Date |
|---|---------------------|--|--|-----------------------|-------------|-------------|
| <i>Initial Assessment:</i> | | <p>School are given reasonable autonomy to monitor and adjust their best practices based on current research-based practices. At the elementary level - after school study groups have been utilized to provide additional support to identified students. Flexible grouping and looping have also been used to better serve all students. At the high school, plans are being made to develop a business model for students. EAST program, business classes, and regular education classes will support this initiative. Student-led conferences are also planned.</p> <p>Class Work software is being reviewed/implemented to provide student support as part of the response to intervention efforts in both buildings.</p> | Limited Development 08/28/2015 | | | |
| <i>How it will look when fully met:</i> | | Schools will have structures in place to meet individualized student learning needs. This may be as a result of creative scheduling, approved waivers, or charter school approvals. | | Jennifer Barbaree | 08/01/2019 | |
| <i>Action(s)</i> | <i>Created Date</i> | | | | | |
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| <i>Notes:</i> | | | | | | |

| Core Function: | | District Context and Support for School Improvement | | | |
|---|--------------|--|-----------------------------------|-------------------|-------------|
| Effective Practice: | | Taking the change process into account | | | |
| | IB13 | The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542) (AllDistricts) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | <p>Opportunities for learning are being expanded within the school day. This is primarily occurring through an increased focus on targeting student learning and bell-to-bell instruction.</p> <p>At the elementary level, response to interventionists help support student learning. Students are pulled both individually and in small groups. After-school study groups are also being implemented. Targeted instruction addresses identified deficits. Time is scheduled daily. The groups are flexible and accommodate changing student needs. A software solution is being considered as an additional means of support.</p> <p>At the high school, several strategies are in place to extend learning time. Credit recovery opportunities are available to participating students to regain credits lost during the school year due to poor academic performance. Tools for Learning classes as well as an Advisory period help students acquire/develop skills for success. Several teachers volunteer to assist students before/after school, during lunch, and even during their planning times. However, an additional support person is needed to serve as a Response to Interventionist role. This position will hopefully be filled during the 2017-18 school year.</p> | Limited Development 08/28/2015 | | |
| | | Priority Score: 2 | Opportunity Score: 2 | Index Score: 4 | |
| <i>How it will look when fully met:</i> | | When this is fully implemented the monthly district leadership team agenda will reflect "monitoring progress of extended learning programs" as old business, The meeting minutes will document school-level reports that are presented regarding student progress toward goal attainment. | | Jennifer Barbaree | 05/31/2019 |
| Action(s) | Created Date | | 1 of 2 (50%) | | |
| 1 | 9/3/15 | Work with school representatives to develop a reporting template and to make them aware of the reporting requirement. | Complete 11/01/2016 | Teresa Lawrence | 09/21/2015 |

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| | | Notes: Each school will give an overall progress report at each monthly district leadership team meeting. Principals were made aware of this reporting requirement in the October 6, 2015, Leadership Team Meeting. This is evidenced in the meeting notes. This is an ongoing requirement to continually monitor and adjust as needed. | | | |
| 2 | 9/3/15 | Include the reporting as a monthly agenda item. Plan for the discussion and the determination of next steps during each meeting. | | Sally Bennett | 05/31/2019 |
| | | Notes: Set up reminder for agenda inclusion. | | | |
| Implementation: | | | 11/10/2015 | | |
| Evidence | | 11/10/2015 Meeting agendas reflect the school reports of monitoring progress in the "Other Business" portion of the agenda. | | | |
| Experience | | 11/10/2015 This task has helped to focus school information that is reported at the District Leadership Meeting in a more formal manner. | | | |
| Sustainability | | 11/10/2015 Review of the previous month's agenda will serve as a reminder to include the item on agendas. | | | |

