

# 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 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

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36)</b>		
<b>Status</b>	Tasks completed: 5 of 10 (50%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	As of 3/13/17, we have a Building Leadership Team, instructional teams, and Professional Learning Communities. Team structure has been officially incorporated into district policy (policy Policy 5.40). We are currently in the process of evolving our Parent Involvement Committee into an active School Community Council.	
<b>Plan</b>	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 and evolution of our current parent involvement groups to form a School Community Council.	
	Target Date:	12/15/2017	
	<b>Tasks:</b>		
	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.	
	<b>Task Completed:</b>	<b>02/01/2016</b>	
	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:		
	<b>Task Completed:</b>	<b>10/19/2016</b>	
	3. Add team structure to district policy.		
	Assigned to:	District level leadership team	

	Added date:	09/19/2016
	Target Completion Date:	04/18/2016
	Comments:	Policy 5.40
	<b>Task Completed:</b>	<b>04/18/2016</b>
4. Inform staff of the plan to create a School Community Council and solicit feedback. (Feb. 7, 2017 - PLC Meeting)		
	Assigned to:	Steven Quinn
	Added date:	11/08/2016
	Target Completion Date:	02/07/2017
	Comments:	To be completed at PLC meeting.
	<b>Task Completed:</b>	<b>02/07/2017</b>
5. Create preliminary list of tasks at BLT meeting. (Feb. 8, BLT)		
	Assigned to:	Steven Quinn
	Added date:	11/08/2016
	Target Completion Date:	02/08/2017
	Comments:	To be completed by BLT at Feb. 8 BLT meeting.
	<b>Task Completed:</b>	<b>02/08/2017</b>
6. Get staff nominations for parents members and staff volunteers for staff members on the council. (March 14, 2017 - PLC Meeting)		
	Assigned to:	Steven Quinn
	Added date:	11/08/2016
	Target Completion Date:	03/14/2017
	Comments:	
7. Hold election for staff member representatives. (Mar. 15, 2017 - send out email for election)		
	Assigned to:	Steven Quinn
	Added date:	11/08/2016
	Target Completion Date:	03/15/2017
	Comments:	
8. Make selections for parent members. (Mar. 15, 2017 - BLT)		
	Assigned to:	Steven Quinn
	Added date:	11/08/2016
	Target Completion Date:	03/15/2017
	Comments:	To be done during BLT meeting on Feb. 8.
9. Contact potential council candidates - to be started March 16 and completed by May 2.		
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	05/02/2017
	Comments:	
10. Have first meeting to set norms/goals/explain the purpose of the Council.		
	Assigned to:	Steven Quinn

	Added date:	02/05/2016	
	Target Completion Date:	05/05/2017	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 5 of 10 (50%)	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>		
<b>Status</b>	<b>Objective Met</b> 3/8/2016 10/3/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
		<b>Objective Met</b> - 03/08/2016 10/03/2016	
	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:	All PLCs and teams keep minutes and agendas. These minutes and agendas are kept in the 2016-17 Departmental Information folders on Google Drive, where they are accessible by all members of the respective team, the BLT, instructional facilitators, and administrators.  Reassessed 12/18/2016: Indicator fully implemented.	
<b>Plan</b>	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	
	<b>Tasks:</b>		
	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:		
	<b>Task Completed:</b>	<b>09/18/2015</b>	
	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:		
	<b>Task Completed:</b>	<b>09/18/2015</b>	
	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

<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/8/2016 10/3/2016
	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.  Re-Assessed 9/21/2016 Fully implemented. Evidence: Mr. Quinn is the owner of 2016-17 Departmental Information folders on Google Drive. All teams keep minutes and agendas within these folders.

