

# 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

## Helena-West Helena School District NCES - 507680

Key Indicators are shown in **RED**.

### District Context and Support for School Improvement

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

**Indicator IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)**

**Status** Tasks completed: 0 of 4 (0%)

Level of Development:	Initial: <b>Limited Development</b> 10/22/2015
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: The district does not have a strategic resource plan in place. Inventory audits findings have been noted by ADE. The superintendent has recently assigned district level personnel to resource inventory management. The district has identified resources needed to support the schools, staff and instructional improvement.

**Plan** Assigned to: Linda English  
 Added: 10/22/2015  
 How it will look when fully met:

District and school leadership secures additional resources and/or reallocates funds to support the vision, mission and strategic priorities of the school. Effective and efficient uses of sufficient resources support the learning goals of the school. Leadership of all the schools of the district establishes a network to monitor and modify the learning goals. Clearly defined policies, processes and procedures ensure that school leaders have access to hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school. Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice.

Target Date: 12/01/2015

Tasks:

1. Develop the Helena-West Helena School District Special Programs / ACSIP budget prior to August School Board meeting for school board approval.

Assigned to: Linda English  
Target Completion Date: 07/31/2015  
Frequency: once a year  
Comments: Under the supervision of the Superintendent, the designated personnel will fulfill the completion of the required budgets for submission to the Board in August.

2. Ensure the budget is loaded into the district's financial APSCN software to be approved by ADE and allow the district to track the budget throughout the year.

Assigned to: Leigh Lewis  
Target Completion Date: 08/31/2015  
Frequency: once a year  
Comments: Leigh Lewis will follow district, state, and federal guidelines will establishing and inputting the district's budget.

3. The superintendent and treasurer will at least bi-monthly check the current status of the district's budget and allocating of resources to the buildings and faculty throughout the school year. This will be reported to the school board during the monthly school board meetings using APSCN detailed statement of changes of fund balance reports.

Assigned to: John Hoy  
Target Completion Date: 06/07/2016  
Frequency: twice monthly  
Comments: Mr. Hoy will report to the school board monthly the status of the various budget status and allocation of resources.

4. The building ACSIP leadership teams/with the help of the district leadership team will determine effectiveness of the allocation of resources for the 2015-16 school year. These will be prioritized by each building based upon cost, effectiveness, and the availability of funds.

Assigned to: John Hoy  
Target Completion Date: 05/20/2016  
Frequency: once a year  
Comments: The building Leadership Teams will monitor and evaluate the allocation of resources and provide feedback to the District Leadership Team to determine future allocation needs.

**Implement** Percent Task Complete: 0 of 4 (0%)

**Indicator** **IA13 - The district works with the school to provide early and intensive intervention for students not making progress.(13)**

**Status** Tasks completed: 1 of 3 (33%)

Level of Development: Initial: **Limited Development** 01/28/2016  
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 allocates funds to support extended learning time; provides professional development to ensure that teachers use extended learning time effectively; and has a process in place to monitor progress of extended time initiatives.

**Plan**

Assigned to: Linda English

Added: 01/28/2016

How it will look when fully met: School personnel systematically maintain use, and communicate a profile with current and comprehensive data on students and school performance in extended day programs. Data sources are documented and continuously used by professional and support staff to identify the learning needs of the students. School professionals and support staff will address the learning needs of the students through a variety of research based coordinated support services and individualized learning services.

Target Date: 06/30/2016

**Tasks:**

1. Superintendent will require school leaders to use a district created excel spreadsheet to report data on extended day programs.

Assigned to: School Leaders

Target Completion Date: 01/05/2016

Frequency: monthly

Comments: Principals will meet with superintendent to ensure that reporting expectations are being met.

Task Completed: 10/30/2015

2. School principals will be accountable to evaluate the overall quality of the implementation of all interventions and strategies used in extended day programs.

Assigned to: School Leaders

Target Completion Date: 06/30/2016

Frequency: twice a year

Comments: The principals will evaluate the quality of the implementation of all interventions and strategies used in extended day programs, through CWTs to be reported to the ACSIP/Closing the Achievement Gap Committee in March 28, 2016.

3. The data from extended day programs which analyzes students progress and needs will be communicated with stakeholders.

Assigned to: School Leaders

Target Completion Date: 06/30/2016

Frequency: monthly

Comments: Extended day programs data will be communicated to staff during Leadership Team meetings, Grade Level and Faculty meetings.

**Implement** Percent Task Complete: 1 of 3 (33%)

**Indicator** IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)

**Status** Tasks completed: 0 of 3 (0%)

Level of Development: Initial: **Limited Development** 11/02/2015  
 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: The district recruits, trains, supports and places personnel to competently address the problems of schools in need of improvement. The district recruit leaders and teachers fit for service in the schools. The district provides special induction training and mentoring.

**Plan**

Assigned to: Joyce Anderson

Added: 11/02/2015

How it will look when fully met: School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. A formal process for identifying professional development needs specifically evaluates and addresses the true impediments to student learning. School professional development planning considers both the identified needs of individual staff members and the school-wide focus for improvement and includes short- and long-term checkpoints to monitor the effectiveness of the planning.

