

# 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.

March 29, 2016

## OMAHA SCHOOL DISTRICT NCES - 510920

Key Indicators are shown in **RED**.

<b>District Context and Support for School Improvement</b>	
<b>Improving the school within the framework of district support</b>	
<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>
<b>Status</b>	<b>Full Implementation</b>
	Level of Development: Initial: <b>Full Implementation</b> 08/31/2015
	Evidence: The district leadership (superintendent, building level principals, instructional facilitator, bookkeeper, and administrative assistant to superintendent) meet to allocate funds to support the school, staff, and instructional improvement. Funds are allocated and budgets are determined based upon teacher survey and needs assessment on technology use, professional development needs, and a needs assessment of curriculum and content areas. This team continues to meet throughout the year to make sure we are following the allocation of funds, and making any revisions as needed. When making a request for use of funds, staff must fill out a purchase order, and get approval from the building principal and superintendent before purchases can be made.
	Added:

<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 03/08/2016	
	Index:	1	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	Our District provides induction training for new staff thorough inservices on new staff required trainings, and also the state department Novice Teacher and Beginning Administrator mentoring program. Throughout the year, the Novice Teachers or Beginning Administration are supported by their assigned mentors, and also District/school support staff such as the administration, instructional facilitator, inteventionist, and other teachers. Through the evaluation process and the professional development plans, new staff are also supported based on their needs. In order to attract effective educators, we have a website to support what is happening with the district and schools. The schools are also allowing student teachers and other college students to experience the classroom settings by partnering with Northark Community College, Arkansas Tech University, Drury, College of the Ozarks, and any other college or university that asks for participation. This allows for us to recruit future teachers and staff. Our ELL program is new for the 15-16 school year. The district was able to use a teacher within the district that was licensed. As of right now, we only have this one person with the license. With few ELL students, this does not hinder any learning. However, in the future, we may need to address having other staff become licensed if we increase in student population of ELL.
<b>Plan</b>	Assigned to:	Jerry Parrett
	Added:	03/15/2016
	How it will look when fully met:	When this objective is fully met, the district will actively and strategically market the strengths. Another thing would be to develop high and unyielding standards for selection of candidates, and reach out to all possible candidate pools when recruiting for difficult-to-staff positions. The evidence of knowing that this objective is met is that the district will have identified the characteristics of the district and schools that are attractive to teachers and market that to recruit new staff. This can be done through meetings and then developing a page on the district website or updating our current brochure. Another area will be to have sustain partnerships with the current colleges that deliever teacher preparation, especially for those high-need areas, for recruitment. Lastly, altering our hiring timelines to be sure that we are getting the appropriate number and types of teachers before they seek employment elsewhere. This depends on needs basis, when we find out we have a need. It may be different each year. Lastly, beginning with the 15-16 school year, we have a need for ELL teachers. The district has one staff member that is licensed in this area. For full implementation, the district and schools need to be looking at teachesr becoming qualified to provide ELL development, should our numbers increase. This would be evidenced by the number of teacher licenses that state ELL licensed.
	Target Date:	06/30/2018
	<b>Tasks:</b>	
	1. Review district/school website-	find ways to market strengths to encourage teacher recruitment

		Assigned to:	Nathan White
		Target Completion Date:	06/30/2016
		Frequency:	twice a year
		Comments:	Twice a year, if not more, the website needs to be updated to make sure that we are actively and strategically marketing strengths for teacher recruitment.
	2. The leadership and building teams will need to meet to identify the characteristics of the district and its schools that are attractive to teachers and seek to market and build upon them to recruit new staff. Set meeting dates at all levels, and develop a list to address the above.		
		Assigned to:	Amanda Green
		Target Completion Date:	06/30/2016
		Comments:	
	3. Discuss with Leadership Team the need, if any, for teachers to begin becoming qualified for ELL.		
		Assigned to:	Amanda Green
		Target Completion Date:	05/04/2016
		Frequency:	once a year
		Comments:	This will be an ongoing conversation, year to year, and on a needs basis (Depending on # of ELL students)
<b>Implement</b>	Percent Task Complete:		0 of 3 (0%)

