

Comprehensive Progress Report

Mission:

Flippin School District will create a caring environment built on nurturing relationships in which students are actively engaged in meaningful learning.

Goals:

Goal #1: A leadership team will be established to provide guidance for school leaders to successfully operate their school. (IA15, ID01)

Goal #2: A central office designee will closely communicate with schools concerning their educational endeavors. (IC02)

Goal #3: The district will support all schools by providing a variety of resources.



! = 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			
	IA04	The district provides incentives for staff who work effectively in hard-to-staff schools.(4)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently Flippin School District does not have hard-to-staff schools. When a staff position becomes available, several applications are on file for consideration.	Limited Development 10/02/2015		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		All schools are equally staffed. No schools have been identified as focus or priority schools per ADE.	Objective Met 10/31/16	Kelvin Hudson	10/10/2017
Action(s)	Created Date				
1	10/2/15	Several applications are always on file for potential faculty openings.	Complete 10/10/2016	Kelvin Hudson	10/10/2017
		<i>Notes:</i> Applications of potential employees will be kept on file for a minimum of two (2) years.			
2	10/2/15	All schools are easily staffed.	Complete 10/10/2016	Kelvin Hudson	10/10/2017

Notes:

Implementation:		10/31/2016		
Evidence	10/2/2017 At the present time, Flippin School District has no openings.			
Experience	10/2/2017 Flippin School District has no hard-to-staff schools.			
Sustainability	10/2/2017 Applications are constantly on file in the event that an opening occurs either licensed or classified staff.			

IA10		The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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.	Limited Development 08/31/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
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.	Objective Met 10/10/16	Kelvin Hudson	09/30/2016
Action(s)	Created Date				
1	8/31/15	Superintendent will work with district treasurer to establish a budget with funding allocated to each building.	Complete 09/30/2016	Kelvin Hudson	09/30/2016
		<i>Notes:</i> Mr. Hudson will establish a district budget to be submitted to ADE.			
2	8/31/15	Each building principal will schedule Professional Learning Communities with their staff to meet on a regular basis in order to assess student achievement.	Complete 09/01/2016	Gilley/Yarbrough/Luttrell	09/01/2016
		<i>Notes:</i>			
3	10/8/15	Substitutes will be hired to provide release time for licensed staff to pursue professional development.	Complete 10/10/2016	Gilley/Luttrell/Yarborough	05/26/2017
		<i>Notes:</i> Licensed staff will have the opportunity to attend professional development as needed to enhance instructional skills and content knowledge			
4	10/8/15	Educational software licenses, peripherals and equipment will be purchased to provide students and teachers with the most current technology.	Complete 10/10/2016	Kelvin Hudson	06/30/2017
		<i>Notes:</i> 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.			
Implementation:			10/10/2016		

Evidence		10/10/2016 Professional Release requests, Agenda/Minutes/Sign In sheets for Professional Learning Communities, Grade Level meetings and Content area Meetings.			
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.			
Sustainability		10/10/2016 Federal, categorical and local funds will be used to sustain the professional development opportunities for faculty/staff.			
	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
Initial Assessment:		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.	Limited Development 10/02/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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.	Objective Met 10/13/16	Kelvin Hudson	07/01/2016
Action(s)	Created Date				
1	10/8/15	Potential candidates for employment will either have a current AR license or be placed on an ALP to ensure obtainment of such a license.	Complete 10/10/2016	Kelvin Hudson	06/30/2016
<i>Notes:</i>					

2	10/8/15	Appropriate professional development will be provided to support the educational curriculum, instructional software and classroom management.	Complete 10/12/2016	Amy Lynch	05/26/2017
<i>Notes:</i>					
3	10/8/15	Release time will be provided to assist in professional development attainment in order to strengthen instructional skills and enhance content knowledge.	Complete 10/12/2016	Gilley/Luttrell/Yarborough	06/30/2017
<i>Notes:</i>					
4	10/13/16	Employment opportunities will be posted on the District website as soon as they are officially open.	Complete 10/13/2016	Kelvin Hudson	07/01/2016
<i>Notes:</i>					
Implementation:			10/13/2016		
Evidence		<p>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.</p> <p>10/13/2016 Got to flippinschools.com</p>			