Target Date: 12/01/2015

**Tasks:**

1. The District will develop a New Teacher Orientation plan for the 2015-2016 school year, which will include initial training and follow-up sessions throughout the year.

Assigned to: Joyce Anderson

Target Completion Date: 12/01/2015

Frequency: three times a year

Comments: Stakeholders, and surveys from teachers indicated a need for the follow-up training.

2. Provide face-to-face training in TESS AND LEADS.

Assigned to: Joyce Anderson

Target Completion Date: 08/11/2015

Frequency: once a year

Comments: Surveys will be conducted including all staff with results which will support the need for additional training in uploading and documenting artifacts into Bloomboard.

3. Conduct monthly district focused walkthroughs to identify additional needs/support systems.

Assigned to: Joyce Anderson

Target Completion Date: 08/07/2015  
 Frequency: four times a year  
 Comments:

**Implement** Percent Task Complete: 0 of 3 (0%)

**Indicator IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)**

**Status** Tasks completed: 0 of 3 (0%)

Level of Development: Initial: **Limited Development** 10/22/2015  
 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: The district allows leadership to accomplish goals for achievement, instruction and to manage the day to day operation of the school. Have policies and support practices to ensure effective administration in the schools.

**Plan** Assigned to: John Hoy  
 Added: 11/30/2015  
 How it will look when fully met: The district allows school leaders reasonable autonomy to do things differently in order to succeed. The research literature in education as well as other sectors confirms the need for leaders in these organizations to make decisions necessary for change.  
 Target Date: 05/30/2016  
 The district provides school leaders control over their budgets.

- Tasks:**
1. Assign each school a specially trained Central Office staff member who can serve as an effective liaison and resource in school improvement.
    - Assigned to: John Hoy
    - Target Completion Date: 11/16/2015
    - Frequency: once a year
    - Comments: We have discussed visiting exemplary schools, assigning a district level liaison to all the schools, hiring a School Improvement Specialist for Central High School, school budgets with the principals, and aligning vision and mission statements between district and schools.
  2. The vision and mission of each school will be developed in conjunction with the districts' mission and vision statement.
    - Assigned to: John Hoy
    - Target Completion Date: 11/16/2015
    - Frequency: once a year

Comments: During the ACSIP/Closing the Achievement Gap meeting, the vision and mission statements were developed and discussed. A strategy for communicating those vision and mission statements were developed. All plans are centered around the vision and mission statements. A new logo was developed, selected and is implemented.

3. Providing schools control over their own budgets.

Assigned to: John Hoy  
 Target Completion Date: 11/16/2015  
 Frequency: daily  
 Comments:

Mr. Martello provided training on budget coding, Tier II training, and conducted monthly meetings with appropriate personnel to ensure proficiency in budgeting at the district and school level.

**Implement** Percent Task Complete: 0 of 3 (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 3 (0%)

Level of Development: Initial: **Limited Development** 01/28/2016  
 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: Currently, the district is discussing ways to collect achievement data and develop a profile of longitudinal students' performances and benefits from extended day programs. A plan for evaluating effective programs is being developed.

**Plan** Assigned to: John Hoy  
 Added: 03/14/2016  
 How it will look when fully met: School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on students and school performance in extended day programs. Data sources are documented and continuously used by professional and support staff to identify the learning needs of the students. School professionals and support staff will address the learning needs of the students through a variety of research based coordinated support services and individualized learning services.

Target Date: 06/30/2016

Tasks:  
 1. Each principal will be required to conduct progress monitoring of student achievement in extended day programs.

Assigned to: John Hoy  
 Target Completion Date: 06/30/2016  
 Frequency: monthly  
 Comments: During the monthly Leadership Team meetings, the team discussed effective ways to progress monitor student achievement and progress monitoring in extended day programs including summer school.

2. Principals will be required to conduct observations of instruction during extended day programs and compile data report.

Assigned to: All Principals  
 Target Completion Date: 06/30/2016  
 Frequency: monthly  
 Comments: During Leadership Team meetings, it was discussed how to collect school performance and teacher effectiveness during extended day program. The district decided to implement monitoring and support mechanisms to ensure student success and appropriate programming during extended day programs. Teacher will be provided constructive and corrective feedback by the principal as a result of findings during observations.

3. Comprehensive data on students and school performance in extended day programs will be compiled and communicated with district, school level professionals, and support staff. Future extended day programming decisions will be based upon the data results.

Assigned to: John Hoy  
 Target Completion Date: 06/30/2016  
 Frequency: monthly  
 Comments: Leadership Team members discussed the most effective ways to support the individual learning needs of students participating in extended day programs. The lack of data from previous year was discussed. The team members agreed that data collection and sharing the results was an effective means to determine future extended day programming.

**Implement** Percent Task Complete: 0 of 3 (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: 1 of 4 (25%)

Level of Development: Initial: **Limited Development** 08/28/2015  
 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:

The district has designated a central office contact person for the schools, and that person maintains close communication with the schools and an interest in its progress.

