

Pine Bluff School District Plan of Support to Schools: Pine Bluff High School, Jack Robey Jr. High School, Southwood Elementary, 34th Avenue Elementary, Broadmoor Elementary, and WT Cheney Elementary

Team Members: Superintendent, Curriculum Leaders

Academic Year: 2018-19

<p>Step 1: School or District Problem of Practice: Area for Growth</p> <p>A Problem of Practice includes an area of concern supported by multiple data sources and a review of current practices that may contribute to the area of concern. Data sources may include, but are not limited to, an administrator's self-evaluation, performance evaluations, surveys, and relevant school/district data. Identify an <u>Area for Growth</u> to address your school or district concern.</p>	<p>Data source(s):</p> <p>Renaissance Learning, Compass, AR, Dibels, DSA, STAR Assessments, Act/Aspire Summative, K-2 Ren. PSAT and common assessments TESS/ LEADS</p>	<p>Identified Problem(s) of Practice:</p> <p>Lack of evidence-based instructional strategies and practices at the school-level.</p> <p>High turnover rate of teachers in high stakes areas throughout the school district</p> <p>More than 50% of district's teachers are non-licensed</p> <p>Lacks viable curriculum district-wide; little to no curriculum alignment due to lack of monitoring of building level classrooms. i.e. monitoring of curriculum document, adequate resources etc.</p> <p>Lack of Instructional leadership capacity throughout the district</p> <p>Lack of a master schedule that supports collaborative teaming on each campus.</p>
<p>Root Causes: High Teachers absenteeism, Slowed or lack of instructional leadership on the site level, more than 50% of the district's teachers who teach in tested areas are non- traditional (lack of pedagogy, methodology and instructional approaches in the classroom), students absenteeism, student discipline and lack of central office systems to support individual schools.</p>		

<p>Goal 1: <i>The Goal is stated in specific and measurable terms.</i></p>	<p>Develop, provide, and support professional learning opportunities that will drive continuous improvement in all schools by building and supporting a collaborative culture that is sustainable.</p> <p>Systems:</p> <ul style="list-style-type: none"> • Specific PLC structures (intentional teams, such as content teams, grade level teams, vertical teams, etc) • High Reliability Schools (HRS) level 1 leading indicators • Processes for schools to analyze and evaluate areas of strength and weakness using multiple sources of data (HRS indicator 2.4) <p>After intentional teams have been created on each campus, district leadership will work with principals and school leadership teams to ensure the implementation of HRS Level 1 leading indicators:</p> <ul style="list-style-type: none"> • clear vision as to how teachers address instruction • schools support reflective and intentional PGPs • schools monitor predominant instructional practices • clear and ongoing evaluation of teaching strengths and weaknesses using multiple data sources • job embedded PD directly related to PGPs • teachers have opportunities to observe and discuss effective teaching

<p>Goal 2: <i>The Goal is stated in specific and measurable terms.</i></p>	<p>To create and implement district-wide systems of support that will ensure congruence, efficiency and support the school improvement process.</p> <p><i>Examples: All schools will demonstrate common language using the same processes for RTI, before and after school programs, supplemental programs, PLC's, School Leadership Team Meetings, Parent Engagement Plan, Novice Teacher Induction Program, Aspiring Leaders Fellowship, lead teacher training, etc.</i></p> <p>Systems:</p> <ul style="list-style-type: none"> ● A plan and schedule for superintendent to coach and support building level principals and leadership teams in the school improvement process (in alignment with each school's support plan). ● Planning with schools to ensure a professional development plan has been created and supported-- aligned to school goals and teacher professional growth plans. ● Planning with schools to ensure a professional development plan has been created and supported aligned to school goals and principal professional growth plans. <p>As schools are building intentional teams and monitoring and adjusting instruction based on multiple data sources, district leadership will ensure that a guaranteed and viable curriculum is in place in PBSB (HRS Level 3). This could include the following:</p> <ul style="list-style-type: none"> ● curriculum and assessment adhere to state and district standards
--	--

	<ul style="list-style-type: none"> ● curriculum is focused enough so that teachers can address the content in the time permitted ● all students have opportunities to learn critical content ● schools establish clear and measurable goals that are focused on student needs and achievement ● schools analyze and interpret data on a regular basis to ensure progress toward goals ● schools establish programs and practices for intervention and extension when needed.
<p>Goal 3: <i>The Goal is stated in specific and measurable terms.</i></p>	<p>To create and implement a system that engages families, students, staff, and community members regarding school instructional programs, supports/ resources and extracurricular activities, volunteer opportunities, and school/ district events.</p> <p><i>Examples: Review educator and student absenteeism, chronic absenteeism teams on each campus, PBIS teams on each campus, Parent focus groups, Student focus groups, examples of how students, teachers, and parents will be celebrated through superintendent citations or other means</i></p> <p>Systems:</p> <ul style="list-style-type: none"> ● Process to ensure the implementation of HRS Level 1 leading indicators: <ul style="list-style-type: none"> ○ faculty, staff, students, and parents view each school as being a safe collaborative and supportive environment ○ School acknowledges the successes of individuals and the whole school ○ Students, parents, and community have formal ways to provide feedback to schools ○ Teachers have formal roles in the decision-making process