**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**

<b>Assessment</b>	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.  Reassessed 9/21/2016: Fully implemented. Evidence: Meeting minutes/agendas, scheduled 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)**

<b>Status</b>	<b>Objective Met</b> 9/18/2016	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/05/2016
		<b>Objective Met</b> - 09/18/2016
	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:	As of May 2016, principals record indicators of effective practice during observations. This data is collected through a google form for the BLT. The BLT then reviews the data and plans PD as needed for the staff. We do have peer-to-peer observations happening, although we feel these could be encouraged more in the future.  Reassessed, 9/21/2016: Fully implemented.
<b>Plan</b>	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:	08/19/2016
	<b>Tasks:</b>	
	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:	
	<b>Task Completed:</b>	<b>02/09/2016</b>
	2. Run reports and discuss findings	
	Assigned to:	Steven Quinn
	Added date:	02/05/2016
	Target Completion Date:	05/02/2016
	Comments:	
	<b>Task Completed:</b>	<b>04/20/2016</b>
	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:	
	<b>Task Completed:</b>	<b>05/13/2016</b>
	4. Present PD on weak area (formative assessment)	
	Assigned to:	Karen Crosby
	Added date:	05/24/2016

	Target Completion Date:	08/19/2016
	Comments:	Mrs. Crosby will contact instructional facilitators about presenting PD. Mrs. Bond will collect information on best-practices already in use in the school.
	<b>Task Completed:</b>	<b>08/10/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	9/18/2016
	Experience:	9/18/2016 It was very informative, practical, and effective. There was a collaborative aspect to it when we shared strategies.
	Sustain:	9/18/2016 We will continue to gather, share, and analyze classroom observation data and peer observation data. The BLT will analyze the observation data each spring to plan for fall PD.
	Evidence:	9/18/2016 We have the following evidence: -Meeting minutes from our BLT meeting, when we analyzed the data, and the data collected from classroom observations. -Mrs. Bond collected best-practices strategies from teachers in the building. We have a copy of this evidence list. -Our instructional facilitator, Mrs. Parnell, presented during the 2016 fall inservice days, as indicated on the PD schedule sent out to all staff.
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2016
	Evidence:	We are fully in compliance with TESS requirements and documentation. Teachers take part in a classroom observation, reflection, and goal-setting cycle each year, through an online system called EdReflect (formerly Bloomboard).  To sustain our efforts, there will be continued use of EdReflect and PGPs, continued twice-annual PGP meetings, PD in the use of EdReflect, and PD to support faculty goals.  Reassessed 9/21/2016: 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> 03/08/2016
	Evidence:	Efforts will be sustained by continued and sustained utilization of the above to meet staff needs.  Reassessed 9/21/2016: Fully implemented. Evidence: Fall PD schedule, PGP plans and aligned individual PD plans, PD registration and sign-in sheets, transcripts through the ESCWEB Shoebox, emails about upcoming recommended PD in the area, surveys about what kind of PD we need, PD planned based on classroom observation data.

**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> 2/8/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/10/2015	
		<b>Objective Met</b> - 02/08/2017	
	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 have Tutoring Tuesday, which are highly popular. Many students stay after school for tutoring and homework help. Once a month students take an online survey to assess the efficacy of after school tutoring from the student's perspective.</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> <p>Our school uses an online intervention and enrichment program called I-Ready. Every student is on this program a minimum of 2 days a week, and most students use it 4 days a week. I-Ready assesses the student's current grade level in math and reading 3 times a year. PLCs analyze this data to plan further intervention and enrichment. Both math and reading have created special groups for small group instruction and intervention during Advisory based off of I-Ready data.</p> <p>Objective complete as of 2/8/2017.</p>	
<b>Plan</b>	Assigned to:	Steven Quinn	
	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. We need a plan for how to better utilize advisory time, and to assess efficacy of advisory programs and after school tutoring.</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	
	<b>Tasks:</b>		
		1. Create the RTI Team.	

	Assigned to:	Karen Crosby
	Added date:	11/10/2015
	Target Completion Date:	01/08/2016
	Comments:	
	<b>Task Completed:</b>	<b>01/08/2016</b>
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
	<b>Task Completed:</b>	<b>03/14/2016</b>
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
	<b>Task Completed:</b>	<b>05/23/2016</b>
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:	
	<b>Task Completed:</b>	<b>07/29/2016</b>
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:	
	<b>Task Completed:</b>	<b>08/10/2016</b>
6. Make survey to assess efficacy of Tutoring Tuesdays.		
	Assigned to:	Becky McCormick
	Added date:	11/26/2016
	Target Completion Date:	11/18/2016
	Comments:	
	<b>Task Completed:</b>	<b>11/28/2016</b>
7. Complete implementation of restructured advisory for targeted math instruction.		
	Assigned to:	Karen Crosby
	Added date:	11/26/2016
	Target Completion Date:	12/21/2016
	Comments:	



