

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 Middle School NCES - 50296000068

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: 1 of 4 (25%)		
Assessment	Level of Development:	Initial: Limited Development 02/05/2016	
	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:	We have a Leadership Team, as well as Instructional Teams, both of which meet regularly and keep minutes. However, we do not believe that having such teams is currently in written district policy, and we do not have a School Community Council, although we do have a Parent Involvement Committee and a Handbook Committee, both of which meet annually.	
Plan	Assigned to:	Steven Quinn	
	How it will look when fully met:	District policy would need to be formulated and approved by the School Board. We would also need the expansion of our current parent involvement groups to form a School Community Council if the formation of such is approved by the District Leadership Team.	
	Target Date:	12/20/2016	
	Tasks:		
	1. Contact Central Office, Re: team structure policy		
	Assigned to:	Steven Quinn	
	Added date:	02/05/2016	
	Target Completion Date:	02/01/2016	
	Comments:	District does not currently have a policy but is in the process of creating it. It should be in place by the end of March 2016.	
	Task Completed:	02/01/2016	
	2. Determine the responsibilities of a School Community Council.		
	Assigned to:	Steven Quinn	
	Added date:	02/05/2016	
	Target Completion Date:	05/02/2016	
	Comments:		
	3. Contact potential council candidates		
	Assigned to:	Steven Quinn	

	Added date:	02/05/2016
	Target Completion Date:	09/30/2016
	Comments:	
4. Have first meeting/Establish group norms.		
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	10/14/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 4 (25%)
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Objective Met 3/8/2016	
Assessment	Level of Development:	Initial: Limited Development 09/16/2015
		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:	Some teams/PLCs currently keep agendas and minutes, while others are still in the process of implementing this.
Plan	Assigned to:	Becky McCormick
	How it will look when fully met:	All teams and PLCs would make agendas and keep minutes. Copies of agendas and minutes should be submitted or made freely available to the BLT.
	Target Date:	10/21/2015
	Tasks:	
	1. Inform teams that they need to keep minutes and share them via Google Drive	
	Assigned to:	Steven Quinn
	Added date:	09/16/2015
	Target Completion Date:	09/18/2015
	Comments:	
	Task Completed:	09/18/2015
	2. Create agenda for first PLC meeting and create sample templates	
	Assigned to:	Becky McCormick
	Added date:	09/16/2015
	Target Completion Date:	09/21/2015
	Comments:	
	Task Completed:	09/18/2015
	3. Share sample templates with PLCs to be used during future PLC meetings and all other team meetings.	
	Assigned to:	All team members, during their respective PLC meet

	Added date:	09/16/2015
	Target Completion Date:	09/22/2015
	Comments:	
	Task Completed:	09/22/2015
4. Collect evidence of agendas used by PLCs and other teams		
	Assigned to:	Becky McCormick
	Added date:	09/16/2015
	Target Completion Date:	12/18/2015
	Frequency:	monthly
	Comments:	
	Task Completed:	12/18/2015
Implement	Percent Task Complete:	
	Objective Met:	3/8/2016
	Experience:	3/8/2016 McCormick prepared templates that were shared with teams as a guideline for electronic meeting minutes and agendas. This has been very successful.
	Sustain:	3/8/2016 Training of new staff and continue to train current staff in the use of technology to enhance the record-keeping process.
	Evidence:	3/8/2016 We will upload PLC agendas/minutes and subject-area team meeting agendas/minutes.
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 09/16/2015
	Evidence:	We now have a BLT and have met twice for an hour each time this month, with future meetings already planned. We have already shared a PLC schedule with the staff (twice a nine weeks), and the BLT will meet the day after each PLC day. Quinn created and will maintain our calendar for PLC and BLT meetings, Daugherty will create agendas and maintain minutes, and all team members will read the "Wise Ways" for the appropriate indicators before meetings.

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: 1 of 3 (33%)		
Assessment	Level of Development:	Initial: Limited Development 02/05/2016	
	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

	Opportunity Score:	current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Principals record indicators of effective practice during observations. We do have peer-to-peer observations happening, although we feel these could be encouraged more in the future. While the principals do not currently have aggregate reports on this data, we believe it could be easily run through Bloomboard and used during an end-of-year meeting to plan future professional development.
Plan	Assigned to:	Steven Quinn
	How it will look when fully met:	-Summary reports of observation data. -Documentation of peer-to-peer observations. -Summary reports would need to be used to plan future PD
	Target Date:	05/23/2016
	Tasks:	
	1. Discuss availability of peer-to-peer observations at next PLC meeting	
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	02/09/2016
	Comments:	
	Task Completed:	02/09/2016
	2. Run reports and discuss findings	
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	05/02/2016
	Comments:	
	3. Use data to help plan next year's PD	
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	05/23/2016
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 3 (33%)
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 03/08/2016
	Evidence:	Evidence: Bloomboard/TESS, PGPs, PGP meetings that occur a minimum of twice annually, and teacher evaluations based on their PGP goals. To sustain our efforts, there will be continued use of Bloomboard and PGPs, continued twice-annual PGP meetings, PD in the use of Bloomboard and PD to support faculty goals.
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 03/08/2016

