

# Arkansas Benton Junior High School

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## 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 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	<b>Objective Met</b> 3/13/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2015	
		<b>Objective Met</b> - 03/13/2017	
	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 Reassessed 9/27/16: Fully implemented	
<b>Plan</b>	Assigned to:	Lori Kellogg	
	How it will look when fully met:	District policies will require team structures at each school.	
	Target Date:	08/15/2016	
	<b>Tasks:</b>		
	1. Benton School Board will pass a district policy outlining team structure.		
	Assigned to:	Dr. Skelton, 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. Policy set by Board 4/18/16 Reassessed 9/27/16: Fully implemented	
	<b>Task Completed:</b>	<b>04/18/2016</b>	
	2. Adopt an official policy outlining the roles of various teams within the district.		
	Assigned to:	Lori Kellogg	
	Added date:	11/02/2015	

	Target Completion Date:	06/01/2016	
	Comments:	Reassessed 9/27/16: Fully implemented	
	<b>Task Completed:</b>	<b>04/18/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	3/13/2017	
	Experience:	3/13/2017 After PLC training, our administration decided to add team structuring to district.	
	Sustain:	3/13/2017 Team meetings will be continued and monitored through agendas and minutes of meetings.	
	Evidence:	3/13/2017 Benton School Board Policy 5.40	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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. Reassessed 9/27/16: Partially implemented	
<b>Plan</b>	Assigned to:	Lori Kellogg	
	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. Reassessed 9/27/16. Partially implemented	
	Target Date:	05/05/2017	
	<b>Tasks:</b>		
	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:		
	<b>Task Completed:</b>	<b>09/09/2015</b>	
	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.	
	<b>Task Completed:</b>	<b>12/16/2016</b>	
	3. Meet with full faculty to bring all PLCs to the same development phase. Common assessments will be used		

	by PLCs to plan curriculum and will meet twice per month.		
	Assigned to:	Lori Kellogg	
	Added date:	03/13/2017	
	Target Completion Date:	04/03/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Objective Met</b> 3/13/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2015	
		<b>Objective Met - 03/13/2017</b>	
	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:	Meetings are being held but on an irregular basis Reassessed 9/27/16: Fully implemented	
<b>Plan</b>	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	
	<b>Tasks:</b>		
	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:	Carter sent Kellogg minutes and agendas for SLT 2015-2016	
	<b>Task Completed:</b>	<b>08/08/2016</b>	
	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:	Calendar created and shared with SLT members	
	<b>Task Completed:</b>	<b>08/30/2016</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	3/13/2017	
	Experience:	3/13/2017 After reviewing the meeting logs from 2015-2016 we determined that more formal planning was needed.	
	Sustain:	3/13/2017 School Leadership Team will need to continue to create a calendar of meeting times and strive to meet a minimum of twice per month.	
	Evidence:		

3/13/2017  
2016-2017 SLT meeting calendar

**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** 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. Reassessed 9/27/16: Partially implemented

**Plan** Assigned to: Charles Reynolds  
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: Karla Neathery  
Added date: 11/02/2015  
Target Completion Date: 05/12/2017  
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)**

**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 Reassessed 9/27/16: Fully implemented
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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. Reassessed 9/27/16: Fully implemented