<p><i>Experience</i></p>	<p>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.</p> <p>10/13/2016 All potential employment opportunities are posted on the Flippin School District website.</p>			
<p><i>Sustainability</i></p>	<p>1/25/2016 The current process will be continued and revised as indications arise.</p> <p>10/13/2016 As positions become available, they will be posted on the district's website.</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
Initial Assessment:		The superintendent enables all building level principals to manage their specific buildings as is determined appropriate to improve student achievement.	Limited Development 08/31/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
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.	Objective Met 10/31/16	Kelvin Hudson	10/10/2016
Action(s)	Created Date				
1	8/31/15	Building principals will have discretionary use of appropriated funds to support curriculum, instructional strategies and student achievement.	Complete 10/10/2016	Gilley/Yarbrough/Luttrell	05/31/2017
		<i>Notes:</i> Principals will interact with staff and students on a daily basis to establish a positive learning environment.			
2	9/1/15	Principals will work closely with their instructional staff to ensure positive educational growth and increase student achievement.	Complete 10/10/2016	Gilley/Yarbrough/Luttrell	05/31/2017
		<i>Notes:</i>			
3	10/8/15	Principals have the role of being the instructional leader for their specific building.	Complete 10/10/2016	Gilley/Luttrell/Yarborough	06/30/2016
		<i>Notes:</i>			
Implementation:			10/31/2016		
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.			

<p><i>Experience</i></p>	<p>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</p>			
<p><i>Sustainability</i></p>	<p>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</p>			

Core Function:		District Context and Support for School Improvement			
Effective Practice:		Taking the change process into account			
!	IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests.(17)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, Flippin School District does not have an overview of existing school improvement strategies and instructional programs being implemented across the district.	Limited Development 11/22/2016		
<i>How it will look when fully met:</i>		Researched, data-driven programs will be implemented school-wide to align curriculum, both horizontally and vertically. These programs will be used for instruction, remediation, and interventions to work towards achieving student academic success, as well as to increase in test scores.		Kelvin Hudson	05/26/2017
Action(s)	Created Date		3 of 4 (75%)		
1	11/22/16	The Curriculum Director will work with principals and staff to develop a comprehensive list of programs related to curriculum and instruction that are currently implemented school and district wide.	Complete 01/02/2017	Amy Lynch/Cassie Gilley/Gregg Yarbrough/Tracie Lut	12/30/2016
<i>Notes:</i>					
2	11/22/16	The Curriculum Director and building principals will meet with staff to discuss strengths, weaknesses, and effectiveness of instructional programs currently being used to achieve horizontal and vertical alignment district-wide. Ineffective programs will be culled.	Complete 03/01/2017	Amy Lynch/Cassie Gilley/Gregg Yarbrough/Tracie Lut	02/17/2017
<i>Notes:</i>					
3	11/22/16	The Curriculum Director and principals will oversee usage and effectiveness of instructional programs through discussions with staff based on disaggregation of student achievement data, administrative usage reports, and observational data.	Complete 04/14/2017	Amy Lynch/Cassie Gilley/Gregg Yarbrough/Tracie Lut	04/14/2017
<i>Notes:</i> A report from the Curriculum Coordinator indicated that a Progress Monitoring Spreadsheet was completed, which included data from interim assessments as well as STAR Reading and STAR Math along with data from other programs. Conversations with teachers in addition to the progress monitoring, indicate both free programs and the ones that are being paid for, are being utilized and are effective.					
4	11/22/16	Based on staff feedback via surveys, the district will provide embedded and ongoing professional development, as needed, to support instructional program implementation.		Kelvin Hudson/Amy Lynch	05/26/2017

Notes:					
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>		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.	Limited Development 10/02/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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	Objective Met 10/31/17	Amy Lynch	10/10/2016
Action(s)	Created Date				
1	10/8/15	PLCs will be scheduled on a regular basis to address instructional strategies.	Complete 10/10/2016	Amy Lynch	06/30/2016
Notes:					
2	10/8/15	Building principals will regularly monitor classroom instruction via observation (informal & formal), PGPs, general discussions and teacher/student interaction.	Complete 10/10/2016	Gilley/Luttrell/Yarbr ough	06/30/2016

Notes:				
Implementation:		10/31/2017		
Evidence	<p>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.</p>			
Experience	<p>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. 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.</p>			
Sustainability	<p>10/10/2016 The established process will continue as it is deemed to be successfully meeting the needs of students.</p>			

Core Function:		District Context and Support for School Improvement			
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
Initial Assessment:		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.	Limited Development 08/31/2015		

