

Comprehensive Progress Report

Mission: As LEADers, we: * Love learning * Excel in all we do * Achieve goals together * Do what is right

Vision: Bentonville Schools: LEADING learning through innovation, collaboration and dedication.

Goals:

IHO1: All students will achieve adequate growth through rigorous tier I instructional delivery and Response to Intervention as demonstrated by at least 3% improvement of "all students" achieving Readiness and Exceeding in Reading and Math.

HS07: 100% of all students will be enrolled in intervention and/or enrichment and assessed at least 3x annually to monitor growth. Data meetings will be held at least monthly to analyze growth.

FE06: 100% of all students will receive a copy of the student/school/parent compact. At least 90% all families will attend at least one parental involvement opportunity.



! = Past Due Objectives

KEY = Key Indicator

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:		Currently enrolled in RTI training 2016-17, a follow up program from National training through Innovation plan.	Limited Development 12/17/2015		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		<p>Content specialists will meet with math and literacy PLCs to collaboratively discuss trends they see in the data and share actionable items for teachers to utilize within their instruction. All grades currently receiving RISE training to drill down to determine best interventions for literacy.</p> <p>Teachers are actively engaged in data meetings to unpack the assessment data and determine appropriate groups and interventions to address deficits and meet the individual needs of students.</p> <p>Weekly PLC and planning meetings to plan instruction that is highly engaging and specific to individual needs as determined by progress monitoring and running records.</p>	Objective Met 10/01/19	Chad Mims	05/26/2016
Actions					
	9/19/16	Data Meetings 2x/month (teams include grade level teachers, coach(es), administration, sped)	Complete 05/31/2019	Chad Mims	09/23/2016
	<i>Notes:</i>				
	9/19/16	Attend ongoing RtI training (NWAESC)	Complete 05/31/2019	Chad Mims	05/26/2017
	<i>Notes:</i> Assignments are distributed by Marcia Sanders.				
Implementation:			10/01/2019		
Evidence		10/1/2019 10/1/2019--Significant growth in all populations, including SPED TAGG.			
Experience		10/1/2019 RTI data days are held monthly. Interventions occur daily and are strictly data-based.			
Sustainability		10/1/2019 10/1/2019--Continue work with data days and PLCs. We will be transferring this process to RTI-Behavior.			

Core Function:		Classroom Instruction			
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Effective Practice:		Expect and monitor sound classroom management			
	IIC08	All teachers display classroom rules and procedures in the classroom. (163)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>A team of teachers consisting of one teacher per grade/content area has attended the National PBIS conference in 2017. The team meets monthly to discuss current implementation stage(s) and plan for 3 year roll out beginning 2018-19.</p> <p>Staff has developed school-wide behavioral expectations in all areas of the building. Each class has a matrix displayed. Posters for common areas are being created and will be posted in hallways, restrooms and cafeteria.</p> <p>PE has intentionally taught the expectations for the playground.</p> <p>Lessons will be taught school-wide during monthly assemblies.</p> <p>Google discipline form is being used to track and monitor behavior trends.</p>	Limited Development 08/31/2018		
How it will look when fully met:		<p>All teachers and students will know and exhibit the school-wide expectations according to PBIS.</p> <p>Video lessons will be developed by teachers and students.</p> <p>Building displays will reflect school-wide expectations developed by students and staff.</p> <p>Common verbiage will reflect expectations: Be Respectful, Responsible and Safe.</p> <p>A 3-tiered intervention system will be developed and resources available for teachers to address behaviors at each level.</p> <p>Weekly/monthly meetings will be held, similar to academic data meetings to review and address behavioral needs.</p>		Rachel Manus	08/01/2021
Actions					

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>Fall and spring parent-teacher conferences. Additional conferences scheduled as needed.</p> <p>Annual review of all students with IEP or 504 plan.</p> <p>Monthly school newsletters available in both digital and paper format.</p> <p>Monthly and/or weekly classroom newsletters specific to each teacher. Newsletters include upcoming curriculum as well as resources for parents related to current standards.</p> <p>Classroom Dojo provides immediate feedback to parents related to student behavior and achievement.</p> <p>Literacy night (11/2019) provides training for parents related to goals and standards in Literacy. Parents are also provided with manipulatives to help strengthen phonics support at home.</p> <p>Book fair open to parents for one week, including one late night until 7PM. Parents are also encouraged to attend Thanksgiving meals during the week, at which point they may also visit the book fair. Vouchers are provided to families of low socio-economic status.</p>	Limited Development 12/01/2017		