**Plan**

Assigned to: John Hoy  
Added: 08/28/2015  
How it will look when fully met: A district level designee has been assigned to support the vision, mission and strategic priorities of the schools. The district designee will review the schools improvement plans and provide coaching comments on the schools evolving improvement plans and their implementations.  
Target Date: 12/01/2015

**Tasks:**

1. Superintendent will make assignment of central office liaison.

Assigned to: Linda English  
Target Completion Date: 08/28/2015  
Comments: The Process Manager will communicate this task to the person responsible.  
Task Completed: 08/28/2015

2. Superintendent will notify all district personnel of central office designee.

Assigned to: John Hoy  
Target Completion Date: 11/18/2015  
Comments: This required indicator was discussed and the Superintendent took action.

3. The designee will attend school visits and attend leadership team meetings.

Assigned to: Linda English  
Target Completion Date: 11/20/2015  
Frequency: twice monthly  
Comments: The designee will attend school level meetings and provide technical assistance/support and provide feedback to District leadership Team.

4. Designee will put the coaching notes into schools and district's Indistar Coaching section.

Assigned to: Linda English  
Target Completion Date: 11/20/2015  
Frequency: weekly  
Comments: The district liaison will attend school level meetings and give support from the district office.

**Implement** Percent Task Complete: 1 of 4 (25%)

Objective Met (initial): 08/28/2015



Experience:	8/28/2015 The Leadership Team discussed who would be designated has the contact person from central office. It was rich discussion concerning communication between central office and building level.
Sustain:	8/28/2015 The central office contact person will attend school level meetings and give support from central office.
Evidence:	8/28/2015 1. Agendas 2. Sign-in sheets 3. Two way Communication (emails)

**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: <b>Limited Development</b> 11/19/2015	
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: The District and schools are currently responsible for curriculum alignment/pacing guides. Meeting with school leaders and district leaders to emphasis the high priority of explicit and focused efforts that are made to ensure alignment of the written, taught and tested curricula. Instructional Facilitators/ Lead Teachers, GREC Specialists, Fetterman and Associates Specialists, ASU Rural and Delta STEM Education Centers Specialists assist teachers in the various content areas and using best practices. District Focus Walkthroughs, Building Level Walkthroughs lesson plans, curriculum units and TLI pacing guides provide informational data on classroom instruction and strategies.

**Plan** Assigned to: Linda English  
 Added: 11/30/2015  
 How it will look when fully met: The district provides a cohesive district curriculum guide aligned with state standards and places curricular expectations on the schools. At the school level, teacher Instructional Teams are the group to fleshing out the curriculum and aligning it with the instructional plans.

The schools and district initiate active collaboration among schools within the district to ensure alignment. The school and district initiate collaboration among schools to prioritize and sequence the curriculum to promote mastery learning. The implemented curriculum is researched-informed to ensure that it is age and developmentally appropriate and differentiated to address the individual learning styles of the schools' diverse student population. The implemented curriculum is systemic, demonstrating strong connection within and among content areas.

Target Date: 03/07/2016  
 Tasks:

1. The district will conduct Saturday Curriculum Workdays to refine the curriculum.

Assigned to: Linda English  
Target Completion Date: 06/30/2016  
Frequency: once a year  
Comments: On going discussions have occurred regarding curriculum development and the need for continual work to vertically align the curriculum.

2. Review curriculum documents.

Assigned to: Linda English  
Target Completion Date: 06/30/2016  
Frequency: once a year  
Comments: The designated Saturday Curriculum Workdays will be the platform for district wide staff review of curriculum documents.

3. Evaluate the success of the Saturday Curriculum Workdays.

Assigned to: Linda English  
Target Completion Date: 06/30/2016  
Frequency: once a year  
Comments: An evaluation of the Saturday Curriculum Workday initiative will be evaluated with results reported to the Leadership Team.

**Implement** 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 3 (0%)

Level of Development: Initial: **Limited Development** 11/19/2015  
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: A common team structure for the schools and the district will be established.

#### Plan

Assigned to: John Hoy  
Added: 11/30/2015  
How it will look when fully met: When ID01 is fully implemented the district team will have a created a governance policy for school teams. Included in this policy will be a team purpose description and makeup of the school teams. The district team will use Indistar's research based resources to help in the creation of the policy.  
Target Date: 01/22/2016

Tasks:

1. Review current policies to gather needed information to write the policy.

Assigned to: John Hoy

Target Completion Date: 01/05/2016

Comments: A common procedural process for school team structures has been developed.

2. Get input from leadership teams on the drafted policy to revise policies as needed.

Assigned to: Process Managers from School Teams

Target Completion Date: 01/06/2016

Comments: Gather Team constructed information from CHS.

3. Present the proposed policy to the Superintendent and School Improvement/Closing the Achievement Gap Committee for input and the PPC. After any necessary revisions, the Superintendent will present to Advisory Board/Commissioner.

Assigned to: John Hoy

Target Completion Date: 02/08/2016

Comments:

**Implement** Percent Task Complete: 0 of 3 (0%)