

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 Junior High School NCES - 50296000065

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	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/29/2015	
	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 cannot change school board policy. Will have to wait until board adopts an official policy	
Plan	Assigned to:	Curt Barger	
	How it will look when fully met:	District policies will require team structures at each school.	
	Target Date:	08/15/2016	
	Tasks:		
	1. Benton School Board will pass a district policy outlining team structure.		
	Assigned to:	Jeff Collum, Supt.	
	Added date:	12/02/2015	
	Target Completion Date:	06/01/2016	
	Comments:	Although we, as a school, can focus on teaming, the school board is the only entity that can make policy.	
	2. Adopt an official policy outlining the roles of various teams within the district.		
	Assigned to:	Jeff Collum, Supt.	
	Added date:	11/02/2015	
	Target Completion Date:	06/01/2016	
	Comments:		
	3. Asst. Superintendent McDougal noted that District Policy 5.2 can be used until new policy is made		
	Assigned to:	Mark McDougal	
	Added date:	03/08/2016	
	Target Completion Date:	06/01/2016	
	Comments:	Mr. Barger discussed team policy implementation with Asst. Superintendent McDougal in January 2016	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)		

Status	Tasks completed: 1 of 2 (50%)		
Assessment	Level of Development:	Initial: Limited Development 09/01/2015	
	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:	Biweekly PLC meetings of grade level content area teachers are required.	
Plan	Assigned to:	Curt Barger	
	How it will look when fully met:	Each team will meet every other week to discuss and create common assessments based on 3-5 Essential Skills. Meeting agendas and minutes will be shared in P drive for easy access . Principals will check assigned PLC teams' folders to ensure uniform understanding.	
	Target Date:	12/16/2016	
	Tasks:		
	1. Survey teachers pertaining to PLC understanding. meetings being held participation concerns		
	Assigned to:	Suzy Carter	
	Added date:	09/01/2015	
	Target Completion Date:	09/07/2015	
	Comments:		
	Task Completed:	09/09/2015	
	2. Principals will work with departments to move them towards regular PLC meetings held every other week. Agendas and meeting will be made public		
	Assigned to:	principals	
	Added date:	03/08/2016	
	Target Completion Date:	12/20/2016	
	Comments:	All teams are not meeting regularly at this point as evidenced by folder observations done by principals.	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)	
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	Tasks completed: 0 of 2 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/29/2015	
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Meetings are being held but on an irregular basis
Plan	Assigned to:	Suzy Carter
	How it will look when fully met:	Calendar will be made outlining School Leadership Team meeting times. Minutes and agendas will reflect regular meetings
	Target Date:	12/16/2016
	Tasks:	
	1. Review regularity of meetings in 2015-2016 school year.	
	Assigned to:	Suzy Carter
	Added date:	03/08/2016
	Target Completion Date:	04/01/2016
	Comments:	
	2. Meeting calendar for School Leadership team will be developed for the 2016-2017 school year.	
	Assigned to:	Principals and Suzy Carter
	Added date:	03/08/2016
	Target Completion Date:	08/31/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

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	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/29/2015	
	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:	This will be done by the admins working together. Informal observation by the 3 administrators will be followed by feedback. Patterns will be addressed.	
Plan	Assigned to:	Curt Barger	
	How it will look when fully met:	Create/borrow checklist for principals to use when visiting classrooms.	
	Target Date:	01/11/2016	
	Tasks:		
	1. Create or borrow a checklist of possible PD areas.		
	Assigned to:	Curt Barger	
	Added date:	11/02/2015	
	Target Completion Date:	08/15/2016	

	Comments:	Checklist including: Specific technology Classroom management Other
	2. Compile data from informal assessments by sorting into specific areas. For example, collaborative learning, technology, etc.	
	Assigned to:	principals
	Added date:	03/08/2016
	Target Completion Date:	05/19/2017
	Comments:	
	3. Use data to suggest PD to teachers.	
	Assigned to:	Leadership Team
	Added date:	11/02/2015
	Target Completion Date:	05/02/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
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 09/29/2015
	Evidence:	District survey of PD needs; teacher observation lists for each principal; email requesting PD; plan for informal observation checklist of domains for 2016-2017; Barger will check with Bloomboard on creation of domain list
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 09/29/2015
	Evidence:	Teachers and admins have ready access to our curriculum instruction director. Needed PD is immediately researched. PD funds from both the individual school and the district are used to implement appropriate PD.
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	Objective Met 3/8/2016	
Assessment	Level of Development:	Initial: Limited Development 09/29/2015
		Objective Met - 03/08/2016
	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:	Before and after school tutoring geared toward specific students. CAPs activities and registration are done for each student. A/B for math. Extended school year is offered for credit recovery as well as for SPED students. Math Lab and Plato are both used for remediation and credit recovery. No funds allocated for an extended day or school year. Would have to be done at the district level.
Plan	Assigned to:	Laura Mcghee
	How it will look when fully met:	The school will have extended learning opportunities in place. Records will show how many students utilize these opportunities.
	Target Date:	06/01/2016
	Tasks:	
	1. Brainstorm ideas for extended learning opportunities.	
	Assigned to:	Leadership Team
	Added date:	11/02/2015
	Target Completion Date:	10/28/2015
	Comments:	
	Task Completed:	10/28/2015
	2. Survey teachers on how they are currently providing extended learning opportunities.	
	Assigned to:	Suzy Carter
	Added date:	12/02/2015
	Target Completion Date:	12/04/2015
	Comments:	Use survey monkey
	Task Completed:	12/04/2015
	3. Discuss the possibility of subject day tutoring with individual PLCs. Example: Volunteer teacher would offer Science tutoring on Monday, another teacher and subject on Tuesday, etc.	
	Assigned to:	Leadership Team
	Added date:	11/02/2015
	Target Completion Date:	12/01/2015
	Comments:	
	Task Completed:	12/18/2015
	4. List extended learning opportunities already in place.	
	Assigned to:	Suzy Carter
	Added date:	11/02/2015
	Target Completion Date:	10/01/2015
	Comments:	
	Task Completed:	10/01/2015
	5. Create an entry for school handbook outlining the extended learning opportunities available at BJH.	
	Assigned to:	Suzy Carter
	Added date:	12/02/2015
	Target Completion Date:	04/29/2016

