

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.

3/13/2017

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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/19/2015
	Evidence:	<p>Benton School District implemented policy 5.04 regarding School Improvement Teams. BHS has a Leadership Team consisting of the principal, assistant principals, a counselor, and the chair of each instructional department. 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. BHS has Professional Learning Communities (PLC), grouped by content area. The PLC's meet once a month on the fourth Wednesday of each month. Agendas, minutes, and sign in sheets are kept to record these meetings. BHS has several community teams/groups that are made up of a majority of parents. Some examples are the Parental Involvement Committee that meets to discuss handbook policies, Career Technical Advisory Council, Band Boosters, and Athletic Boosters (Cheer, Football, Basketball, Softball, Baseball, etc.) Sign in sheets are kept to document meetings. All of these will be sustained through future agendas, minutes, and sign in sheets.</p> <p>Re-assessed by the BHS Leadership Team on 9-27-16 to still be Full Implementation.</p>
Indicator	ID04 - All teams prepare agendas for their meetings.(39)	
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 to discuss curriculum, testing results, and school business. 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> <p>Re-assessed by the BHS Leadership Team on 9-27-16 to still be Full Implementation.</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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/06/2015
	Evidence:	A leadership team is currently in place, consisting of the principal, assistant principals, 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 beginning of the school year. The leadership team meets 1-2 times per month for approximately one hour. Meetings take place at 1:30 p.m. in the Library conference room at BHS. This will be sustained through future minutes, sign in sheets, and agendas.

Re-assessed by the BHS Leadership Team on 9-27-16 to still be Full Implementation.

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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/05/2016
	Evidence:	<p>The BHS Leadership Team decided to focus on using classroom observations to plan professional development for 2016-2017. At the end of the 3rd Quarter, administrators will share the results from TESS Evaluations with the Leadership Team. EdReflect has an option where it will give the total number of 4, 3, 2, 1 given to teachers at BHS for each domain indicator (while keeping teacher names anonymous). The Leadership Team looks at the data and plans for professionals development for the next school year.</p> <p>Initially assessed by the BHS Leadership Team in 2015-2016 to be No Implementation but re-assessed by the BHS Leadership Team on 1-24-17 to be in Full Implementation.</p>
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/04/2015
	Evidence:	<p>This occurs when a teacher needs additional professional development or when a teacher requests special or specific professional development. TESS Evaluations and EdReflect 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 for the following year based on their PGP (Professional Growth Plan).</p> <p>Re-assessed by the BHS Leadership Team on 11-30-16 to still be Full Implementation.</p>
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/16/2016
	Evidence:	<p>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 are held where teachers can present technology tips to the rest of the staff. PLC Meetings include ongoing discussions to improve student learning.</p>

Re-assessed by the BHS Leadership Team on 11-30-16 to still be Full Implementation.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/04/2015
	Evidence:	<p>At-risk students are placed in remedial STAT classes and credit recovery (academic and attendance) when appropriate. All teachers stay until 3:20 p.m. each day to offer after school tutoring. Zero hour (before school) is offered to college algebra students. ACT Prep classes are offered after school. AP teachers offer review sessions prior to the AP tests.</p> <p>Re-assessed by the BHS Leadership Team on 11-30-16 to still be Full Implementation.</p>

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 01/31/2016
	Evidence:	<p>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. Resignations 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 AAEA 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 and Melissa White work with students in "grow-your-own" programs, such as Orientation to Teaching I and II and Childcare Management. Mentors and buddy teachers are assigned to teachers new to the school to help with teacher retainment.</p> <p>Re-assessed by the BHS Leadership Team on 1-24-17 to still be Full Implementation.</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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/20/2015
	Evidence:	<p>Instructional teams, organized by content area, meet to develop standards-aligned units of instruction. Yearly lesson plans are turned in to administrators at the beginning of the school year for all teachers.</p>

	Core classes (Math, Science, and English) meet for summer professional development to align curriculum for common classes. All core classes create Common Assessments to give periodically during the school year. Teachers will continue to develop these assessments and turn in yearly lesson plans.
	Re-assessed by the BHS Leadership Team on 1-24-17 to still be Full Implementation.

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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 12/08/2015
	Evidence:	All teachers give comprehensive 9 weeks exams for all students 1st and 3rd Nine Weeks. Semester classes give comprehensive semester exams. Common assessments are given 2-4 times per semester in all core classes. Re-assessed by the BHS Leadership Team on 2-8-17 to still be Full Implementation.

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)		
Status	Objective Met 11/28/2016		
Assessment	Level of Development:	Initial: Limited Development 10/20/2015	
		Objective Met - 11/28/2016	
	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:	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:	All teachers created a document to align standards, curriculum, instruction and assessment. These yearly lesson plans were submitted to Assistant Principal Karen Hilborn on August 26, 2016 for the 2016-2017 school year.
	Task Completed:	08/26/2016
	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. For 2016-2017, forms are due August 26, 2016.
	Task Completed:	08/26/2016
Implement	Percent Task Complete:	
	Objective Met:	11/28/2016
	Experience:	11/28/2016 Teachers were able to meet and discuss the mandated standards and align it to their individual curriculum, then decide on instruction and assessment plans to go with the standards and curriculum. It allowed for collaboration between teachers who teach the same course to ensure cohesion across the discipline.
	Sustain:	11/28/2016 Departments will need to continue to meet once a year to make changes to the guiding document and keep it current. New teachers hired by the district will need to be informed about the document.
	Evidence:	11/28/2016 All teachers submitted copies of their yearly lesson plans clearly identifying the four parts indicated in this objective. Documents are stored with Assistant Principal Karen Hilborn. A sampling of these documents can also be found on the BHS ACSIP Google Drive.

Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	FE04 - 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)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 03/16/2016
	Evidence:	There are many opportunities for parental involvement and parent contact at BHS, such as 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, and Registration.

Re-assessed by the BHS Leadership Team on 2-8-17 to still be Full Implementation.

Family Engagement in a School Community

Provide two-way, school-home communication linked to learning

Indicator FE06 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5500)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 03/13/2017

Evidence:

The BHS Leadership Team decided to focus on the Parent/Student relationship for 2016-2017. BHS regularly communicates with parents about expectations. Teachers update grades once a week on TAC/HAC. Mid 9 weeks grade reports are mailed out to the parents of all students who have a D or F in any course. Parent/Teacher Conferences are held after the 1st and 3rd 9 weeks report cards are given out so that parents and students can meet with teachers to discuss grades. CAPS conferences are held in the Spring semester so that parents, students, and teachers can work together to select appropriate courses for each student's schedule for the next year. Calls are made to parents when students are absent from school help increase attendance.

Initial Assessment by the BHS Leadership Team on 1-24-17 to be in Full Implementation.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 12/08/2015

Evidence:

All students are given guidance and support to prepare them for college and career through the following: ACT Profile Interest Inventory 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 three times a year, CAPS conferences for all sophomores and juniors to plan schedules for the following year, 1 excused absence for a college visit per term for all Juniors and Seniors.

Re-assessed by the BHS Leadership Team on 1-24-17 to still be Full Implementation.