

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 31, 2016

FLIPPIN SCHOOL DISTRICT NCES - 506150

Key Indicators are shown in **RED**.

District Context and Support for School Improvement			
Improving the school within the framework of district support			
Indicator	IA04 - The district provides incentives for staff who work effectively in hard-to-staff schools.(4)		
Status	Objective Met 10/2/2015 10/31/2016		
	Level of Development:	Initial: Limited Development 10/02/2015	
		Objective Met - 10/02/2015 10/31/2016	
	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:	Currently Flippin School District does not have hard-to-staff schools. When a staff position becomes available, several applications are on file for consideration.	
Plan	Assigned to:	Kelvin Hudson	
	Added:	10/02/2015	
	How it will look when fully met:	All schools are equally staffed. No schools have been identified as focus or priority schools per ADE.	
	Target Date:	10/10/2016	
	Tasks:		
	1. Several applications are always on file for potential faculty openings.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	10/10/2016	
	Frequency:	once a year	
	Comments:	Applications of potential employees will be kept on file for a minimum of two (2) years.	
	Task Completed:	10/10/2016	
	2. All schools are easily staffed.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	10/10/2016	
	Frequency:	once a year	
	Comments:		

		Task Completed:	10/10/2016
Implement	Percent Task Complete:		2 of 2 (100%)
	Objective Met (initial):		10/02/2015
	Objective Met (most recent):		10/31/2016
	Experience:		10/2/2016 Flippin School District has no hard-to-staff schools.
	Sustain:		10/2/2016 Applications are constantly on file in the event that an opening occurs either licensed or classified staff.
	Evidence:		10/2/2016 At the present time, Flippin School District has no openings.

Indicator	IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)		
Status	Objective Met 1/25/2016 10/10/2016		
	Level of Development:		Initial: Limited Development 08/31/2015
			Objective Met - 01/25/2016 10/10/2016
	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:		Allocation of funds are provided annually to building level principals during budget preparation procedures. Additional budget amounts may be requested by principals for one time expenditures. Professional learning communities are in place at all three schools (Flippin Elementary School, Flippin Middle School, Flippin High School). PLCs are regularly scheduled so that teachers have collaborative time to learn/review instructional strategies, complete data disaggregation, monitor student achievement, and plan instruction.
Plan	Assigned to:		Kelvin Hudson
	Added:		08/31/2015
	How it will look when fully met:		Full implementation is ongoing due to the nature of the indicator. Evidence supporting implementation will include sign in sheets, agendas and minutes of PLC meeting. Financial support is evidenced by the annual budget submission to ADE with all buildings being included in appropriate budget coding.
	Target Date:		09/30/2016
	Tasks:		
	1. Superintendent will work with district treasurer to establish a budget with funding allocated to each building.		
	Assigned to:		Kelvin Hudson
	Target Completion Date:		09/30/2016
	Frequency:		once a year
	Comments:		Mr. Hudson will establish a district budget to be submitted to ADE.
	Task Completed:		09/30/2016

	2. Each building principal will schedule Professional Learning Communities with their staff to meet on a regular basis in order to assess student achievement.
	Assigned to: Gilley/Yarbrough/Luttrell
	Target Completion Date: 09/01/2016
	Frequency: weekly
	Comments:
	Task Completed: 09/01/2016
	3. Substitutes will be hired to provide release time for licensed staff to pursue professional development.
	Assigned to: Gilley/Luttrell/Yarbrough
	Target Completion Date: 05/26/2017
	Frequency: monthly
	Comments: Licensed staff will have the opportunity to attend professional development as needed to enhance instructional skills and content knowledge
	Task Completed: 10/10/2016
	4. Educational software licenses, peripherals and equipment will be purchased to provide students and teachers with the most current technology.
	Assigned to: Kelvin Hudson
	Target Completion Date: 06/30/2017
	Frequency: once a year
	Comments: Educational licenses are renewed on an annual basis depending upon specific software renewal dates. Peripherals and equipment are purchased as needed throughout the school year.
	Task Completed: 10/10/2016
Implement	Percent Task Complete: 4 of 4 (100%)
	Objective Met (initial): 01/25/2016
	Objective Met (most recent): 10/10/2016
	Experience: 10/10/2016 Flippin School District provides release time for both in-house and outside attended professional development. It is imperative that faculty/staff have the opportunity to continue strengthening instructional skills and knowledge.
	Sustain: 10/10/2016 Federal, categorical and local funds will be used to sustain the professional development opportunities for faculty/staff.
	Evidence: 10/10/2016 Professional Release requests, Agenda/Minutes/Sign In sheets for Professional Learning Communities, Grade Level meetings and Content area Meetings.