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(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 current level of implementation would be that the superintendent, Federal Programs Coordinator/principal, and the bookkeeper work closely together to develop a budget. Input is taken on the budget from the building principals, instructional facilitator, and technology director. Sufficient resources are provided to the buildings and district levels based off of staff input, teacher evaluation data, and student data. Any changes in instruction, organization, and scheduling at the building levels must be discussed with the superintendent. There is stipulation for scheduling, as long as it fits within the schedule for both buildings, as we have to share staff due to funding. Also, regarding funding, we do not have the budget for hiring more specially trained central office staff. So, the leadership team works together to be a liaison and resource for the school. The building principals and other leadership staff help schools by gathering data and using the data in a variety of ways. Needs assessments are conducted annually, but we could do better of tracking the data. School teams are established that help work towards implementing change. When a huge change happens, we try our best to give support to staff to implement the change.
<b>Plan</b>	Assigned to:	Jerry Parrett
	Added:	09/16/2015
	How it will look when fully met:	With this objective, we need to go more in depth on implementation. When it is fully met, there would be either budget or policy changes that would allow for us to hire more central office staff, academic coach, and interventionist for the high school. This person(s) would act as a liaison for the schools and not an enforcer. The academic coach and/or interventionist would also be able to specifically help the high school in instruction and data. Our schools would have more freedom with scheduling, as we would then have more staff hired to not have to share staff amongst the schools. Our schools would also work more on building community support for change. Accountability would be publically reported more frequently. All school Teams would be working longer to extend success and make it sustainable by eliminating failed strategies quickly.
	Target Date:	08/18/2017
	<b>Tasks:</b>	
	1. Gather data on curriculum and instruction, professional development data, student data, and teacher evaluation data, which helps to conduct a needs assessment.	
	Assigned to:	Shelly Collins
	Target Completion Date:	04/30/2016
	Frequency:	once a year
	Comments:	-Working as a team, the building principals and interventionist will help to compile the data needed.
	2. Leadership Team will meet to discuss needs assessment and budget/allocations for the next fiscal school year.	
	Assigned to:	Jerry Parrett
	Target Completion Date:	06/30/2016
	Frequency:	once a year

		Comments:	
<b>Implement</b>	Percent Task Complete:		0 of 2 (0%)

## District Context and Support for School Improvement

### Taking the change process into account

<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 03/17/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	2	(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:	Currently, the only thing that we have in place, district wide, is the extended school day. Each day we go 7 hr. and 15 min. That makes it 33.75 hours per week. Budgets do not allow for extended learning time or summer programs. Also, being a small district, we have to share in staff and resources. Because of this, it does not allow for any type of block scheduling.	
<b>Plan</b>	Assigned to:	Jerry Parrett	
	Added:	03/17/2016	
	How it will look when fully met:	When this objective is fully met, the district leadership will have met to address various aspects of funding to see if it allows to provide for extended learning and summer programs. This can be documented through meeting minutes. There will also have been a needs assessment sent home to see if there is parent and/or community interest in afterschool/summer programs. This will be evidenced through the needs assessment results, and discussed during a meeting and recorded. Since the district already goes extended learning day, the leadership will continue to evaluate programs and scheduling annually to be sure that teachers and staff are using the extra school time effectively. This will be evidenced through meeting minutes and documentation of scheduling/program evaluation documentation.	
	Target Date:	06/30/2018	
	<b>Tasks:</b>		
	1. Set a meeting date and hold the meeting to discuss the needs assessment and making sure to add in questions about extended learning and summer programs.		
	Assigned to:	Amanda Green	
	Target Completion Date:	05/23/2016	
	Frequency:	once a year	
	Comments:		

	2. District leadership and various stakeholders set and hold a meeting to discuss various aspects of funding to see if it allows to provide for extended learning and summer programs. If not, discuss ways to possibly meet the need without budget changes.
	Assigned to: Amanda Green
	Target Completion Date: 10/31/2017
	Frequency: once a year
	Comments:
<b>Implement</b>	Percent Task Complete: 0 of 2 (0%)

## District Context and Support for School Improvement

### Clarifying district-school expectations

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
	Level of Development:	Initial: <b>Full Implementation</b> 09/16/2015
	Evidence:	The District designated central office contact person for the school is the superintendent. Due to current budget and policies, our central office staff consists of the superintendent, bookkeeper, and administrative assistant to the superintendent. It would have to change to hire additional staff that could be a liaison to assist the schools with intensive work or improvement efforts. The superintendent is a liaison for the school by being a "critical friend" and buffering to leverage external resources and pressures. This person is also apart of district and building level leadership teams, and an ex-officio member of all other school teams. The job also requires that the role shifts from oversight to assistance in the schools where needed. This person also helps with developing building leaders.
	Added:	

<b>Indicator</b>	<b>IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
	Level of Development:	Initial: <b>Limited Development</b> 03/17/2016
	Index:	6 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

	Describe current level of development:	<p>Curricular expectations are placed on each school. However, this has not been defined by the district on any specific document. It has been communicated through the district leadership verbally. At the elementary, curriculum maps are in place, developed by teachers and administration, and provided through The Learning Institute. There have already been discussions in place about developing a specific document that provides an "overall roadmap" to the curriculum that is in place. The curriculum maps are aligned to the state standards, and provide modules/units for the teachers to guide their instruction. This also allows for interim assessments that will provide the teachers with data to also help them.</p> <p>At the high school, for this current year, they are still using the curriculum maps that are aligned with the state standards. The process for development was the same as the elementary, and provided through The Learning Institute. There is no specific document that provides an "overall roadmap" to the curriculum that is in place. For the 2016-2017 school year, the high school will not be using The Learning Institute, so they will need to meet and hold meetings to continue in the development of their curriculum maps.</p> <p>When new standards or curriculum is introduced to teachers and staff, the district and school buildings provide content area specialists from the regional education cooperative to support us in the development and implementation. The district also allows for continued professional development, specifically in content areas. Building level principals are also frequently in the classrooms to evaluation the instructional process.</p>
<b>Plan</b>	Assigned to:	Shelly Collins
	Added:	03/17/2016
	How it will look when fully met:	<p>The district will have defined in a document that the curricular expectations are placed on the schools. Each building level will develop a guide "overall roadmap" stating what the curriculum is that is offered in each subject area. Each building level will continue to develop and implement curriculum maps that are aligned to the curriculum and state standards. Curriculum committees will continue to meet annually to evaluate this. Committees will be established in all content areas at each building level. Building level principals will continue to be in classrooms, even more frequently, to evaluate the instructional process. The district will also continue to support professional development for staff in content areas, and seek out instructional guidance from regional cooperative instructional specialists.</p>
	Target Date:	05/31/2017
<b>Tasks:</b>		
	1. Set a meeting date with Curriculum committee to discuss current implementation/practices.	
	Assigned to:	Shelly Collins
	Target Completion Date:	05/20/2016
	Frequency:	once a year
	Comments:	

