

# 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.

9/25/2015

HAMBURG HIGH SCHOOL NCES - 50004201281

Hamburg 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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/09/2015	
	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:	Hamburg High School already has a leadership team. The team consists of Department chairs, both principals, ACSIP chairs, and teacher representatives.	
<b>Plan</b>	Assigned to:	NICK ADAMS	
	How it will look when fully met:	The evidence for this is the minutes and agendas for the Leadership meetings. The Leadership team helps school governance by passing along communication to professional learning communities (PLC) and each of the PLC's will speak to the each faculty member in all departments.	
	Target Date:	09/14/2015	
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 4/28/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 04/14/2015	
		<b>Objective Met</b> - 04/28/2015	
	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:	HHS teams prepare agendas for all meetings. Leadership Team, Faculty Meetings, and all Professional Learning Communities prepare agendas for meetings.	
<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	All teams will consistently prepare agendas for all meetings. Documentation of attendees and the agenda will be kept in binder in office. The teams currently turn in their agendas and sign-in sheets into the office.	

	Target Date:	04/30/2015
	<b>Tasks:</b>	
	1. As Leadership, Faculty, and PLC's meet all information will be turned into the office.	
	Assigned to:	DEPARTMENT CHAIRS
	Added date:	04/14/2015
	Target Completion Date:	04/30/2015
	Frequency:	twice monthly
	Comments:	
	<b>Task Completed:</b>	<b>04/17/2015</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	4/28/2015
	Experience:	4/28/2015 All PLC's and Leadership meetings are submitting agendas to the office.
	Sustain:	4/28/2015 We must be aware that all meeting agendas are up to date.
	Evidence:	4/28/2015 There is a binder in the office where all agendas are being placed.
<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)(All Schools,Focus,Priority)</b>	
<b>Status</b>	Tasks completed: 0 of 2 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/10/2015
	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:	The HHS Leadership Team includes all Department Chairs (English, Math, Science, Vocational and Fine Arts) both building brincipals and other key faculty members. We currently meet once a month before faculty meetings to make sure that everyone has full communication. There is also discussion of relevant topics of importance at HHS.
<b>Plan</b>	Assigned to:	NICK ADAMS
	How it will look when fully met:	Leadership Team meetings will start being held starting at 7:30 and continue until 8:30 twice monthly. All important discussions of Leadership will be discussed at length at each meeting. The discussions help to get all teachers on task making sure that all work is turned in at required times. All Department chairs will make sure that each member of their team is completing all tasks, all paperwork and teaching effectively. The goal is to make sure that every teacher and member of faculty is productive and reflective.
	Target Date:	10/02/2015
	<b>Tasks:</b>	
	1. The principal and assistant principal will begin having Leadership Team meetings to discuss all relevant topics regarding happenings and events at HHS. The leadership team will discuss the current ACSIP plan getting the current ACSIP indicators aligned.	
	Assigned to:	NICK ADAMS
	Added date:	

	Added date:	09/10/2015
	Target Completion Date:	09/14/2015
	Frequency:	twice monthly
	Comments:	
2. The HHS leadership team will begin working on the Three Year Plan for ACSIP.		
	Assigned to:	CHRIS YOUNG
	Added date:	09/10/2015
	Target Completion Date:	10/30/2015
	Comments:	A three year plan is needed for the current year ACSIP plan.
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

### School Leadership and Decision Making

#### Aligning classroom observations with evaluation criteria and professional development

<b>Indicator</b>	<b>IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/10/2015	
	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:	Each faculty meeting at HHS is required to have observe two teachers each nine weeks to help every teacher learn new ways to do things to help improve their teaching. Teaching strategies that need to be worked on leads to professional development.	
<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	After Teachers observe 8 different teachers within the school year, 2 every nine weeks, the data from these observations will be looked at to help improve teaching across the curriculum.	
	Target Date:	12/04/2015	
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/11/2015	
	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:	The state of Arkansas requires each Teacher to acquire 36 hours of professional development. The professional development days are normally all taken on the HHS campus.	
<b>Plan</b>	Assigned to:	PATTI MEEKS	
	How it will look when fully met:	Each teacher is required to Peer Observe two teachers each nine weeks and answer questions about classroom procedures and activities.	