Evidence:	Evidence: -Completed PD surveys -PD catalogue for Dawson Co-op -PD catalogue for district -District PD form for designing and providing PD as needed -Staff presentations/attendance at conferences Efforts will be sustained by continued and sustained utilization of the above to meet staff needs.
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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	Tasks completed: 2 of 6 (33%)		
Assessment	Level of Development:	Initial: Limited Development 11/10/2015	
	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:	<p>We've had tutoring sessions before in previous years, and will soon be implementing it again for intervention through I-Ready and homework help after school.</p> <p>We have daily Advisory; students work on Literacy/Math at least 2 days a week and use the rest of the time as needed to work on their studies. Teachers pull students as needed during Advisory, lunch, and occasionally after school.</p> <p>We have Tools for Learning in the 7th grade for students that need intervention/help. We have Read180 for 6th and 7th grade students who need help in Literacy.</p> <p>We also double block 6th grade math and English classes - each student in 6th grade has math for a period and a half and English for a period and a half.</p>	
Plan	Assigned to:	Karen Crosby	
	How it will look when fully met:	<p>We need a developed, overall RTI plan with included steps for how to address students needs and monitor their progress.</p> <p>We also need an RTI team to help develop this plan, monitor its implementation, and monitor student growth.</p>	
	Target Date:	08/22/2016	
	Tasks:		
	1. Create the RTI Team.		
	Assigned to:	Karen Crosby	
	Added date:	11/10/2015	
	Target Completion Date:	01/08/2016	
	Comments:		
	Task Completed:		

Task Completed: 01/08/2016

2. Create the RTI plan.

Assigned to: Karen Crosby AND the RTI Team

Added date: 11/10/2015

Target Completion Date: 03/14/2016

Comments: Rough draft/test version completed

Task Completed: 03/14/2016

3. Pilot implementation of the RTI plan

Assigned to: Karen Crosby AND the RTI Team

Added date: 11/10/2015

Target Completion Date: 05/23/2016

Comments: Begin implementation 3/28/16, complete pilot implementation 5/23/16

4. Assess efficacy of RTI Plan and make adjustments as needed.

Assigned to: Karen Crosby AND the RTI Team

Added date: 11/10/2015

Target Completion Date: 07/29/2016

Comments:

5. Staff development regarding RTI and our school's plan.

Assigned to: Karen Crosby AND the RTI Team

Added date: 11/10/2015

Target Completion Date: 08/19/2016

Comments:

6. Full implementation of RTI plan.

Assigned to: Karen Crosby AND the RTI Team

Added date: 11/10/2015

Target Completion Date: 12/16/2016

Comments: Start in Aug. 2016, become routine by 12/16/16.

Implement Percent Task Complete: Tasks completed: 2 of 6 (33%)

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 03/08/2016

Evidence: Evidence to support full implementation: -District hiring procedures -Highly Qualified Teacher forms/reports -Partnerships with area universities -Former teachers continue to sub and volunteer -High school teacher cadets that work with BMS teachers (from the "Orientation to Teaching" class at BHS)

How we will sustain our efforts:

We will continue to monitor progress on the above items and add additional efforts as needed.

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 02/05/2016
	Evidence:	<p>-Smart Core training is provided every year, and there are financial aid opportunities provided upon the completion of the Smart Core path</p> <p>-During CAPS, we meet with every parent and student to discuss curriculum options to support future academic and career pathways</p> <p>-We provide introduction to technology skills on a variety of platforms and devices, which is an essential skill for many career paths</p> <p>-We provide 1-to-1 mentoring between staff and students about possible academic and career pathways.</p> <p>How this will be sustained:</p> <p>-Continued training of staff</p> <p>-Providing more opportunities in developing career areas</p>

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	No decision has been made Tasks completed: 2 of 2 (100%)		
Assessment	Level of Development:	Initial: Limited Development 10/07/2015	
	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:	All disciplines have created initial unit plans that are aligned with standards. The plans are not yet completed for the entire year, but some departments already have scheduled meeting dates to continue working on these units/plans for the year. These unit plans are living documents that are continuing to evolve and be assessed as the year progresses.	
Plan	Assigned to:	Steven Quinn	
	How it will look when fully met:	<p>Upon completion, all departments will have unit plans, which will be regularly assessed and edited throughout the school year. For evidence, unit plans from all departments will need to be shared with administrators and the BLT.</p> <p>Departments will continue to meet to review and revise these living documents. They will meet during the summer and throughout the following school years.</p> <p>We will set professional development as needed to support this endeavor.</p>	