Indicator	IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)
Status	Objective Met 1/25/2016 10/13/2016
	Level of Development: Initial: Limited Development 10/02/2015
	Objective Met - 01/25/2016 10/13/2016

	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:	Flippin School District ensures that all personnel receive constant professional development to ensure that classroom instruction meets the needs of students. The superintendent, curriculum director, building principals and individual teachers will continue to review student data to determine the most effective professional development throughout the school year.	
Plan	Assigned to:	Kelvin Hudson	
	Added:	10/08/2015	
	How it will look when fully met:	Only licensed teachers will be actively recruited and placed within classrooms. Personnel files will be maintained with licensure documentation.	
	Target Date:	07/01/2016	
	Tasks:		
	1. Potential candidates for employment will either have a current AR license or be placed on an ALP to ensure obtainment of such a license.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	06/30/2016	
	Frequency:	once a year	
	Comments:		
	Task Completed:	10/10/2016	
	2. Appropriate professional development will be provided to support the educational curriculum, instructional software and classroom management.		
	Assigned to:	Amy Lynch	
	Target Completion Date:	05/26/2017	
	Frequency:	monthly	
	Comments:		
	Task Completed:	10/12/2016	
	3. Release time will be provided to assist in professional development attainment in order to strengthen instructional skills and enhance content knowledge.		
	Assigned to:	Gilley/Luttrell/Yarbrough	
	Target Completion Date:	06/30/2017	
	Frequency:	monthly	
	Comments:		
	Task Completed:	10/12/2016	
	4. Employment opportunities will be posted on the District website as soon as they are officially open.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	07/01/2016	
	Frequency:	once a year	

		Comments:	
		Task Completed:	10/13/2016
Implement	Percent Task Complete:		4 of 4 (100%)
	Objective Met (initial):		01/25/2016
	Objective Met (most recent):		10/13/2016
	Experience:		1/25/2016 Interview Rubrics have been developed and utilized to interview potential personnel. The rubrics are revised according to the position to be filled. Administrators assess the implementation of student-centered classrooms. Potential personnel educational philosophy coordinates with district and school vision statements. Implementation of the ADE Novice Teacher Mentoring program to support novice teachers and beginning administrators. A combination of PLCs, grade level and department level meetings are regularly scheduled to address school improvement based on data. A large percentage of district licensed teachers obtain above and beyond the state mandated professional development hours. 10/13/2016 All potential employment opportunities are posted on the Flippin School District website.
	Sustain:		1/25/2016 The current process will be continued and revised as indications arise. 10/13/2016 As positions become available, they will be posted on the district's website.
	Evidence:		1/25/2016 Interview rubrics are revised as needed according to position to be filled. Recruitment, training and on-going professional development will support classroom teachers and staff. An Interview team is established to review applications and potential personnel. Teachers participate in on-going professional development via PLCs, grade/department level in-house meetings and attending outside professional development to strengthen and enhance instructional strategies, skills and knowledge. Flippin School District experiences teacher longevity due to low personnel turnover. 10/13/2016 Got to flippinschools.com

Indicator	IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)		
Status	Objective Met 11/24/2015 10/31/2016		
	Level of Development:		Initial: Limited Development 08/31/2015
			Objective Met - 11/24/2015 10/31/2016
	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:		The superintendent enables all building level principals to manage their specific buildings as is determined appropriate to improve student achievement.
Plan	Assigned to:		Kelvin Hudson
	Added:		08/31/2015