	<b>Task Completed:</b>	12/02/2016
	8. Begin implementing surveys about Tutoring Tuesdays (to completed at the end of each month during advisory).	
	Assigned to:	Becky McCormick
	Added date:	11/26/2016
	Target Completion Date:	01/27/2017
	Frequency:	monthly
	Comments:	Survey sent out 1/19. Reminder announcements made week of 1/23. Survey data will be looked at during BLT, and process will repeat each month.
	<b>Task Completed:</b>	01/19/2017
	9. Create plan for targeted literacy intervention during advisory.	
	Assigned to:	Teresa Bond
	Added date:	11/26/2016
	Target Completion Date:	01/27/2017
	Comments:	
	<b>Task Completed:</b>	11/30/2016
	10. Implement new targeted literacy intervention plan for advisory.	
	Assigned to:	Karen Crosby
	Added date:	11/26/2016
	Target Completion Date:	02/02/2017
	Comments:	
	<b>Task Completed:</b>	02/02/2017
	11. BLT will assess efficacy of Tutoring Tuesdays by looking at survey data each month, and PLCs will assess efficacy of advisory intervention groups by looking at I-Ready data and data from other assessments used during intervention.	
	Assigned to:	Karen Crosby
	Added date:	11/26/2016
	Target Completion Date:	02/24/2017
	Frequency:	monthly
	Comments:	
	<b>Task Completed:</b>	02/08/2017
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	2/8/2017
	Experience:	2/8/2017 It has been very challenging, given the complicated issues of human resources, technology, and time. However, we are already seeing improvements. It was a big undertaking, but well worth it. We will continue to monitor and adjust to improve our system.
	Sustain:	2/8/2017 BLT will continue to review data from surveys and I-Ready, PLCs will

		also continue to monitor through I-Ready data. We will make adjustments to our efforts as needed.
	Evidence:	2/8/2017 BLT and PLC meeting minutes, survey data, I-Ready data.

### 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>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2016
	Evidence:	<p>We work in partnership with area colleges to provide internship and observation opportunities. Staff members also go to those campuses to present and represent BMS (OBU, UALR, UCA, Henderson, Harding). This provides contact opportunities prior to employment.</p> <p>All jobs are posted online, in the school itself, and are advertised in area newspapers. We offer a competitive salary, and teachers must show that they are highly qualified (as evidenced by HQT forms). Once hired, we use a mentor-buddy system to support teachers new to the district.</p> <p>We partner with the high school, where a course called "Orientation to Teaching" is offered. This is a teacher-cadet program that brings in high school students to observe, mentor, and teach.</p> <p>Reassessed 9/21/2016: Fully implemented.</p>

### 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>	<b>Objective Met</b> 1/24/2017 1/24/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/07/2015	
		<b>Objective Met</b> - 01/24/2017 01/24/2017	
	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>All disciplines have created initial unit plans that are aligned with standards. These unit plans are living documents that are continuing to evolve as the year progresses to reflect the needs of the students. Each department meets multiple times each year to work on their unit plans. All unit plans are uploaded to the Departmental Information folders on Google Drive.</p> <p>Objective met for all departments on 1/24/2017.</p>	
<b>Plan</b>	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
	<b>Tasks:</b>	
	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:	
	<b>Task Completed:</b>	<b>01/15/2016</b>
	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:	
	<b>Task Completed:</b>	<b>03/15/2016</b>
	3. Make sure that all new unit plans are shared with Administrator in google drive.	
	People responsible: 6th English - Bond 7th English - Dibble 6th Math - Daugherty 7th Math - Long 6th/7th Social Studies - Ward 6th/7th Science - McCormick PE - Rook Art, GT, Choir, Band, Music, ESL - McClendon	
	Assigned to:	Steven Quinn
	Added date:	05/24/2016
	Target Completion Date:	11/30/2016
	Comments:	
	<b>Task Completed:</b>	<b>11/30/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	1/24/2017 1/24/2017
	Experience:	1/24/2017 It required teamwork to complete, which was advantageous. The unit plans are complete, organized, and in use.