| Core Function: | | District Context and Support for School Improvement | | | |
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| Effective Practice: | | Clarifying district-school expectations | | | |
| | 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) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Due to the small size of the Armorel School District, the district superintendent is in daily contact with the schools. Close two-way communication ensures that processes and procedures are being followed and students' needs are being met. The superintendent and the building principals are highly visible, and they are actively involved as instructional leaders throughout the campus. | Limited Development 08/28/2015 | | |
| <i>How it will look when fully met:</i> | | Due to the small size of the Armorel School District, the district superintendent is in daily contact with the schools. Close two-way communication ensures that processes and procedures are being followed and students' needs are being met. The superintendent and the building principals are highly visible, and they are actively involved as instructional leaders throughout the campus. | | Jennifer Barbaree | 05/31/2018 |
| Action(s) | Created Date | | | | |
| <i>Notes:</i> | | | | | |

| | IC05 | The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts) | Implementation Status | Assigned To | Target Date |
|---|---------------------|---|-----------------------------------|-------------------|-------------|
| Initial Assessment: | | <p>This is an ongoing process to align new content areas and to refine instruction based upon current standards. The district sets expectations and provides guidance for the process of curriculum, instruction, and assessment alignment. As new standards are approved by the Arkansas Department of Education, guidance and support are provided for teachers to develop curriculum guides that identify the following components: task analysis, key vocabulary, learning targets, instructional strategies and materials, and assessments. Teachers are asked to utilize their curriculum guides for lesson planning purposes. Curriculum guides are reviewed annually. The district provides opportunities for both vertical and horizontal alignment.</p> <p>This is an ongoing effort.</p> | Limited Development 08/28/2015 | | |
| How it will look when fully met: | | All teachers in all content areas will have fully developed curriculum guides reflective of current standards. The curriculum guides will include task analysis, key vocabulary, learning targets, instructional strategies, and essential questions. Materials will be identified, and assessments will be developed. Cross-curricular connections will be intentionally designed for cohesive units of study. Horizontal and vertical connections will be delineated. | | Jennifer Barbaree | 08/03/2020 |
| Action(s) | Created Date | | 5 of 10 (50%) | | |
| 1 | 9/2/15 | Curriculum standards will be reviewed. | Complete 05/13/2016 | Sally Bennett | 03/01/2016 |
| | | <p><i>Notes:</i> New standards will be reviewed as they are approved by ADE. Existing standards will be reviewed in existing curriculum documents.</p> <p>Teachers have worked on standards throughout the year.</p> | | | |
| 2 | 9/2/15 | Teachers will decide which standards will be taught in each grading period | Complete 05/13/2016 | Sally Bennett | 04/13/2016 |
| | | <i>Notes:</i> New standards will be paced. Current standards will be reviewed and adjusted as needed. | | | |
| 3 | 9/2/15 | Teachers, with support, will develop and/or revise curriculum documents. | Complete 05/13/2016 | Sally Bennett | 04/13/2016 |
| | | <i>Notes:</i> | | | |
| 4 | 9/2/15 | Teachers will utilize developed curriculum guides as source documents to guide instruction and assessment. | Complete 05/13/2016 | Sally Bennett | 08/01/2016 |

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| <i>Notes:</i> Standards, strategies, resources, and assessments will be annotated on curriculum documents. These documents will be posted on the district Web site. | | | | | |
| 5 | 9/2/15 | Principals will monitor how teachers utilize curriculum guides for instruction and assessment purposes. | Complete 05/13/2016 | Sally Bennett | 08/01/2016 |
| <i>Notes:</i> Curriculum, instruction, and assessment monitoring are part of LEADS requirements. | | | | | |
| 6 | 11/1/16 | Curriculum standards will be reviewed. | | Sally Bennett | 05/30/2019 |
| <i>Notes:</i> | | | | | |
| 7 | 11/1/16 | Teachers will develop pacing guides to indicate which standards will be taught in each grading period. | | Sally Bennett | 05/30/2019 |
| <i>Notes:</i> | | | | | |
| 8 | 11/1/16 | Teachers, with support, will develop and/or revise curriculum documents. | | Sally Bennett | 05/30/2019 |
| <i>Notes:</i> | | | | | |
| 9 | 11/1/16 | Teachers will utilize their curriculum guides as source documents for lesson planning in the facilitation of instruction and assessment. | | Sally Bennett | 05/30/2019 |
| <i>Notes:</i> | | | | | |
| 10 | 11/1/16 | Principals will monitor how teachers utilize curriculum guides for instructional planning and delivery. | | Sally Bennett | 05/30/2019 |
| <i>Notes:</i> | | | | | |

