

## Comprehensive Progress Report

**Mission:** Bentonville High School will provide rigorous and relevant academic experiences within a culture of effective and caring relationships.

**Vision:** LEADING learning through innovation, collaboration and dedication.

**Goals:**

Decrease the achievement gap in math and literacy between the all student population and the targeted achievement gap group student populations. We will increase our targeted achievement gap group proficiency levels by 3%.

We will increase the graduation rate of the all student population and the targeted achievement gap group populations by 2%.

We will prepare all students for post-secondary options by increasing student participation by 2% in advanced level courses, especially for economically disadvantaged students and students from ethnic backgrounds other than the white student population.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The leadership team at Bentonville High School reviewed aggregations of classroom observations and determined the need to focus on <i>TESS 3D - Using Assessment in Instruction</i> school wide. <i>3D - Using Assessment in Instruction</i> was the lowest performing area for teachers who were on a summative evaluation track during the 2018-2019 school year.	No Development 09/24/2019		
<i>How it will look when fully met:</i>		Each Professional Learning Community (PLC) will develop a team professional growth plan (PGP) for <i>TESS 3D - Using Assessment in Instruction</i> . PLC teams will develop formative and summative assessments, monitor student learning, provide feedback to students, and alter instruction to improve academic success for all students at all academic levels.		Jack Loyd	05/25/2020
<b>Actions</b>			<b>0 of 1 (0%)</b>		
	9/24/19	PLC Professional Growth Plans		Jack Loyd	05/25/2020
<i>Notes:</i>		Each PLC at Bentonville High School will develop a team PGP for <i>TESS 3D - Using Assessment in Instruction</i> . The PLC will create assessments, monitor student learning, provide feedback to students, and alter instruction to promote academic success for all students.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date

**Initial Assessment:**

BHS is structured on a block schedule with 90 minute blocks that alternate A day and B day Mondays through Thursdays. On Fridays, students attend all classes for 40 minutes with a built in 90 minute advisory period. In an effort to provide students opportunities for academic support, enrichment, social, and emotional guidance from Bentonville High School staff we have implemented 4th FLEX on Tuesdays and Thursdays for two 45 minute blocks. The purpose of FLEX is to provide structured time for Response to Intervention, tutoring, complete makeup work, provide supplemental instruction time, extra-curricular group participation, and structured enrichment opportunities for students. Response to Intervention is used to incorporate specific learning interventions to assure student mastery of identified essential standards in Tier II. These interventions take place outside the classroom with teachers providing explicit instruction for students needing help on specific standards. Designated FLEX sessions are designed as sacred time for these interventions. BHS also offers several enrichment learning opportunities through FLEX.

Limited Development  
10/22/2015

<p><b>How it will look when fully met:</b></p>	<p>Bentonville High School leadership team completed a comprehensive needs assessment of the entire school. All four measures of data were used- student achievement data (ACT Aspire testing data in literacy, math and science, NWEA MAP data, ACT, PSAT, and graduation rate data), school programs/process data (ESL ELPA scores, student grades, formative assessments, common assessments, attendance, professional learning community minutes), perception data (student, parent, and faculty surveys, TESS evaluation results), and demographic data (TAGG group academic performance and graduation rate). The results of the analysis showed weaknesses and/or gaps in the following areas: reading proficiency levels of all 9th grade students, reading and English proficiency levels of all 10th grade students, and the graduation rate of students who receive special services and free and reduced lunch students. In addition, subject proficiency and performance growth of our TAGG (Targeted Achievement Gap Group) students is low for all grade levels.</p> <p>Through the use of FLEX and other support programs, we hope to increase the performance growth of our all student population and TAGG population.</p>		<p>Jack Loyd</p>	<p>05/25/2020</p>
<p><b>Actions</b></p>		<p><b>0 of 4 (0%)</b></p>		
<p>11/29/17</p>	<p>TAGG ACT/ACT Aspire Prep</p>		<p>Rosemarie Spaulding-Sexton</p>	<p>04/30/2019</p>
<p><i>Notes:</i> Bentonville High School will specifically target students performing below proficient in ELA, science, and math during FLEX. Identified students will be placed with an expert teacher during FLEX time (Tuesdays &amp; Thursdays from 10:38-12:08). Expert teachers are identified as subject experts based on student performance on end of year assessments and summative assessments. Expert teachers who receive high performance scores, in a specific subject/standard/learning target, will work with students on identified deficit areas to increase academic performance.</p>				
<p>11/29/17</p>	<p>ROAR</p>		<p>Lyndsey Randall</p>	<p>05/25/2020</p>

*Notes:* In an effort to improve BHS's graduation rate of our TAGG groups, specifically free and reduced lunch and SPED, we will expand our ROAR program. ROAR stands for Relationships, Opportunities, Adventures and Readiness. ROAR is an after school program that will provide support for our school's TAGG populations. We will address the basic needs of each student: a safe and quiet place to work on homework, food security for after-school hours, relationships with stable, supportive adults, and enrichment and development of the whole child. Students will spend one hour of the afternoon with content area teachers to address academic needs. The other hour will be spent on activities that address the development of the whole child. Transportation will be provided for students in need.