	How it will look when fully met:	Full implementation of this objective will be observed via increased student achievement on formative and summative assessments. Performance report card along with local instructional strategy assessments will be the evidence.
	Target Date:	10/10/2016
	Tasks:	
	1. Building principals will have discretionary use of appropriated funds to support curriculum, instructional strategies and student achievement.	
	Assigned to:	Gilley/Yarbrough/Luttrell
	Target Completion Date:	05/31/2017
	Frequency:	daily
	Comments:	Principals will interact with staff and students on a daily basis to establish a positive learning environment.
	Task Completed:	10/10/2016
	2. Principals will work closely with their instructional staff to ensure positive educational growth and increase student achievement.	
	Assigned to:	Gilley/Yarbrough/Luttrell
	Target Completion Date:	05/31/2017
	Frequency:	daily
	Comments:	
	Task Completed:	10/10/2016
	3. Principals have the role of being the instructional leader for their specific building.	
	Assigned to:	Gilley/Luttrell/Yarbrough
	Target Completion Date:	06/30/2016
	Frequency:	daily
	Comments:	
	Task Completed:	10/10/2016
Implement	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	11/24/2015
	Objective Met (most recent):	10/31/2016
	Experience:	10/10/2016 Development of ACSIP Purchase Order procedures/policy implementation Evidence of instructional leadership via PLCs, grade level meetings and student test data Appropriate use of professional development funds Schedule development for faculty and studentts
	Sustain:	10/10/2016 Continued scheduling of grade level meetings and PLCs Implementation of ACSIP Continual work by faculty and building principals to close the student achievement gap Continued use of PD resources Collaboration between central office liaisons and leadership team Continued weekly meetings of administrative leadership team to address concerns, needs and positive reinforcement

Evidence:	10/10/2016 Establishment of Leadership teams both at the district and building level Building leaders collaborate with staff to develop budgets Building leaders are provided with adequate resources-fiscal, physical, administrative. Individual building schedules are development to support students needs.
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District Context and Support for School Improvement

Taking the change process into account

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Objective Met 1/26/2016 10/10/2016		
	Level of Development:	Initial: Limited Development 10/02/2015	
		Objective Met - 01/26/2016 10/10/2016	
	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 superintendent, assistant superintendent, curriculum director and building principals constantly monitor instructional strategies and learning time. Instructional strategies are continually being revised to support individual teacher strengths and improve weaknesses.	
Plan	Assigned to:	Kelvin Hudson	
	Added:	10/08/2015	
	How it will look when fully met:	The student achievement gap will decrease. Evidence includes test scores, PLC sign in sheets/agenda/minutes and ESEA Performance Report	
	Target Date:	10/10/2016	
	Tasks:		
	1. PLCs will be scheduled on a regular basis to address instructional strategies.		
	Assigned to:	Amy Lynch	
	Target Completion Date:	06/30/2016	
	Frequency:	weekly	
	Comments:		
	Task Completed:	10/10/2016	
	2. Building principals will regularly monitor classroom instruction via observation (informal & formal), PGPs, general discussions and teacher/student interaction.		
	Assigned to:	Gilley/Luttrell/Yarbrough	
	Target Completion Date:	06/30/2016	
	Frequency:	daily	
	Comments:		
	Task Completed:	10/10/2016	

Implement	Percent Task Complete:	2 of 2 (100%)
	Objective Met (initial):	01/26/2016
	Objective Met (most recent):	10/10/2016
	Experience:	10/10/2016 QUIPS (Quiet Uninterrupted Productive Study) is scheduled for students in grades 6-12 Interventions in the form of one-on-one tutoring and/or small groups are scheduled for K-12 students. K-2 has double blocked literacy schedules Middle school has extended literacy schedules with math being incorporated into all content areas. AIPs are developed for students scoring below Proficiency/Advanced status with a constant review to determine mastery of content. Potential learning times are developed for all students. High School provides after school tutoring for all interested students. Educational software is purchased to support literacy and math standards.
	Sustain:	10/10/2016 The established process will continue as it is deemed to be successfully meeting the needs of students.
	Evidence:	10/10/2016 Copies of the Master Schedule are at all schools Established intervention strategies are recorded Teachers meet on a regular basis to monitor student interventions and successes.