Step 2: Plan of Action – (PLAN) List your action steps that are necessary to ensure the accomplishments of the schools goals	Action Steps	Timeframe	Person(s) Responsible
	<p>Goal 1: To develop a Professional Learning Community (PLC) with the building administrators during the monthly principal meetings to inform and train site level leaders and support staff on the consistent utilization of data and monitoring the effectiveness of instructional programs and processes on the site level</p> <ul style="list-style-type: none"> • Specific steps and actions in alignment with the PLC work-- including HRS Level 1.4 and 2.4 language will be included. • Systems for district leaders to monitor and support the leading and lagging HRS indicators at each campus. 	<p>July to May</p> <p>Professional Learning will begin July 2019 for all schools and will be on-going each month. Modifications will be made using the Cycle of Inquiry</p>	<p>Superintendent; District level curriculum administrators; Solution Tree (external provider)</p>
	<p>Goal #2: To create a comprehensive approach to district reform by training all instructional staff addressing the needs of the Pine Bluff School District's problems of practice as measured by site level plans.</p>	<p>August to May</p>	<p>District leadership team; Building-level administrators</p>

	<ul style="list-style-type: none">● Systems for district leaders to monitor and support the leading and lagging HRS indicators at each campus.● A plan and schedule for superintendents to coach and support building level principals and leadership teams in the school improvement process (in alignment with each school's support plan).● Planning with schools to ensure a professional development plan has been created and supported-- aligned to school goals and teacher professional growth plans.● Planning with schools to ensure a professional development plan has been created and supported aligned to school goals and principal professional growth plans.		
--	--	--	--

	<p>Goal #3: To address the schools' root causes that continue to contribute to poor academic performance</p> <ul style="list-style-type: none"> ● One-on-one coaching with superintendents ● Monthly principals' meetings ● Monitoring and coaching school leadership teams to become PLCs informed by data ● Intentional teaming 		<p>District Leadership Team; Curriculum team</p>
<p>Step 1: Implementation and Monitoring (DO) Establish your Theory of Action toward reaching the School</p>	<p>Theory of Action</p>		
	<p>Leadership Implementation Strategies</p>	<p>Results Indicators</p>	<p>Sources of Data to Monitor</p>
	<p>If WeDevelop a Systemic Academic Infrastructure that will directly address teacher capacity by employing evidence based</p>	<p>Then we expect to see staff . . . creating lesson plans to reflect effective teaching strategies with adequate resources. Interpreting data in PLC's and immediate intervention to determine instructional next steps in the classroom. School level administration and instructional support teams supporting the work/ building capacity among teachers.</p>	<p>Staff Data Source: PLC meetings, agendas / next steps and timelines, common assessment review that informs teaching and reteaching plans identified in PLCs, Interim assessment data, Star Assessment data, common assessment, K-2 assessment data</p>

	best practices in all classrooms using an aligned curriculum with appropriate resources.		Formative assessment data that indicate higher levels of mastery of essential content and inform teaching and reteaching plans.
		Then We expect to see students . . . performing at optimal levels in the classroom, understanding and working towards an identified career or college pathway	Student Data Sources test scores decrease in discipline data increase in attendance higher graduation rate higher % of standard license teachers higher % of student retention summative data sources interim assessment growth formative assessment mastery increase in student celebrations
Step 3: Plan Do Check – (CHECK) Analyze the progress that you are making toward the accomplishment of the School’s Goals (modifications to should be made based on aforementioned data sources)	Beginning and Middle of the year review	Progress made: Solution Tree contract was signed; meeting scheduled with leadership team and Solution Tree team(early Spring)	Data source(s)
	End-of-year review	Progress made: Conducted initial meeting with Solution Tree; scheduled Leadership Coaches to visit with building principles and conduct needs assessment; building	Data source(s): Solution Tree- signed contract Leadership Coaches report

		principals and superintendent attended the School Improvement for All in Orlando, FL; district and building level leadership teams are registered for the PLC Institute in Hot Springs for July 2019	Conference attendee documentation/ registration
--	--	---	--

District Team: _____ **Date:** _____

Superintendent /Designee Signature:_____ **Date:** _____

Revisions and Updates:

Date: _____ **Date:** _____ **Date:** _____