9/11/19 Literacy Plan

Julia Wood

05/25/2020

*Notes:* The focus at the secondary level is to strengthen literacy development across content areas with a focus on reading comprehension. Literacy development is monitored through regularly scheduled reading assessments as outlined in the Bentonville Schools Literacy Intervention Handbook. Struggling readers receive appropriate interventions to fill gaps in phonological awareness, decoding, fluency, and comprehension following the flowchart in the Bentonville Schools Literacy Intervention Handbook. These students are supported in literacy improvement through additional strategic reading classes such as Academic Reading, Critical Reading, and Transitional English IV. These interventions follow a specified curriculum to fill gaps and explicitly teach comprehension strategies. Teachers and students are supported by building and district-level specialists and interventionists, and all certified staff receives on-going professional development to ensure that all teachers demonstrate an awareness or proficiency in the Science of Reading.

11/29/17 Department Leadership Groups

Julia Wood

05/25/2020

*Notes:* Perception data indicated strong instructional competency, but not a sound understanding of tier 2 and tier 3 Response to Intervention strategies. During the 2019-2020 school year, all Bentonville High School staff and administration will continue to strengthen Professional Learning Communities. Department Leadership Groups will meet every other month and will consist of an assistant principal, instructional specialist, department chair, and PLC leaders for the department. The goal will be to establish common PLC expectations and language, and develop/implement/monitor RTI plans and strategies.

Core Function:		Family Engagement in a School Community			
Effective Practice:		Provide two-way, school-home communication linked to learning			
	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Bentonville High School facilitates parent contact through the use of technology including the following: a phone message program, online grade book, teacher websites and/or Google Classroom, online student announcements, and a variety of social media outlets. The Parent Teacher Organization (PTO) invites all parents and faculty to join, and hosts regularly scheduled meetings throughout the school year. During PTO meetings, parents are apprised of upcoming events and informed of changes or adjustments taking place. The principal attends each meeting as a participant and listens to the needs and concerns of the group. PTO meetings provide valuable feedback to help in the decision making process at BHS.</p> <p>Various parent and community outreach programs are held throughout the year. We invite parents into our building in hopes of engaging them to become an active partner in their child's academic success.</p>	Limited Development 11/29/2017		
<i>How it will look when fully met:</i>		To improve student learning, we will partner with parents to promote participation in their student's learning. Parents will be active participants in their student's educational experience and the school will ensure an open and trusting environment for parents. The school will work with parents to find volunteer opportunities that support their interests and skill sets. The school will need a clear understanding of parent perception in their role of the educational process at the high school level.		Jack Loyd	05/25/2020
<i>Actions</i>			0 of 5 (0%)		
	12/4/17	State of the School Address		Jack Loyd	02/28/2019

*Notes:* The principal will inform students, parents, and community members about school programs. Information and ideas will be shared with families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Resources and services from the community will be provided to strengthen school programs, family practices, and student learning and development.

11/29/17

Parent Survey

Jack Loyd

05/25/2020

*Notes:* The district will conduct a parent survey for all parents in the district. The results of the survey will be shared with building principals for review. From the results of the survey, the leadership team will identify perceived barriers and develop plans to improve parental involvement.

11/29/17

Provide family engagement opportunities at Bentonville High School - Student Success Planning (SSP), Parent University prior to SSP, Parent/Teacher Conferences, New Families to the District Welcome Night, New Family BHS Building Tours, Open House, AP/IB Informational Parent Night, Senior Parent Events (FAFSA, scholarship information), ESL communication and outreach.

Ben Lewis

05/25/2020

*Notes:* Various parent and community outreach programs are held throughout the year. We invite parents into our building in hopes of engaging them to become an active partner in their child’s academic success. Parents are invited to an Open House at the beginning of the year where parents meet their student’s teachers and find out how they can partner with teachers and the school in educating their child. Student Success Planning (SSP) conferences will take place for all rising 9th grade students and their families. To increase parental involvement in the decision making process of their student’s academic success we will hold a Parent University prior to SSP Conferences. Topics of discussion include: 8th Grade FAQs, IB Options, AP Options, Ignite Professional Studies, Online HS Courses, and NWACC Online Courses for Early College.

The ESL program participates in a district wide ESL Open House. ESL parents are given information about ESL services/programs, and this information is also provided during a regular Open House at BHS. The ESL coordinator hosts a table at BHS Open House, Parent/Teacher Conference nights, and SSP nights with support from a translator. The coordinator also utilizes an ESL call group to encourage family attendance at school sponsored events.

A BHS Parental Involvement Facilitator organizes meaningful training for staff and parents. The purpose of parental involvement training is to enhance understanding of effective parental involvement strategies and the importance of setting expectations and creating a climate conducive to parent participation.

