Arkansas SALEM SCHOOL DISTRICT

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# 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 14, 2017

## SALEM SCHOOL DISTRICT NCES - 512090

Key Indicators are shown in RED.

### Conditions for Learning

**Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed**

| **Indicator** | **CL12 - All district personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5198)** |
|---|---|
| **Status** | **Full Implementation** |

| Level of Development: | Initial: Full Implementation 09/26/2016 |
|---|---|
| Evidence: | All district personnel work effectively and equitably with all students.  67% of all students at Salem School District are economically disadvantaged students.  7% of all students at Salem School District are minority students.  All students at Salem School District are educated to succeed after high school in their college or career en devours regardless of race, culture, language, or economic difference. |
| Added: | |

### District Context and Support for School Improvement

**Improving the school within the framework of district support**

| **Indicator** | **IA02 - The district includes community organizations in district and school improvement planning and maintains regular communication with them.(2)** |
|---|---|
| **Status** | **Objective Met**  3/30/2017 |

| Level of Development: | Initial: Limited Development 03/28/2017 |
|---|---|
| | **Objective Met - 03/30/2017** |

| Index: | 6 | (Priority Score x Opportunity Score) |
|---|---|---|
| Priority Score: | 2 | (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 includes parent groups and community members in school improvement planning. However, few organizations have been included due to low number of community organizations in the school district. The Fulton County Extension Office has been included in making school improvement decisions. The district will continue to try to improve the community organization relationships. |

**Plan**

| | |
|---|---|
| Assigned to: | Cody Curtis |
| Added: | 03/28/2017 |
| How it will look when fully met: | The district will include community organizations to help the school improvement process. Community organizations such as the Fulton County Extension Office, Banks, the Electric Cooperative, and the Fulton County Health office will be contacted to help implement a school improvement plan that includes community organizations. |
| Target Date: | 12/08/2017 |

Tasks:

1. Bank members will be contacted for both banks in Salem to help with the school improvement process.

| | |
|---|---|
| Assigned to: | Cody Curtis |
| Target Completion Date: | 04/21/2017 |
| Frequency: | twice a year |
| Comments: | Mr. Cody Curtis will contact both banks asking for a representative to help with school improvement planning. The representatives will be asked to help plan course programs to help students in vocational courses. |
| Task Completed: | 03/29/2017 |

2. Mr. Johnson will include community members in his Wellness committee meetings.

| | |
|---|---|
| Assigned to: | Corey Johnson |
| Target Completion Date: | 04/28/2017 |
| Frequency: | twice a year |
| Comments: | Mr. Johnson will include community members in his Wellness committee meetings. |
| Task Completed: | 03/30/2017 |

**Implement**

| | |
|---|---|
| Percent Task Complete: | 2 of 2 (100%) |
| Objective Met (initial): | 03/30/2017 |
| Experience: | 3/30/2017 The experience allowed the team to bring in more community members to the district. We value the opinions of our community members and they offered ideas they could improve the district. |
| Sustain: | 3/30/2017 The district has built a relationship with community members and will have lasting relationship. The district will continue to call on community members for support and ideas. |
| Evidence: | 3/30/2017 After both meetings had been completed including community members, the building level principals asked the members to continue to serve on the committees and offer support to the district. |

**Indicator    IA03 - The district includes parent organizations in district and school improvement**

**planning and maintains regular communication with them.(3)**

**Status**      **Full Implementation**

| | |
|---|---|
| Level of Development: | Initial: Full Implementation 09/26/2016 |
| Evidence: | The school district includes parents in decision making by including them in meetings. In October, there will be a parent meeting in the central office board room. Parents are invited to an eighth grade parent meeting in March to discuss the schedule of their students four year plan. Parents are invited into the high school to meet with the counselor and their child to discuss transition into college or career. Parents are called periodically throughout the school year to discuss ideas of improvement within the school. |
| Added: | |

**Indicator**      **IA06 - The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.(6)**

**Status**      **Full Implementation**

| | |
|---|---|
| Level of Development: | Initial: Full Implementation 09/26/2016 |
| Evidence: | Shaun Windsor will provide continuous technology training for teachers throughout the school year. A six hour technology training is provided by Shaun Windsor before school begins during the professional development. The principals in each building will provide teachers with technology and data collection skills during the professional development provided before the school year begins. |
| Added: | |

