

# 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 30, 2016

## HARMONY GROVE SCHOOL DISTRICT (Ouachita) NCES - 507290

Key Indicators are shown in **RED**.

### District Context and Support for School Improvement

#### Improving the school within the framework of district support

<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>		
<b>Status</b>	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 10/21/2015	
	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:	budget improvement status staffing needs/requirements	
<b>Plan</b>	Assigned to:	Walton Pigott	
	Added:	12/03/2015	

	How it will look when fully met:	At the end of each year, individual schools meet to review and revise curriculum. After letters of intent are turned in, school and district administrators meet to decide which positions will need to be filled. At this time, if the need arises, other staff positions are also filled. Budgets are also planned at this time. Federal and state money is also figured into the budget. When test scores are released, data is analyzed and plans are made accordingly. Teachers and staff members in each school are given access to the test data in order to plan their instruction. Schools are given the opportunity to make decisions in the hiring of staff, scheduling, and allocation of funds. When planning for the school year, time is given for teacher collaboration on each campus and across the campuses. Days are scheduled during the summer for this collaboration. Time is also scheduled for teachers and staff members to collaborate during the school year in regards to student data, instruction, and best practices. Teachers are also given the opportunity to visit peer classrooms in order to observe best practices. When this objective is fully implemented, staff will be assigned and utilized to maximize student achievement. Budget resources will be used to to maximize student achievement and time will continue to be allotted for teachers and staff members to collaborate and observe best practices across campuses.	
	Target Date:	06/30/2016	
	Tasks:		
		1. State assessment data will be analyzed by the administration and used to plan for the next school year.	
		Assigned to:	Sharon Hale
		Target Completion Date:	06/30/2016
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	0 of 1 (0%)	

<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 1 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 10/21/2015	
	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:	budget teacher recruitment school improvement status HQT status placement of staff staff availability	

<b>Plan</b>	Assigned to:	Sharon Hale
	Added:	03/07/2016
	How it will look when fully met:	The district will attend teacher fairs in order to recruit high-performing teachers. The district will actively and strategically market their strengths, develop high and unyielding standards for the identification and selection of candidates, aggressively reach out to all possible candidate pools when recruiting, especially for difficult-to-staff positions, and address some of the hidden costs of teaching in hard-to-staff areas. When this objective is fully met, our district will be fully-staffed with highly qualified teachers in all areas including those hard-to-staff areas.
	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. District leaders will attend various teacher fairs in order to recruit Highly Qualified Teachers.	
	Assigned to:	Sharon Hale
	Target Completion Date:	06/30/2016
	Frequency:	three times a year
	Comments:	
<b>Implement</b>	Percent Task Complete:	0 of 1 (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> 11/03/2015	
	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:	SCHOOL LEADERS PROVIDED THE OPPORTUNITY TO ACT AUTONOMOUSLY IN THE BUILDING LEADERSHIP POSITION. BUILDING LEADERS HAVE THE AUTHORITY TO MANAGE THE SCHEDULING OF STUDENTS AND THE CREATION OF THE MASTER SCHEDULE. BUILDING LEVEL ADMINISTRATORS PLAY AN INTEGRAL ROLE IN THE RECRUITING, INTERVIEWING AND HIRING OF NEW PERSONNEL. THE ROLE OF THE SCHOOL LEADERSHIP TEAM IS DEFINED IN LIMITED FORM ONLY.	
<b>Plan</b>	Assigned to:	Melissa Rocconi	
	Added:	12/04/2015	
	How it will look when fully met:	When this objective is fully met, school leaders will have the autonomy to make decisions about schedules, budgets, and hiring of personnel. The level of autonomy granted to school leaders is determined by the superintendent. School personnel are hired by a team that may be comprised of teachers and administrators. A consensus is reached by the team when hiring new personnel.	