	Comments:	
	Task Completed:	02/24/2016
Implement	Percent Task Complete:	
	Objective Met:	3/8/2016
	Experience:	3/8/2016 Carter created an entry outlining extended learning times available to all students, as well as sub-populations. Team reviewed entry and approved for inclusion in student handbook for the 2016-2017 year.
	Sustain:	3/8/2016 Reynolds will make sure that entry is included. Beginning of the year staff meetings will include suggestions on use of extended learning time and requirements of staff members
	Evidence:	3/8/2016 Survey monkey results of extended time learning; teacher handbook noting times; new section for student handbooks; extended school year for sped

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	Not a priority or interest	
Assessment	Level of Development:	Initial: No development or Implementation 09/29/2015
	Explain why not a Priority or Interest:	Benton School District is a very high performing and well respected district. We attract more HQTs at this point than we can employ. Our salaries and benefits are above the norm. We also incorporate teacher interns from surrounding colleges. These colleges also provide names of promising candidates when contacted by our principal.

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 09/29/2015
	Evidence:	Advisory lessons; CAPs conferences; 4 year plan, personal finances in Economics with emphasis on value of education

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	Tasks completed: 0 of 2 (0%)	
Assessment	Level of Development:	Initial: Limited Development 09/29/2015
	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:	Some departments have fully aligned their curriculum with state frameworks/standards. These departments have created curriculum maps reflecting alignment.	
Plan	Assigned to:	Suzy Carter	
	How it will look when fully met:	All classes, including electives, will have curriculum maps including the state standards/frameworks.	
	Target Date:	05/19/2017	
	Tasks:		
	1. Determine which subjects need to create standards based curriculum map.		
	Assigned to:	principals	
	Added date:	03/08/2016	
	Target Completion Date:	12/16/2016	
	Comments:	check curriculum maps for standards/frameworks	
	2. Encourage PLCs to prioritize creation of curriculum map reflecting state standards/frameworks.		
	Assigned to:	principals	
	Added date:	03/08/2016	
	Target Completion Date:	12/16/2016	
	Comments:	PLC time can be used to develop standards based maps.	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

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 09/29/2015	
	Evidence:	Common assessment done each 9 weeks in each subject area. (4 times per year). ACT Aspire Explore Test given to all 8th graders. Specialized testing is done to reevaluate SPED, ESL, GT every year.	

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	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/29/2015	
	Evidence:	Curriculum maps created by teachers based on state framework standards. PLC created common assessments Differentiated lesson plans	

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 Schools,Focus,Priority)		
Status	Objective Met 3/8/2016		
Assessment	Level of Development:	Initial: Limited Development 09/29/2015	
		Objective Met - 03/08/2016	
	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:	HAC and TAC used for communication Website announcements CAPs registration Parent/Teacher Conferences Alert now calls We agree that we need to address parents who do not traditionally attend or participate in parent interaction opportunities. This may include subpops who score lower than the overall population.	
Plan	Assigned to:	Laura Mcghee	
	How it will look when fully met:	The school will provide information to all parents on what they can do to help their student succeed.	
	Target Date:	10/28/2016	
	Tasks:		
	1. Brainstorm ways to get more parents involved.		
	Assigned to:	Leadership Team	
	Added date:	11/02/2015	
	Target Completion Date:	10/28/2015	
	Comments:		
	Task Completed:	10/28/2015	
	2. Discuss parental involvement in individual PLCs.		
	Assigned to:	Leadership Teams	
	Added date:	11/02/2015	
	Target Completion Date:	11/30/2015	
	Comments:		
	Task Completed:	12/18/2015	
	3. Check with Journalism teacher about adding social media as part of our parent/community involvement plan.		
	Assigned to:	Curt Barger	
	Added date:	11/02/2015	
	Target Completion Date:		

	Target Completion Date:	11/09/2015
	Comments:	
	Task Completed:	11/02/2015
Implement	Percent Task Complete:	
	Objective Met:	3/8/2016
	Experience:	3/8/2016 Carter created survey for teachers to determine methods used to communicate with families. Team brainstormed all the ways that we have parent and community involvement. All parents are required to meet with student's CAPs adviser to plan for future education and register for next year's classes.
	Sustain:	3/8/2016 Teachers will be encouraged to reach out to parents and community members. Future input from teachers will be used to suggest further communication techniques as technology develops
	Evidence:	3/8/2016 open house sign in; pictures of guest speakers; Reynolds homework involving parents; CAPs conferences pictures; parent involvement plan; teacher weebly or other website