**Indicator**      **IA07 - The district sets district, school, and student subgroup achievement targets.(7)**

**Status**      **Full Implementation**

| | |
|---|---|
| Level of Development: | Initial: Full Implementation 09/26/2016 |
| Evidence: | The district and schools review the ESEA reports every year. The district and schools use the data for achievement goals. The district and schools look at the data for the general population, TAGG group consisting of IEP students and low socio-economic status students. The data shows a difference of 8% lower achieving the goals set by the TAGG than that of the general population. The goals set by the district and schools are developed during the inservice before school and then again when the ESEA reports are release. |
| Added: | |

**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 11/30/2015 |
| Evidence: | The district leadership team closely monitors each school's budget, staffing, improvement status, progress, and student learning outcomes throughout each school year. The team works closely with building leaders and staff to ensure that resources are being used where they are needed. The leadership team uses all data available to attempt to |

determine if a program or staffing is making a difference in student academic achievement. Many times this is not a simple thing to access....determining exactly what is working or not working is a complicated process and district/building staff work through each decision to ensure that we do not make drastic changes to schools that are performing at a very high level over the past 20 years.

Added:

| | |
|---|---|
| **Indicator** | **IA11 - The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels.(11)** |
| **Status** | Tasks completed: 0 of 2 (0%) |

| | | |
|---|---|---|
| Level of Development: | Initial: Limited Development 03/28/2017 | |
| 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: | The district provides user friendly data to both the high school and the elementary school in a timely fashion. However, the district wants to improve on this area because data is used in both schools to help improve student achievement. The district wants to ensure that user friendly data is then placed in the hands of the classroom teachers. | |

| | | |
|---|---|---|
| **Plan** | Assigned to: | Corey Johnson |
| | Added: | 03/28/2017 |
| | How it will look when fully met: | The building level principals will take data given from the district and distribute the data to the classroom teachers. The building level principals will also develop user friendly data and distribute the data to the classroom teachers. Data will also be given throughout the school year by email and by the principals delivering the data to teachers at inservice and in the classrooms. |
| | Target Date: | 08/10/2017 |
| | Tasks: | |

1. Both principals will look at the data from the ACT Aspire testing when it is made available.

| | |
|---|---|
| Assigned to: | Corey Johnson |
| Target Completion Date: | 07/14/2017 |
| Frequency: | once a year |
| Comments: | Data will be dis aggregated by the building level principals once the test results are made available to the schools. |

2. Both principals will use data from the STAR reading tests. The data results will be delivered to classroom teachers.

| | |
|---|---|
| Assigned to: | Cody Curtis |
| Target Completion Date: | 05/05/2017 |
| Comments: | Principals will ask for the STAR reading data from the school librarians and send the data on to classroom teachers. The data will be used to determine student reading levels for the Accelerated Reader program. |

| **Implemen t** | 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** **Full Implementation**

| | Level of Development: | Initial: Full Implementation 11/29/2016 |
| | Evidence: | Salem School District recruits through the school spring website. The District provides teachers with professional development every year by way of NAESC, Arkansas Ideas, Local PD, Technology conferences, Peer Observations, and webcasts. Support is provided through the use of a evaluation model called EdReflect. Professional Growth Plans are prepared for all licensed teachers. |
| | 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 11/30/2015 |
| | Evidence: | The district leadership team has and will continue to have high expectations for all staff and programs in the district. This type of expectation comes with flexibility at the building principal and teacher level to ensure that high expectations are attained. The building principal has flexibility needed to lead his school in a manner that allows for the high expectations to be met. In turn, the building principal has an open door policy and meets with teachers on a regular basis regarding ways that teachers can improve their instruction and student performance. Many times the teacher will be allowed to make changes in their instruction technique, schedule, planning, etc. All of this flexibility is based on the high expectations that all team members have for improving student achievement. It should also be noted that if the teacher and building principal determine that changes have not been effective, another change will be necessary. The evaluation of each change is an important part of the flexibility and autonomy that is available to schools. |
| | Added: | |

## District Context and Support for School Improvement

## Taking the change process into account

**Indicator** **IB01 - The district operates with district-level and school-level improvement teams.(16)**

**Status** **Full Implementation**

| | Level of Development: | Initial: Full Implementation 11/30/2015 |
| | Evidence: | District and school leadership/improvement teams have been established. The role of team members is to continually review instructional practices and test data. The constant review of these items will ensure that staff members are aware of what is taking place with regards to student |

achievement and that they can constantly make quality decisions on changes that need to take place.