| Core Function: | | School Leadership and Decision Making | | | |
|---|--|---|-----------------------------------|--------------------------|-------------------|
| Effective Practice: | | Establishing a team structure with specific duties and time for instructional planning | | | |
| ID01 | A team structure is officially incorporated into the school governance policy.(36)(AllDistricts) | | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | A proposal will be presented to the local school board to address team structures as a component of the school governance policy. Currently, Lucas Harder with ARSBA has developed a model policy. That policy is currently under review by our district attorney. Once the district receives the model policy, it will go through the district processes for adoption and implementation. A policy that promotes a team structure should be in place for the 2016-17 school year. This has been completed and is now fully implemented. | Limited Development 08/28/2015 | | |
| | | Priority Score: 3 Opportunity Score: 1 | Index Score: 3 | | |
| <i>How it will look when fully met:</i> | | When this objective is fully met, a locally-approved school board policy that incorporates a team structure as part of the school governance policy will be place. The policy will become a routine practice of the district. Our model policy service (ARSBA) will work to provide such a policy for inclusion in our current policy manual. The policy will serve to bridge the gap between current practice and board policy. The district currently operates in team-oriented manner across all levels of the system. The district supports state organizations through the administrative team (e.g., superintendent and principals) attending the AAEE Conference each summer. The superintendent participates in regional meetings at the educational cooperative level as well as at monthly meetings with county officials at Arkansas Northeastern College. The high school principal is participating in the Arkansas Leadership Academy where team structures are a focus of collaborative leadership. At the school district level, monthly leadership team and monthly budget meetings are held. Each school has a leadership team that meets regularly. Other teams that meet include RTI and student voice. A number of team structures support teaching and learning. | Objective Met 04/14/16 | Jennifer Barbaree | 04/11/2016 |
| Action(s) | Created Date | | | | |
| 1 | 9/2/15 | Contact ARSBA for policy guidance. | Complete 08/28/2015 | Sally Bennett | 08/28/2015 |

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| | | Notes: Lucas Harder - ARSBA contact | | | |
| | | A sample policy was provided. The district is reviewing that policy. A waiver was requested to allow teacher's individual planning time to be utilized for meeting with the principal. The State Board of Education denied the waiver. Alternative methods have been developed to meet with teachers during the day. | | | |
| 2 | 9/2/15 | Leadership meetings occur as scheduled and last an hour or more. | Complete 03/18/2016 | Teresa Lawrence | 01/15/2016 |
| | | Notes: Formal district leadership meetings are held monthly. The meeting participants are Sally Bennett, Teresa Lawrence, Joey Carr, Melissa Booker, and Stephanie Carter. A monthly early release day is used to provide time for additional meetings at the building level. Depending on the current needs, these meetings are sometimes held as a large group. Buildings also meet in their leadership groups. Agendas and meeting notes/minutes are maintained. These formal meetings are used for monitoring, information gathering, and planning purposes. | | | |
| Implementation: | | | 04/14/2016 | | |
| | Evidence | 4/14/2016 Board minutes and policy provide evidence this objective has been completed. District and building leadership team meetings will reflect a team approach. | | | |
| | Experience | 4/14/2016 Our initial effort was to contact ASBA for a model policy to address the team structure. The policy was then sent to our school attorney for further review. The PPC committee approved the policy, and the policy was approved by the local school board on April 11, 2016. | | | |
| | Sustainability | 4/14/2016 We will continue our team approach to guide and lead across all levels of our school system. | | | |