9/24/19	BHS Academic Communication Plan		Jack Loyd	05/25/2020
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*Notes:* Teachers will maintain accurate records and communicate to families regarding individual student academic progress. Teachers at BHS utilize Teacher Access Center (TAC) and Google Classroom to communicate with students and families. Teachers are required to update grades in TAC weekly to inform students and parents of current academic standing.

11/29/17	Community Outreach - First Friday on the Bentonville Square, AP Achievement Yard Signs, Homecoming Parade, Sport Tailgates		Jack Loyd	05/31/2020
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*Notes:* Bentonville High School will participate in a variety of community partnership programs to communicate directly with all stakeholders.

Core Function:		High School: Opportunity to Learn			
Effective Practice:		Prepare students for post-secondary options			
	HS07	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Bentonville Schools seeks to increase student participation in Advanced Placement, International Baccalaureate, and other advanced level courses, especially for students of color and students who come from a background of poverty. At Bentonville High School we understand that high rigor and quality of classes impact a student's ability for success after high school. BHS offers 36 AP/IB courses and 1,097 students took at least one AP exam in the spring of 2019. While we recognize our high number of participation, we are eager to increase the number of AP/IB participation from students of color and poverty. To achieve our goal we will focus on three strategies: Partnership with Equal Opportunity Schools and Lead Hire Initiative, NWACC Bootcamp, and NWACC Early College Experience.</p>	Limited Development 11/29/2017		
<i>How it will look when fully met:</i>		We will achieve equitable enrollment in PreAP/AP/IB courses when the gap closes between all demographic and target achievement gap areas. Policies and practices that students and teachers perceive as barriers will be eliminated. Sustainable support structures will be in place for students and teachers. Multiple opportunities and on ramps will be available for students to help prepare them for success after high school.		Jack Loyd	05/25/2020
<b>Actions</b>			<b>0 of 4 (0%)</b>		
	11/29/17	In an effort to ensure students are able to enroll in college coursework right from high school without the need for remediation, Bentonville High School will partner with Northwest Arkansas Community College (NWACC) to offer Academic Literacy: Boot Camps to senior students who have below a 19 on the ACT.		Julia Wood	05/25/2019

*Notes:* Bentonville High School will partner with NWACC and their Boot Camp program. The program uses a comprehensive reading and writing model that is custom-designed to integrate strategies and best practices into specific systems and curricula. At the conclusion of the Boot Camp program students will take the Accuplacer exam. Results from the exam determine readiness for college coursework and the opportunity to bypass non-credit, developmental courses. This will allow students to spend less time and money on basic concept mastery and expedite their degree plan.

Senior students who score below a 19 on any portion of the ACT will be invited to an informational meeting in February. The Boot Camp will take place during the school day, during FLEX. Two NWACC instructors will conduct the Boot Camp program. We hope to continue our partnership with NWACC and increase the number of students who participate, complete, and pass Accuplacer exams.

11/29/17

Increase NWACC Early College Experience course offerings and student enrollment for the 2020-2021 school year.

Ben Lewis

05/25/2020

*Notes:* Bentonville High School is participating in the Early College Experience offered through Northwest Arkansas Community College. This partnership allows students to progress toward a college degree. Students can take transferable college core curriculum while still in high school.

Early College Experience courses have the same learning outcomes, study requirements, and textbooks as the courses at the NWACC campus. Courses offered include college English, mathematics, communications, natural sciences, social sciences, behavioral sciences and humanities.

We plan to increase our offerings and student enrollment of dual-enrollment college courses to provide more rigorous opportunities for students.

11/27/18

Increase BHS online course offerings and student enrollment.

Julia Wood

05/25/2020

*Notes:* Bentonville High School will provide online course options to give students some element of control over time, place, path, and pace of their learning. We plan to increase our student enrollment for the 2020-2021 school year. BHS online courses have the same learning outcomes and study requirements as courses offered on campus. We plan to continue to look for opportunities for students based on individual academic interests and needs.

11/29/17 Partnership with Equal Opportunity Schools/Lead Hire to increase the number of underrepresented students who enroll in AP/IB classes.

Greg Puckett

05/25/2020

*Notes:* Bentonville Schools partners with Equal Opportunity Schools (EOS) to increase enrollment of students who are under represented in courses that are academically rigorous, particularly Advanced Placement and International Baccalaureate. Additionally, the district encourages students to participate in concurrent enrollment courses, professional studies, and internships.

In the third year of the partnership, two goals are in place: (1) increase the number of economically disadvantaged students, irrespective of ethnicity, and (2) increase the number of students taking science, technology, engineering, and mathematics courses. The second goal aligns with a state-wide initiative championed by Governor Asa Hutchinson that emphasizes the value of these courses and the career opportunities afforded to students who take them. To meet both goals, specific interventions include one-on-one outreach, flex meetings for potential students, peer encouragement, informational booths, letters and phone calls home to parents, and teacher professional development.