Added:

**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 09/26/2016 |
| Evidence: | The district and schools provide after school tutoring for students. The schools monitors the progress by looking at student grades and student ACTAspire scores of those students who attend the after school tutoring program. Students who attend the after school tutoring program have improved their test scores as well as their classroom grades. Teachers also assess the student reading level by using the STAR reading program at the beginning of the school year and then two more times throughout the school year. The data retrieved from the monitoring is shared with teachers. |

Added:

## District Context and Support for School Improvement

### Clarifying district-school expectations

**Indicator** **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)**

**Status** Tasks completed: 0 of 1 (0%)

| | | |
|---|---|---|
| Level of Development: | Initial: No development or Implementation 03/29/2017 | |
| | Will include in plan | |
| Index: | 6 | (Priority Score x Opportunity Score) |
| Priority Score: | 2 | (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: | Currently the school reports in an informative fashion to the superintendent. The superintendent determines if the information is required or needed at the monthly board meeting. | |

**Plan**

| | |
|---|---|
| Assigned to: | Wayne Guiltner |
| Added: | 03/29/2017 |
| How it will look when fully met: | The schools will report its progress on ACT Aspire Interim Assessments each quarterly and the superintendent will use the data as needed. |
| Target Date: | 04/14/2017 |
| Tasks: | |

1. Building principals will report Interim data to the superintendent.

| | |
|---|---|
| Assigned to: | Wayne Guiltner |
| Target Completion Date: | 04/14/2017 |
| Frequency: | four times a year |

|                    | Comments:                   | Building principals will report Interim data to the superintendent. |
|--------------------|-----------------------------|---------------------------------------------------------------------|
| **Implemen t**     | Percent Task Complete:      | 0 of 1 (0%)                                                          |

**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 11/30/2015 |
|-----------------------|-----------------------------------------|
| Evidence:             | Superintendent, Ken Rich, is the central office contact person. Mr. Rich maintains close communication with both schools and keeps up with their progress. |
| Added:                |                                         |

**Indicator**  **IC03 - District and school decision makers meet at least twice a month to discuss the school's progress.(30)**

**Status**  **Full Implementation**

| Level of Development: | Initial: Full Implementation 09/26/2016 |
|-----------------------|-----------------------------------------|
| Evidence:             | The leadership committee meets at least twice per month to discuss the the needs of the district and schools.  The leadership committee is comprised of the superintendent Wayne Guiltner, elementary principal Corey Johnson, high school principal Cody Curtis, technology coordinator and technology instructionalist Shaun Windsor, and district treasurer Regnia Bales. |
| 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 11/30/2015 |
|-----------------------|-----------------------------------------|
| Evidence:             | The district uses the state standards (Common Core) as the curriculum for all schools, grades, and courses.  District staff will continue to use state test results to monitor and adjust instruction with the Common Core Curriculum as required. |
| 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 11/30/2015 |
|-----------------------|-----------------------------------------|
| Evidence:             | A District Leadership Team has been formed and meetings held to address ACSIP planning, review, and assessment of improvement strategies.  District leaders provide a unified, team approach to facilitate the improvement process.  District |

leaders provide school principals and teachers with a great degree of flexibility in scheduling team meetings and improvement planning activities.  Grade level teams meet on a weekly basis, some meet every day of the week.  This provides for a team planning and improvement process that meets the needs for Salem Schools. Teachers meet with the principals formally and informally each week.  District leaders are seen in school buildings/classrooms each week. Teachers have access to leaders time and routinely discuss improvement strategies or celebrate success. The school improvement planning process can take many different forms and looks, their is no "one way" to accomplish this task.  The flexibility used by our schools is what provides for a very positive school improvement process and is a key to our academic success.

Added:

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