	Target Date:	03/15/2016
	Tasks:	
	1. Inform all departments that they need to have complete unit plans by the fourth 9 weeks.	
	Assigned to:	Steven Quinn
	Added date:	10/07/2015
	Target Completion Date:	01/15/2016
	Comments:	
	Task Completed:	01/15/2016
	2. Ensure unit plans have been shared with Administrators/BLT.	
	Assigned to:	Steven Quinn
	Added date:	10/13/2015
	Target Completion Date:	03/15/2016
	Comments:	
	Task Completed:	03/15/2016
Implement	Percent Task Complete:	Tasks completed: 2 of 2 (100%)

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 10/13/2015
	Evidence:	<p>Many departments have already given common assessments this year, and all students have already been assessed once on I-Ready.</p> <p>Departments will continue to develop assessments as needed, and we are moving towards hosting these assessments on Edulastic.com and Google Forms. Edulastic is a free website that allows you to create standards-aligned assessments that hosts and disaggregates data.</p> <p>We are also using I-Ready to gather data on all students in English and Math. Students will be assessed a minimum of three times in both subject areas and the data will be used by those respective departments to plan interventions and enrichment.</p>

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: 1 of 2 (50%)	
Assessment	Level of Development:	Initial: Limited Development 10/13/2015
	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:	Curriculum maps already exist and have been fully implemented for core subject areas (math, English, science, and social studies), the fine arts and PE/Wellness curriculum maps are still in the process of development based on assessment data and standards.
Plan	Assigned to:	Amy Dibble
	How it will look when fully met:	All departments will need to have maps. The curriculum maps will need to be shared with the BLT and administrators, and they will be posted on the school website. Departments will continue to meet to review and revise these living documents. They will meet during the summer and throughout the following school years. We will set professional development as needed to support this endeavor.
	Target Date:	05/30/2017
	Tasks:	
	1. Inform departments that have not yet reached full implementation that they are to finish creating their curriculum maps. Curriculum map due dates: Math, Science, and English by June 7, 2016 Social Studies and Health/PE by Aug. 15, 2016 Electives by May 30, 2017.	
	Assigned to:	Steven Quinn
	Added date:	10/13/2015
	Target Completion Date:	02/15/2016
	Comments:	
	Task Completed:	02/09/2016
	2. Departments will share them with administrators and the BLT, and these maps will be posted to the school website.	
	Assigned to:	Amy Dibble
	Added date:	10/13/2015
	Target Completion Date:	05/30/2017
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 1 of 2 (50%)
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 3/26/2016	
Assessment	Level of Development:	Initial: Limited Development 11/10/2015 Objective Met - 03/08/2016 03/26/2016

	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:	<p>Some teachers, not all, have some form of communication in place to help parents stay informed and on top of their student's classwork.</p> <p>We have sent home tips before on things parents can do to help their children succeed, and plan to do so again at upcoming parent-teacher interaction events.</p>	
Plan	Assigned to:	Karen Crosby	
	How it will look when fully met:	<p>Every teacher will have some form of communication with parents (weebly/other website hosting service, Remind, emails through HAC/TAC).</p> <p>We will compile a list of resources for parents and have it readily accessible through the school website or printed communication.</p>	
	Target Date:	01/08/2016	
	Tasks:		
	1. Inform teachers that every teacher must have a communications method in place to keep parents informed of class events/responsibilities. Teachers may create a class website, they may use Remind messages, or send out mass emails through TAC/HAC.		
	Assigned to:	Karen Crosby	
	Added date:	11/10/2015	
	Target Completion Date:	10/30/2015	
	Comments:		
	Task Completed:	10/30/2015	
	2. Create handout for parents about generic resources (tutoring, I-Ready, khanacademy, sumdog, etc.)		
	Assigned to:	Karl Walker	
	Added date:	11/10/2015	
	Target Completion Date:	10/27/2015	
	Comments:		
	Task Completed:	10/27/2015	
	3. Gather information from all teachers (websites, remind info, etc.)		
	Assigned to:	Karen Crosby	
	Added date:	11/10/2015	
	Target Completion Date:	11/30/2015	
	Comments:		
	Task Completed:	11/30/2015	
	4. Get the gathered information on the school website.		
	Assigned to:	Karen Crosby	
	Added date:	11/10/2015	
	Target Completion Date:	01/08/2016	
	Comments:		

	Task Completed:	01/08/2016
Implement	Percent Task Complete:	
	Objective Met:	3/8/2016 3/26/2016
	Experience:	3/8/2016 It was relatively easy to address. Teachers were already communicating with parents in a variety of ways; we simply had to aggregate the information and share it with parents. The information was given in paper form during parent-teacher conferences and is available on the school website.
	Sustain:	3/8/2016 The website will need updating each year to continue to provide parents with up-to-date information and resources. We'll remind parents that the information is available to them at future Open Houses and Parent-Teacher Conferences.
	Evidence:	3/8/2016 We have copies of printed communication that was shared with parents (such as the flyer that was given to parents at conferences) as well as the website.