Sustain:	1/24/2017 Unit plans will need to be reviewed and revised as necessary, which will happen during department planning days, PLC meetings, and team meetings.
Evidence:	1/24/2017 All unit plans were uploaded to departmental folders on Google Drive and will be uploaded as evidence.

### 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> 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 test all students 3 times a year through I-Ready to monitor progress in math and literacy. In addition, students are tested in each subject area multiple times each year through common assessments. The data is made available to and discussed by Instructional Teams and Leadership Teams.</p> <p>Reassessed 9/21/2016: Fully implemented.</p>

### 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>Objective Met</b> 1/24/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/13/2015	
		<b>Objective Met</b> - 01/24/2017	
	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 all subject areas. These maps are living documents and teams meet several times each year to update them as necessary to meet the needs of our students. These documents have been uploaded to the Departmental Information folders on Google Drive, where they are all accessible by all members of the department, the BLT, instructional facilitators, and administrators.	

		Objective complete as of 1/24/2017.
<b>Plan</b>	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
	<b>Tasks:</b>	
	1. Inform departments that have not yet reached full implementation that they are to finish creating their curriculum maps.	
	Assigned to:	Steven Quinn
	Added date:	10/13/2015
	Target Completion Date:	02/15/2016
	Comments:	
	<b>Task Completed:</b>	<b>02/09/2016</b>
	2. Departments will share them with administrators and the BLT.  People responsible: 6th English - Bond 7th English - Dibble 6th Math - Daugherty 7th Math - Long 6th/7th Social Studies - Ward 6th/7th Science - McCormick PE - Rook Art, GT, Choir, Band, Music, ESL - McClendon	
	Assigned to:	Steven Quinn
	Added date:	10/13/2015
	Target Completion Date:	11/30/2016
	Comments:	
	<b>Task Completed:</b>	<b>11/30/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	1/24/2017
	Experience:	1/24/2017 It required teamwork to complete, which was advantageous. The curriculum maps are complete, organized, and in use.
	Sustain:	1/24/2017 Curriculum maps will need to be reviewed and revised as necessary, which will happen during department planning days, PLC meetings, and team meetings.

Evidence:	1/24/2017 All curriculum maps were uploaded to departmental folders on Google Drive and will be uploaded as evidence.
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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** **Objective Met** 3/8/2016 10/3/2016

**Assessment** Level of Development: Initial: **Limited Development** 11/10/2015  
**Objective Met** - 03/08/2016 10/03/2016

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: All teachers have in place some form of regular communication with parents, such as Remind, class websites, google calendars, and google classrooms. Links to each teacher's information can be found on the BMS website, and this information is shared with parents. As a school, we have a website to communicate with parents, and we have a system to push out messages via phone to all parents at once. We host an open house, two parent teacher conferences, and CAPS conferences to advise and select future coursework.

We have sent home tips before on things parents can do to help their children succeed. Important links and information on how to support students were sent home on a piece of cardstock with scannable QR codes. These websites were discussed at Open House, and were provided again at parent teacher conferences. Grades are updated weekly on HAC/TAC for instant parent and student access.

Objective met as of 10/3/2016.

**Plan** Assigned to: Karen Crosby

How it will look when fully met: Every teacher will have some form of communication with parents (weebly/other website hosting service, Remind, emails through HAC/TAC).

We will compile a list of resources for parents and have it readily accessible through the school website or printed communication.

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
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/8/2016 10/3/2016
	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.  Re-Assessed 9/21/2016 Fully implemented. We sent home a handout during Open House and will continue to make available during Parent-Teacher interaction events such as Parent-Teacher Conferences and CAPS. It outlined different ways parents can help their child be successful.

**Ensure content mastery and graduation**

<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: <b>Full Implementation</b> 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>Teachers make use of Advisory time to meet with students in their advisories to provide guidance and academic support. They also pull students from other Advisory class periods to provide additional supports as needed.</p> <p>Reassessed 9/21/2016: Fully implemented.</p>