

Comprehensive Plan Report

A detailed report showing activity of the district or school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

March 30, 2016

HARMONY GROVE HIGH SCHOOL CAMDEN NCES - 50729000443

HARMONY GROVE SCHOOL DISTRICT (Ouachita)

School Success Indicators

Key Indicators are shown in **RED**.

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)**
(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/23/2015	
	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:	We currently have a building level leadership team and a district level leadership team. At this time, they are not part of the written policy, so this will need to be addressed. We have a specific purpose and a scheduled time to meet. Currently, we do not have a school community council, so we will have to develop a committee of parents.	
Plan	Assigned to:	DENISE LANCASTER	
	How it will look when fully met:	We currently have a building level leadership team and a district level leadership team which have scheduled meetings, but we will have to amend the written policy to add them. Since we do not currently have a school community council in place, we are working on the design and implementation of this committee.	
	Target Date:	06/30/2016	
		Added date:	

Indicator **ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)**

Status In Plan / No Tasks Created

Assess	Level of Development:	Initial: Limited Development 09/23/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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 building leadership team and school leadership teams are keeping agendas and minutes of their meetings. They are maintained by the chairperson and shared with all team members.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 09/23/2015	
	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:	Currently, the leadership team meets once a month and the instructional teams are meeting once a month.	
Plan	Assigned to:	Not yet assigned	
		Added date:	
School Leadership and Decision Making			
Aligning classroom observations with evaluation criteria and professional development			
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66) (All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Instructional facilitators are currently conducting walkthroughs and two peer observations per year are being completed by each teacher. The principal does record indicators of effective practice during observations. At this point, the principal does not aggregate evidence to reflect patterns of practice, but that is occurring with classroom walkthroughs. The leadership team has not looked at this information when planning professional development although we are aware that this is something we need to work on.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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:	Teachers develop individual development plans. Half of the required professional development hours must reflect the goals on the teacher's PGP. Classroom observations are used to form the teacher's plans through informal and formal observations. TESS is used to obtain classroom observation information, discuss the results of those observations and formalize the plan.	
Plan	Assigned to:	Not yet assigned	
	Added date:		
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 10/28/2015	
	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 school provides all staff professional development through learning communities,and job embedded differentiated professional development occurs in different subject areas and grade levels.	
Plan	Assigned to:	Not yet assigned	
	Added date:		

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator **IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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, we are in school for 385 minutes of instruction per day although we only have to provide 360 minutes per day. For remediation, we alter the schedule and offer twenty-five minutes of targeted remediation once a week.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator **IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	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:	Our Special Programs Administrator attends Career Fairs nearby where she recruits recent college graduates.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Opportunity to Learn

Post-Secondary School Options

Indicator **VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)**

Status [In Plan / No Tasks Created](#)

Assess	Level of Development:	Initial: Limited Development 11/18/2015	
	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	In seventh or eighth grade, all students have to take career orientation and keyboarding. In career orientation, the students are set up to job shadow and explore different careers. Students in all grades may take the Kuder Career Interest Inventory, Explorer, Plan, and ASVAB which all of career inventories attached. CAP Plans are begun in the eighth grade. High school alumni speak to students about their occupations and career paths. In science classes, UAMS may give presentations about health care occupations. All juniors may take a free ACT test which is paid for by the state, and fee waivers are given to students on free and reduced lunch. Talent Search and Upward Bound provide mentoring and tutoring to first generation prospective college students. Ninth through twelfth graders may attend the Southwest College Prep Academy or SAU Tech Prep Academy. Juniors and Seniors may attend one of the six career programs offered at SAU Tech which provide vocational skills. On campus vocational training is offered in business and agriculture. A financial aid night is offered to juniors and seniors. In addition, all seniors receive a donated flash drive which is loaded with career, military, and scholarship information.	
Plan	Assigned to:	Not yet assigned	
		Added date:	

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/17/2015	
	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:	We are in the process of aligning our curriculum in each subject area. The mathematics and science departments are attempting to maintain alignment while looking at the state's new curriculum. The literacy department is in the process of aligning our curriculum for each grade level and about 30% of our classes have completed the alignments.	

Plan	Assigned to:		Not yet assigned
		Added date:	
Curriculum, Assessment, and Instructional Planning			
Assessing student learning frequently with standards-based assessments			
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/17/2015	
	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:	We are giving TLI tests at least three times per year in science, literacy, and math. The leadership team currently reviews all test results although some of the teachers are not analyzing the results and reteaching standards as needed. Formative assessments generated by each teacher are being given in most classes about every three or four weeks. All teachers are giving summative assessments at the end of each nine week period.	
Plan	Assigned to:		Not yet assigned
		Added date:	
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assess	Level of Development:	Initial: Limited Development 12/17/2015	
	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:	At the year's end all curriculum maps are turned in to the curriculum coordinator after the teachers have worked for two days to reevaluate the map.	
Plan	Assigned to:		Not yet assigned
		Added date:	