

Comprehensive Plan Report

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

5/18/2016

Benton High School NCES - 50296000063

Benton School District

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/19/2015
	Evidence:	<p>BHS has a Leadership Team with the principal, assistant principal, counselor, and a variety of teachers. Agendas, minutes, and sign in sheets are kept to record these meetings. Meetings are held 1-2 times per month for approximately one hour each.</p> <p>BHS has Professional Learning Communities, grouped by content area. The PLC's meet once a month to create goals for their students and to assess the achievement of these goals. Agendas, minutes, and sign in sheets are kept to record these meetings.</p> <p>BHS has several Community groups that are made up of a majority of parents. Some examples are the Parental Involvement Committee that discusses the handbook policies, Career Technical Advisory Council, Band Boosters, and all of the Athletic Boosters (Cheer, Football, Basketball, Baseball, etc.)</p> <p>All of these groups have sign in sheets to document meetings.</p> <p>All teams will continue to keep agendas, minutes, and sign in sheets to sustain efforts.</p>
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/19/2015
	Evidence:	<p>Professional Learning Communities, grouped by content area, meet once a month on the fourth Wednesday of the month. Agendas, minutes, and sign in sheets are kept for each meeting. PLC leaders will continue to create agendas, keep minutes, and have members sign in to sustain efforts.</p>
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/06/2015
	Evidence:	<p>A leadership team is currently in place, consisting of the principal, assistant principal, a counselor, and a variety of teachers from all content areas. Agendas are made, minutes are kept, members sign in, and all dates were made available at the first meeting. The leadership team meets 1-2 times per month for approximately one hour.</p> <p>Meetings take place at 1:45 in the Library conference room at BHS.</p> <p>Sustained through future minutes, sign in sheets, and agendas.</p>

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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 01/05/2016
	Explain why not a Priority or Interest:	BHS Administrative Team currently handles this indicator on an individual basis. The district sends out a professional development survey to get ideas on what professional development is needed/requested by the teaching staff. Professional development is then created district-wide based on the results of the survey. District Leadership Team will discuss this for future implementation.
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/04/2015
	Evidence:	Occurs when a teacher needs additional professional development or when a teacher requests special/specific professional development. TESS Evaluations and Bloomboard are used to monitor the progress of this indicator. There is also a form sent by the district that every teacher is required to fill out and return with professional development plans based on their PGP (Professional Growth Plan).
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/16/2016
	Evidence:	All teachers turn in transcripts from their Shoebox account showing professional development hours. Periodically, teachers and other faculty present after school professional development for teachers to attend. Faculty Meetings where teachers presented technology tips to the rest of the staff. PLC Meetings include ongoing discussions to improve student learning.
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/04/2015
	Evidence:	At-risk students are placed in remedial STAT classes and credit recovery (academic and attendance) when appropriate. All teachers stay until 3:30 each day to offer after school tutoring. Zero hour is offered to college algebra students. ACT Prep classes are offered in the Fall Semester. AP teachers offer after school review sessions. Other ideas to add: Offering students the opportunity to go to different teachers for specific tutoring during STAT class.
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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/31/2016
	Evidence:	We do not have difficulty staffing the faculty.However, we do have difficulty attracting minority teachers.This is due in large part to our location and demographics, and is not a concern.Resignation of current faculty members are due around February to ensure appropriate types of teachers can be recruited and hired before they seek employment elsewhere. As a district we have a website, billboards, and videos for recruitment. Jobs are posted on the AAEE website, at every school, and the Arkansas Democrat Gazette.We work closely with area colleges/universities to place teacher interns and recruit highly qualified teachers. Paula Long works with students in "grow-your-own" programs with our teacher orientation classes, and Melissa White does so with child care management classes. Mentors and buddy teachers are assigned to teachers new to the school to help with teacher retainment.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/08/2015
	Evidence:	Kuder testing for all sophomores, Counselor pull out meetings for all students, Smart Core curriculum consent form, College and Career nights, Financial Aid nights, personal resumes, calendar of college/military events, Beyond Writing for all sophomores, Senior Seminars are held four times a year, CAPS conferences for all sophomores and juniors to plan schedules for the following year.

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	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	Instructional teams, organized by content area, meet to develop standards-aligned units of instruction. These yearly lesson plans are turned in to administrators at the beginning of the school year. All core classes met for summer professional development and created Common Assessments to give periodically. Teachers will continue to develop these units and turn in yearly lesson plans.

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	Full Implementation	

Assessment	Level of Development:	Initial: Full Implementation 12/08/2015
	Evidence:	Monthly goals assessments for all students in all classes, comprehensive 9 weeks exams, comprehensive semester exams, common assessments for all core classes

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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 10/20/2015	
	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:	Most teachers are guided by yearly lesson plans that align standards, curriculum, and instruction. Not all teachers include assessment.	
Plan	Assigned to:	Kristin Ginther	
	How it will look when fully met:	All teachers will create a new yearly lesson plan that includes assessment, along with aligning standards, curriculum, and instruction. The evidence needed will be a copy of everyone's new yearly lesson plans with all mentioned criteria. Yearly lesson plans are turned in to administrators at the beginning of each school year.	
	Target Date:	10/03/2016	
	Tasks:		
	1. All teachers will make sure their Yearly Lesson Plans include alignment to standards, curriculum, instruction, and assessment.		
	Assigned to:	All Department Leaders	
	Added date:	03/17/2016	
	Target Completion Date:	09/30/2016	
	Frequency:	once a year	
	Comments:		
	2. All teachers will turn in a copy of their yearly lesson plans including alignment to standards, curriculum, instruction, and assessment.		
	Assigned to:	Karen Hilborn	
	Added date:	03/17/2016	
	Target Completion Date:	09/30/2016	
	Comments:	Karen Hilborn will collect and store the copies of Yearly Lesson Plans for all teachers at Benton High School.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	IVA01 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All
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	Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/16/2016
	Evidence:	CAPS Conferences, Parent/Teacher Conferences in the fall and spring, HAC for parents and students to access grades, Tutoring, Blackboard Connect to make calls to parents and students, Mail-outs, Progress Reports sent home halfway through each 9 weeks, , Sign-in Sheets/Powerpoint presentation for MacBook Initiative Meetings that required a student and a parent to attend, Open House/Report to the Public, Parental Involvement Plan, Registration.