**School Leadership and Decision Making**

**Helping parents to help their children meet standards**

<b>Indicator</b>	<b>IG01 - Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.(76)</b>		
<b>Status</b>	Tasks completed: 1 of 4 (25%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/13/2017	
	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:	AS part of our selection process our SLT reviewed and discussed all 89 potential indicators in Indistar. We chose IG01 as the area that our school would focus on this year. Current Development: Parent teacher conferences twice per year. Open House for students and parents at the beginning of the school year. Parent information sent out via phone (Alert Now) Parent student registration day	
<b>Plan</b>	Assigned to:	Laura Mcghee	
	How it will look when fully met:	A variety of means will be used to ensure parents receive regular communication about students.	
	Target Date:	12/15/2017	
	<b>Tasks:</b>		
	1. Brainstorm ways to provide more communication with parents about students and curriculum.		
	Assigned to:	Lori Kellogg	
	Added date:	03/13/2017	
	Target Completion Date:	03/13/2017	
	Comments:	discussion at SLT for brainstorming suggestions	
	<b>Task Completed:</b>	<b>02/28/2017</b>	
	2. Talk to each department to inform them of the directive to create a short newsletter each nine weeks highlighting what is being done in class and ways parents can extend the learning at home.		
	Assigned to:	Lori Kellogg	
	Added date:	03/13/2017	
	Target Completion Date:	04/03/2017	
	Comments:		
	3. PLC teams will begin creating a monthly news article about what they are doing in class and how families can extend learning opportunities in the home.		
	Assigned to:	PLC teams	
	Added date:	03/13/2017	

	Target Completion Date:	12/15/2017
	Frequency:	monthly
	Comments:	PLC will write about curriculum for the month. Suggest discussion topics and/or activities for parents/families.
4. Compile and publish school newsletter containing PLC articles to the school website.		
	Assigned to:	Bonnie Witges
	Added date:	03/13/2017
	Target Completion Date:	12/15/2017
	Frequency:	monthly
	Comments:	All PLCs are responsible for creating a short article and submitting it to Bonnie Witges for inclusion in the monthly digital newsletter that will be published on our website.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 1 of 4 (25%)

**School Leadership and Decision Making**

**Expanded time for student learning and teacher collaboration**

<b>Indicator</b>	<b>IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)</b>		
<b>Status</b>	<b>Objective Met</b> 3/8/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/29/2015	
		<b>Objective Met</b> - 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. Reassessed 9/27/16: Partially implemented	
<b>Plan</b>	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:	
	<b>Task Completed:</b>	<b>10/28/2015</b>
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
<b>Implement</b>	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**

<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	
<b>Status</b>	Not a priority or interest	
<b>Assessment</b>	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. Reassessed 9/27/16: not necessary to address

**Curriculum, Assessment, and Instructional Planning**

**Engaging teachers in aligning instruction with standards and benchmarks**

<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	Tasks completed: 0 of 2 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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. Reassessed 9/27/16: Partially implemented	
<b>Plan</b>	Assigned to:	Suzy Carter	
	How it will look when fully met:	All classes, including electives, will have curriculum maps including the state standards/frameworks. Reassessed 9/27/16: Partially implemented	
	Target Date:	05/19/2017	
	<b>Tasks:</b>		
	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.	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)	

**Curriculum, Assessment, and Instructional Planning**

**Assessing student learning frequently with standards-based assessments**

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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. Reassessed 9/27/16 Fully implemented	

**Classroom Instruction**

**Expecting and monitoring sound instruction in a variety of modes**

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/29/2015	



Evidence:	Curriculum maps created by teachers based on state framework standards. PLC created common assessments Differentiated lesson plans Reassessed 9/27/16 Partially implemented
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**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** Tasks completed: 3 of 4 (75%)

**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:	
<b>Task Completed:</b>	<b>10/28/2015</b>

2. Discuss parental involvement in individual PLCs.

Assigned to:	Leadership Teams
Added date:	11/02/2015
Target Completion Date:	11/30/2015
Comments:	
<b>Task Completed:</b>	<b>12/18/2015</b>

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:	11/09/2015
Comments:	

	<b>Task Completed:</b>	<b>11/02/2015</b>
	4. Publish on social media: student activities	
	Assigned to:	Jordan Ring
	Added date:	03/13/2017
	Target Completion Date:	03/31/2016
	Frequency:	monthly
	Comments:	
<b>Implement</b>	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
<b>High School: Opportunity to Learn</b>		
<b>Ensure content mastery and graduation</b>		
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	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 Reassessed 9/27/16: Fully implemented