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	Objective Met 10/22/2015 10/10/2016		
	Level of Development:	Initial: Limited Development 08/31/2015	
		Objective Met - 10/22/2015 10/10/2016	
	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:	A federal programs coordinator and curriculum director currently serve on the administrative staff to serve as a liaison between the central office and schools. Flippin School District administrative staff consists of the superintendent, assistant superintendent, building principals, federal programs coordinator and curriculum director. Meetings are scheduled on a regular basis to discuss various issues.	
Plan	Assigned to:	Petra E. Pershall	
	Added:	09/01/2015	
	How it will look when fully met:	A federal programs coordinator and curriculum coordinator will be designated central office personnel. Personnel records and job description will document implementation.	
	Target Date:	07/01/2016	

Tasks:	
1. The Federal Programs coordinator will serve on the district administrative team.	
Assigned to:	Petra E. Pershall
Target Completion Date:	07/01/2016
Comments:	
Task Completed:	10/10/2016
2. The Curriculum Coordinator will serve on the district administrative team.	
Assigned to:	Amy Lynch
Target Completion Date:	07/01/2016
Comments:	
Task Completed:	10/10/2016
3. The Federal Programs coordinator will work with administration and faculty to ensure that school-wide resources are available as needed.	
Assigned to:	Petra E. Pershall
Target Completion Date:	07/01/2016
Frequency:	daily
Comments:	
Task Completed:	10/10/2016
4. The Curriculum Coordinator will work with building principals and licensed teachers to coordinate professional development and instructional strategies.	
Assigned to:	Amy Lynch
Target Completion Date:	07/01/2016
Frequency:	weekly
Comments:	
Task Completed:	10/10/2016
5. The Curriculum Coordinator will work with principals and teachers to analyze data in order to identify and address student weaknesses.	
Assigned to:	Amy Lynch
Target Completion Date:	07/01/2016
Frequency:	monthly
Comments:	
Task Completed:	10/10/2016
6. The Curriculum Coordinator will interact with teachers as an instructional guide and resource.	
Assigned to:	Amy Lynch
Target Completion Date:	07/01/2016
Frequency:	daily
Comments:	
Task Completed:	10/10/2016
Implement	Percent Task Complete: 6 of 6 (100%)
	Objective Met (initial): 10/22/2015
	Objective Met (most recent): 10/10/2016

Experience:	10/10/2016 The positions of Federal Coordinator and Curriculum Director are currently filled. These individuals work closely with faculty and staff to ensure that resources both external and internal are available for student instruction.
Sustain:	10/10/2016 These positions will be maintained as part of the administrative team to interact with faculty and staff. The individuals who fill these positions will act as a liaison between the administration and faculty.
Evidence:	10/10/2016 The positions are currently filled and the individuals are working with administration and faculty.

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 **Objective Met** 1/26/2016 10/31/2016

Level of Development:	Initial : Limited Development 10/02/2015	
	Objective Met - 01/26/2016 10/31/2016	
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: Building level principals, curriculum director and teachers work closely within professional learning circles to ensure curriculum alignment with state standards. Individual teachers, building principals and the curriculum coordinator collaborate regularly regarding alignment of state standards and curricular expectations to improve student achievement.

Plan	Assigned to:	Amy Lynch
	Added:	10/08/2015
	How it will look when fully met:	The Arkansas frameworks will be followed in all classes throughout the district. Lesson plans, PLC minutes and Professional Growth Plans (PGPs) will provide evidence of compliance.
	Target Date:	07/01/2016

Tasks:

1. Each teacher will develop a PGP in conjunction with their building principal.

	Assigned to:	Gilley/Luttrell/Yarbrough
	Target Completion Date:	08/08/2016
	Frequency:	once a year
	Comments:	
	Task Completed:	10/10/2016

2. The curriculum coordinator will collaborate with teachers regarding content knowledge and AR course frameworks.

	Assigned to:	Amy Lynch
	Target Completion Date:	08/15/2016
	Frequency:	twice monthly