	Target Date:	06/30/2016
	<b>Tasks:</b>	
	1. Principals will make schedules for each school.	
	Assigned to:	Jerri Courville
	Target Completion Date:	06/30/2016
	Frequency:	once a year
	Comments:	
	2. Principals will help make the decision in the hiring of personnel for their campus.	
	Assigned to:	Todd Lewis
	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

Indicator	IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)		
Status	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/03/2015	
	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:	CURRENTLY WE DO NOT EXTEND THE SCHOOL DAY OR HAVE BLOCK SCHEDULING IN PLACE. SOME ACTIVITIES ARE AVAILABLE FOR STUDENTS TO EXTEND THE DAY THOUGH CONCURRENT CREDIT COURSES AND ACT PREP CLASSES.	
Plan	Assigned to:	Sharon Hale	
	Added:	03/29/2016	
	How it will look when fully met:	If we choose to extend the school day, time will be made available to students after or before regular school hours for additional help with academics.	
	Target Date:	09/01/2017	
	Tasks:		
	1. Research extended learning programs		
		Assigned to:	Terri Davis
		Target Completion Date:	01/09/2017
		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

## 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	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial : Limited Development 11/05/2015	
	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:	A district person has already been established as the contact person and is attending Building and District Leadership Team meetings.	
Plan	Assigned to:	Walton Pigott	
	Added:	11/17/2015	
	How it will look when fully met:	<p>The district has designated Sharon Hale, Certified Special Programs Administrator, to serve as a liaison with the schools. The role of the district liaison is described as a specific "go to" person for the schools. This liaison is to be an efficient aid to the school and a source of information for the district. The liaison is part of the district Leadership team. The school liaison will spend more time with the focus school in the role of providing support and monitoring school efforts.</p> <p>When this objective is being fully met in the District, the liaison will attend school and building leadership team meetings regularly. Support will be offered to each school from the liaison. If information is needed, the liaison will find this information to share with the schools. The liaison will be available to help with review of data from periodic assessments and site visits. Evidence that this objective is fully implemented will be team minutes and agendas.</p>	
	Target Date:	11/30/2015	
	Tasks:		
	1. Selection of a central office contact person for the school.		
		Assigned to:	Walton Pigott
		Target Completion Date:	11/30/2015
		Comments:	
	2. Monitoring of school and building leadership team meetings.		
		Assigned to:	Jeff Mock
		Target Completion Date:	11/30/2015
		Frequency:	monthly

		Comments:	
	3. Liaison will offer extra support to the focus school.		
		Assigned to:	Todd Lewis
		Target Completion Date:	11/30/2015
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0 of 3 (0%)

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	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: Limited Development 02/25/2016	
	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 district currently teaches from Common Core State Standards. Curriculum maps are up-dated annually by the teachers during Professional Learning Communities. Maps may be utilized from The Learning Institute. Assessments are used from The Learning Institute.	
Plan	Assigned to:	Sharon Hale	
	Added:	03/07/2016	
	How it will look when fully met:	The district and schools will become more explicit about what is to be taught using skills and knowledge from state assessments as their guide. Curriculum maps/curriculum will be aligned including the written, taught, and tested curricula. Curriculum will be aligned across grades and pacing guides may be developed. Instructional facilitators will be used to support teacher as they teach the curriculum. Instructional facilitators will be spend time on both campuses in order to offer support to all teachers or additional instructional facilitators will be hired. Principals and the district level curriculum coordinator will spend more time in classrooms to monitor the actual teaching of the curriculum.	
	Target Date:	06/30/2016	
	Tasks:		
		1. Curriculum maps will be up-dated annually.	
		Assigned to:	Principals
		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	
		2. Curriculum maps will be aligned across grades.	
		Assigned to:	Principals

		Target Completion Date:	06/30/2016
		Frequency:	once a year
		Comments:	
	3. Instructional facilitators will offer support for the teachers on all campuses.		
		Assigned to:	Walton Pigott
		Target Completion Date:	09/30/2017
		Frequency:	monthly
		Comments:	
<b>Implement</b>	Percent Task Complete:		0 of 3 (0%)

## 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	Tasks completed: 0 of 1 (0%)		
	Level of Development:	Initial: Limited Development 11/05/2015	
	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:	We have district and building leadership teams that meet regularly but the team structure is not officially incorporated into the school governance policy.	
Plan	Assigned to:	Sharon Hale	
	Added:	12/04/2015	
	How it will look when fully met:	When this objective is fully implemented in the District, a district policy will be implemented that will include a team structure for each school. This policy may include a description of the teams' purposeds and how they are constituted. This policy should also include an evaluation tool to help determine each teams effectiveness.	
	Target Date:	06/30/2016	
	Tasks:		
	1. Research team structure policies.		
		Assigned to:	Jerri Courville
		Target Completion Date:	06/30/2016
		Comments:	
Implement	Percent Task Complete:		0 of 1 (0%)