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Actions		5 of 8 (62%)		
12/4/17	Parent compact provides details related to opportunities, expectations and suggestions.	Complete 10/03/2017	James (Buddy Herndon)	10/13/2017
<i>Notes:</i>				
12/1/17	Annual review of all students with IEP or 504 plan.	Complete 05/31/2019	Peggy Jones Poe	05/31/2018
<i>Notes:</i>				
12/1/17	Book fair open to parents for one week each semester, including one late night until 7PM. Parents are also encouraged to attend family activities during each week, at which point they may also visit the book fair. Vouchers are provided to families of low socio-economic status.	Complete 05/31/2019	Jeni Payne	05/31/2018
<i>Notes:</i>				
12/1/17	Monthly school newsletters available in both digital and paper format. Monthly and/or weekly classroom newsletters specific to each teacher. Newsletters include upcoming curriculum as well as resources for parents related to current standards.	Complete 05/31/2019	Chad Mims	05/31/2018
<i>Notes:</i>				

12/1/17	Summer library opportunities. Teachers provide instruction and model for parents how they can support their children's reading at home. Developmentally appropriate materials are also provided for each child.	Complete 05/31/2019	Karen Hamrick	06/30/2018
<i>Notes:</i> Program occurs in the summer at the public library.				
10/2/19	4B: Maintaining Accurate Records: Student Assignments, Progress, Non-Instructional Records Teachers maintain running records on all students with weekly/bi-weekly progress monitoring for Tier 2 & 3 intervention students. This data is reviewed monthly by the data/RTI team to determine appropriate and individualized interventions.		Kim Green	10/01/2019
<i>Notes:</i>				
10/2/19	4c: Communicating with Families: Instructional Program, Individual Students, Engagement of Families Parent-teacher conferences are held twice each year. Night of the Arts showcases products of every child. IEP and 504 meetings are held annually at a minimum with periodic reviews as needed. Quarterly standards-based report cards are sent home along with IEP goal progress reports for students that receive special education.		Megan Neal	10/15/2019
<i>Notes:</i>				
10/1/19	Love & Logic materials and resources are made available to parents through building facilitator.		Rachel Manus	05/31/2020
<i>Notes:</i>				

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
Initial Assessment:		<p>Daily RtI sessions are personalized for each student. Enrichment opportunities are available during each session.</p> <p>Students grades 2-4 are assessed and provided with enrichment opportunities through the district G/T program. Grades K-1 are provided monthly enrichment opportunities in the classroom, designed to benefit all students.</p> <p>All students utilize Dreambox, a computer-based math program that is prescriptive for each child based on their individual needs.</p>	Limited Development 12/01/2017		
How it will look when fully met:		<p>Daily RtI sessions are personalized for each student. Enrichment opportunities are available during each session.</p> <p>Students grades 2-4 are assessed and provided with enrichment opportunities through the district G/T program. Grades K-1 are provided monthly enrichment opportunities in the classroom, designed to benefit all students.</p> <p>All students utilize Dreambox, a computer-based math program that is prescriptive for each child based on their individual needs.</p>		Chad Mims	05/31/2020
Actions			0 of 3 (0%)		
	12/1/17	Daily RtI sessions are personalized for each student. Enrichment opportunities are available during each session.		Kim Green	05/31/2018
<i>Notes:</i>					
	12/1/17	Students grades 2-4 are assessed and provided with weekly enrichment opportunities through the district G/T program. Grades K-1 are provided monthly enrichment opportunities in the classroom, designed to benefit all students.		Jean Womack	05/31/2018
<i>Notes:</i>					
	12/1/17	All students utilize Dreambox, a computer-based math program that is prescriptive for each child based on their individual needs.		Kim Green	05/31/2018
<i>Notes:</i>					

Core Function:		Student-Focused Learning			
Effective Practice:		Motivational Competency: Promote a growth mindset, stretch students' interests, connect learning to student aspirations to enhance students' engagement and persistence with learning			
	MTV01	All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.(5537)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Students set and celebrate their personal goals for MAP testing.</p> <p>CGI math provides opportunities to collaborate, self-monitor, explore and teach others.</p> <p>Google Classroom allows students to collaborate, contribute, edit and receive feedback from both peers and teachers.</p> <p>Students actively contribute to the development and completion of behavior goals through PBIS. Students work together to self-monitor for rewards for exhibiting safety, respect and responsibility.</p> <p>Students in grades 3-4 participate in student-led parent conferences.</p>	Limited Development 09/27/2019		
How it will look when fully met:		<p>All classes will engage in collaborative activities in literacy and math.</p> <p>Students will have active input in behavioral expectations and academic goals.</p> <p>Mastery-oriented classrooms will provide learning tasks that focus on learning, curiosity and active student involvement.</p>		Chad Mims	05/31/2020
Actions					
Notes:					