		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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.		Objective Met 10/10/16	Lisa Daffron	07/01/2016
Action(s)	Created Date					
1	9/1/15	The Federal Programs coordinator will serve on the district administrative team.		Complete 10/10/2016	Lisa Daffron	07/01/2016
<i>Notes:</i>						
2	10/8/15	The Curriculum Coordinator will serve on the district administrative team.		Complete 10/10/2016	Amy Lynch	07/01/2016
<i>Notes:</i>						
3	9/1/15	The Federal Programs coordinator will work with administration and faculty to ensure that school-wide resources are available as needed.		Complete 10/10/2016	Lisa Daffron	07/01/2016
<i>Notes:</i>						
4	10/8/15	The Curriculum Coordinator will work with building principals and licensed teachers to coordinate professional development and instructional strategies.		Complete 10/10/2016	Amy Lynch	07/01/2016
<i>Notes:</i>						
5	10/8/15	The Curriculum Coordinator will work with principals and teachers to analyze data in order to identify and address student weaknesses.		Complete 10/10/2016	Amy Lynch	07/01/2016
<i>Notes:</i>						
6	10/8/15	The Curriculum Coordinator will interact with teachers as an instructional guide and resource.		Complete 10/10/2016	Amy Lynch	07/01/2016
<i>Notes:</i>						
Implementation:				10/10/2016		
Evidence		10/10/2016 The positions are currently filled and the individuals are working with administration and faculty.				
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.				

Sustainability		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.			
	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:		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.	Limited Development 10/02/2015		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
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.	Objective Met 10/31/16	Amy Lynch	07/01/2016
Action(s)	Created Date				
1	10/8/15	Each teacher will develop a PGP in conjunction with their building principal.	Complete 10/10/2016	Gilley/Luttrell/Yarborough	08/08/2016
		<i>Notes:</i>			
2	10/8/15	The curriculum coordinator will collaborate with teachers regarding content knowledge and AR course frameworks.	Complete 10/10/2016	Amy Lynch	08/15/2016
		<i>Notes:</i>			
3	1/13/16	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.	Complete 10/10/2016	Gilley/Luttrell/Yarborough	05/26/2017
		<i>Notes:</i>			
4	1/13/16	Building principals will work closely with the district curriculum director for curriculum alignment both horizontally and vertically throughout the district.	Complete 10/10/2016	Amy Lynch	05/26/2017

Notes:				
Implementation:		10/31/2016		
Evidence	<p>10/10/2016</p> <p>Maintenance of agenda/minutes/sign in sheets at the administrative and building level for all meetings</p> <p>Regularly scheduled PLCs, grade level and department level meetings</p> <p>Sample lesson plans on file</p> <p>Curriculum pacing guide available</p> <p>Student Achievement Data on file</p> <p>Informational guides provided for parents regarding Arkansas standards within specific content areas and grade levels in language that parents can understand.</p>			
Experience	<p>10/10/2016</p> <p>Professional Learning Communities/Grade and Department Level Meetings have been scheduled with teachers participating.</p> <p>Professional Growth Plans (Eduflect) have been developed with input from both the building principal and individual teacher.</p> <p>Agendas/minutes/sign in sheets on file at both the administrative and individual building levels.</p> <p>The educational status of all students is regularly monitored so that struggling students are identified quickly and interventions put into place for classroom support.</p>			
Sustainability	<p>10/10/2016</p> <p>The established process will be continued on consistent basis to ensure closing the achievement gap.</p>			

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
Initial Assessment:		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.	Limited Development 07/24/2015		

		Priority Score: 3	Opportunity Score: 1	Index Score: 3		
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.		Objective Met 10/10/16	Kelvin Hudson	08/08/2016
Action(s)	Created Date					
1	9/1/15	An administrative leadership team will be designated to provide guidance and direction of the educational environment for the district and schools.		Complete 10/10/2016	Kelvin Hudson	07/01/2016
<i>Notes:</i>						
2	7/24/15	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.		Complete 10/10/2016	Gilley/Luttrell/Yarbrough	08/08/2016
<i>Notes:</i> Teachers will participate in professional development locally and at outside resources such as conferences, the OUR Coop, etc.						
3	7/24/15	Administrators and teachers will attend professional development activities to improve their knowledge and skills in order to improve student achievement.		Complete 10/10/2016	Kelvin Hudson	07/01/2016
<i>Notes:</i> Professional development is continual and ongoing to provide staff with the resources for effective instructional strategies.						
Implementation:				10/10/2016		
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				

<p><i>Experience</i></p>	<p>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</p>			
<p><i>Sustainability</i></p>	<p>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</p>			