		Comments:	
		Task Completed:	10/10/2016
		3. Teachers participate in Professional Learning Communities (PLCs), grade level or content level meetings. The teachers at Flippin High School lead the PLCs. The Flippin Middle School counselor and Flippin Elementary School principal respectively leads teacher meetings.	
		Assigned to:	Gilley/Luttrell/Yarbrough
		Target Completion Date:	05/26/2017
		Frequency:	twice monthly
		Comments:	
		Task Completed:	10/10/2016
		4. Building principals will work closely with the district curriculum director for curriculum alignment both horizontally and vertically throughout the district.	
		Assigned to:	Amy Lynch
		Target Completion Date:	05/26/2017
		Comments:	
		Task Completed:	10/10/2016
Implement	Percent Task Complete:	4 of 4 (100%)	
	Objective Met (initial):	01/26/2016	
	Objective Met (most recent):	10/31/2016	
	Experience:	10/10/2016 Professional Learning Communities/Grade and Department Level Meetings have been scheduled with teachers participating. Professional Growth Plans (Eduflect) have been developed with input from both the building principal and individual teacher. Agendas/minutes/sign in sheets on file at both the administrative and individual building levels. The educational status of all students is regularly monitored so that struggling students are identified quickly and interventions put into place for classroom support.	
	Sustain:	10/10/2016 The established process will be continued on consistent basis to ensure closing the achievement gap.	
	Evidence:	10/10/2016 Maintenance of agenda/minutes/sign in sheets at the administrative and building level for all meetings Regularly scheduled PLCs, grade level and department level meetings Sample lesson plans on file Curriculum pacing guide available Student Achievement Data on file Informational guides provided for parents regarding Arkansas standards within specific content areas and grade levels in language that parents can understand.	

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	Objective Met 11/23/2015 10/10/2016		
	Level of Development:	Initial: Limited Development 07/24/2015	
		Objective Met - 11/23/2015 10/10/2016	

	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(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:	Flippin School District has the governance policy in place via current Policy Manual. Flippin School District Policy is a collaborative effort between the administration, school board and Arkansas School Board Association recommendations.	
Plan	Assigned to:	Kelvin Hudson	
	Added:	07/24/2015	
	How it will look when fully met:	Flippin School District Policy Manual(Policy 3.6) addresses the establishment of district and building level teams. These teams meet regularly to improve knowledge of teachers/administrators via professional development and management of school improvement plans. Supporting evidence includes sign in sheets, agendas, minutes.	
	Target Date:	08/08/2016	
	Tasks:		
	1. An administrative leadership team will be designated to provide guidance and direction of the educational environment for the district and schools.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	07/01/2016	
	Frequency:	weekly	
	Comments:		
	Task Completed:	10/10/2016	
	2. Each building will schedule weekly meetings to address instructional strategies, student learning styles, closing the achievement gap, data disaggregation and review of research-based/standards-based criteria.		
	Assigned to:	Gilley/Luttrell/Yarbrough	
	Target Completion Date:	08/08/2016	
	Frequency:	weekly	
	Comments:	Teachers will participate in professional development locally and at outside resources such as conferences, the OUR Coop, etc.	
	Task Completed:	10/10/2016	
	3. Administrators and teachers will attend professional development activities to improve their knowledge and skills in order to improve student achievement.		
	Assigned to:	Kelvin Hudson	
	Target Completion Date:	07/01/2016	
	Comments:	Professional development is continual and ongoing to provide staff with the resources for effective instructional strategies.	
	Task Completed:	10/10/2016	
Implement	Percent Task Complete:	3 of 3 (100%)	

	Objective Met (initial):	11/23/2015
	Objective Met (most recent):	10/10/2016
	Experience:	10/10/2016 Weekly Administration Meetings Monthly collaboration between district leadership team and school board members Building principal provide monthly reports regarding what is happening in their specific buildings. Periodic student presentations
	Sustain:	10/10/2016 Implementation of ASBA Policy 5.4 with customization for Flippin School District Continued collaboration between School board members and the district leadership team Monthly PLCs and weekly grade level meetings for elementary and middle school staff Weekly PLCs for high school staff
	Evidence:	10/10/2016 Agendas, sign in sheets and minutes are available for school board meetings, district meetings and building level meetings Board approval of ASBA Policy 5.4 High School CAP conferences held twice a year involving parents, teachers, students and building principal