	2. Each building level leadership team will take information from the curriculum committee and needs assessments to begin organizing a way to create an "overall roadmap" for our district/building levels
	Assigned to: Amanda Green
	Target Completion Date: 06/30/2016
	Comments:
<b>Implement</b>	Percent Task Complete: 0 of 2 (0%)

## School Leadership and Decision Making

### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	Tasks completed: 4 of 5 (80%)		
	Level of Development:	Initial: <b>Limited Development</b> 07/24/2015	
	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 school improvement team is incorporated into the school's board policy 5.4. Our leadership team consist of the superintendent, building principals, K-12 Counselor, instructional faciliator, bookkeeper, and the central office administrative assistant. The leadership team meets to decide on professional development,scheduling, curriculum and instruction, staff, teacher evaluation, student data, and a variety of other things. At the building levels, teams are established based on grade levels or vertical/horizontal grade levels. Teams are also established for Wellness, ACSIP, G/T Advisory Council, and building level leadership. The schools sees the district meeting as a team. This year, we have set times that each team meets and how often. We have also indicated that sign-in sheets and agendas need to be recorded. There is flexibility in scheduling for when teams can meet. During the school day, it can happen as long as staff volunteers and others are available to supervise classrooms.	
<b>Plan</b>	Assigned to:	Jerry Parrett	
	Added:	07/24/2015	



	How it will look when fully met:	When this objective is fully met, the teams will be better at recording agendas/minutes and sign-in sheets. At the high school level, current policies/budgets will be changed to allow for flexible scheduling so that teams can meet. Also, if current policy/budget change, then additional staff would be hired at the high school level to assist with curriculum and instruction, interventions, and data. The district leadership team will be a better model to the school teams, and track growth and review data, then disseminate information to the schools as necessary to work better as a entire district. There will be a consist level of accountability to all teams and staff to follow the same district/school policies. Teams at every level will have focused meetings, that plan and make decisions based on timely information, student/school data, and professional development. The leadership team will meet at least twice a month for one hour. The instructional teams will meet at least twice a week for 45 minutes.
	Target Date:	08/17/2017
	<b>Tasks:</b>	
	1. 1. Determine District Team	
	Assigned to:	Jerry Parrett
	Target Completion Date:	08/17/2015
	Comments:	At the district team meeting on 9/2/15, the team was determined to be the following people: Jerry Parrett, Superintendent Nathan White, High School Principal Amanda Green, Elementary Principal Shelly Collins, Instructional Facilitator Rhonda Harness, Bookkeeper Donna Edwards, Administrative Assistant to superintendent Sandy Roberts, K-12 Counselor JR Shelton, District Technology Coordinator Laura King, District Parent Involvement Coordinator Joe Ellis, School Board Member Amy Brumley, Parent
	<b>Task Completed:</b>	<b>09/02/2015</b>
	2. 2. Set meeting date, with the team, to determine when monthly meetings will be held. At the meeting set the next date, and determine the area of focus.	
	Assigned to:	Amanda Green
	Target Completion Date:	09/02/2015
	Comments:	The team met on 9/2/15 in the High School Library. Meetings were set for the first wednesday of every month. The next focus area will be to gather data for the team to discuss.
	<b>Task Completed:</b>	<b>09/02/2015</b>
	3. The leadership team will meet to discuss and create a description of the teams' purposes and how each team is constituted.	
	Assigned to:	Amanda Green
	Target Completion Date:	03/01/2016
	Frequency:	once a year
	Comments:	Review description annually.

		Task Completed:	01/25/2016
	4. Policy Submitted to School Board for Approval		
		Assigned to:	Jerry Parrett
		Target Completion Date:	03/01/2016
		Comments:	Policy Approved 5.4 School Improvement Teams (will upload minutes and policy in documents)
		Task Completed:	03/01/2016
	5. Obtain data from each school level on student assessment, curriculum and instruction practices, teacher evaluation, professional development needs.		
		Assigned to:	Amanda Green
		Target Completion Date:	01/30/2015
		Frequency:	once a year
		Comments:	Data will be obtained from each building principal. AT the elementary, the instructional facilitator and/or interventionist can also help with data. This data will be shared at one of the leadership meetings to make informed decisions.
<b>Implement</b>	Percent Task Complete:		4 of 5 (80%)