		These observations help us be reflective practitioners and hopefully use the knowledge gained and incorporate into our classroom.	
	Target Date:	10/16/2015	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 4/28/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 10/21/2014	
		<b>Objective Met - 04/28/2015</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:	HHS requires teachers to receive 60 hours of quality PD, which is not always differentiated to the degree that it could be.	
<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	1) Each Faculty member will acquire 60 hours of professional development in a calendar year.	
	Target Date:	03/31/2015	
	<b>Tasks:</b>		
	1. All faculty will turn in Professional Development hours documentation to department chairs.		
	Assigned to:	DEPARTMENT CHAIRS	
	Added date:	01/21/2015	
	Target Completion Date:	03/31/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
	2. Faculty will be notified of any Professional Development deficiencies and a new deadline will be assigned to complete the deficit.		
	Assigned to:	DEPARTMENT CHAIRS	
	Added date:	01/21/2015	
	Target Completion Date:	04/30/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
	3. Faculty will be given three weeks to complete the Professional Development deficits.		
	Assigned to:	DEPARTMENT CHAIRS	
	Added date:	01/21/2015	
	Target Completion Date:	05/22/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/21/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	4/28/2015	
	Experience:	4/28/2015	

Experience:	All faculty have turned in their PD hours. The hours were double checked and Faculty were told what hours were needed.
Sustain:	4/28/2015 Teachers must be kept aware of what hours are needed to be up to date for PD.
Evidence:	4/28/2015 Currently all faculty are up to date on the PD.

### School Leadership and Decision Making

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

<b>Indicator</b>	<b>IG01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 2 of 3 (67%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/21/2015	
	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:	Hamburg High School is utilizing state testing to determine which students need to take English and Biology remediation. Teachers in all disciplines use pre and post tests, absentee and classroom observation data to resolve which students need extra tutoring at lunch. Math tutoring is also being offered to guide students to have a better understanding of the connections between reading and implementing the new common core math standards.	
<b>Plan</b>	Assigned to:	NICK ADAMS	
	How it will look when fully met:	Sign-in sheets and at end of remediation students are given a test to make sure they have mastered deficit areas. Pre and Post test data must also be turned in to show mastery.	
	Target Date:	05/29/2015	
	<b>Tasks:</b>		
	1. Tutoring is offered in every discipline one day during lunch weekly. Is faculty tutoring appropriately and are students getting the appropriate consequence? Principals and Chairs of departments should determine the process for best type of tutoring.		
	Assigned to:	TEACHERS	
	Added date:	01/21/2015	
	Target Completion Date:	03/13/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
	2. During tutoring faculty will determine the reasons for tutoring. Faculty will define the number of students that are in tutoring for makeup work and students who are exiguous.		
	Assigned to:	TEACHERS	
	Added date:	01/21/2015	
	Target Completion Date:	03/13/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
	3. Faculty will make changes in tutoring and set SMART goals.		

	Assigned to:	TEACHERS
	Added date:	01/21/2015
	Target Completion Date:	03/20/2015
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 3 (67%)

### School Leadership and Decision Making

#### Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

<b>Indicator</b>	<b>IH01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 10/16/2014
	Evidence:	Hamburg School District employs a recruitment administrator at our central office. Doretta Griffin travels to colleges in Arkansas, Mississippi, and Louisiana to recruit college students majoring in education. We also partner with the Education Renewal Zone through Tracie Jones and UAM. In efforts to retain highly-qualified teachers, our district provides dental, vision, hospital confinement, and long-term disability at no cost to employees. We also partner with Southeast Educational Cooperative and the UAM STEM Center to support our teachers with training, materials, and coaching. Hamburg also employs an instructional facilitator to support classroom teachers.

### Opportunity to Learn

#### Post-Secondary School Options

<b>Indicator</b>	<b>VA01 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/11/2015
	Evidence:	HHS requires all students to complete Career Readiness and CBA. Students also have the opportunities to take Biomedical, CNA, Medical Procedures, ACT Prep, all PreAP, FFA Leadership, Computer Programming and AP Courses in English, Math, Science, Social Studies. Students also have the opportunity to learn welding, forestry, family and consumer science, and accounting. Our mission is to have all students career and college ready.

### 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)(All Schools,Focus,Priority)</b>	
<b>Status</b>	Tasks completed: 0 of 1 (0%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/12/2015
	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:	Each department make sure that Curriculum is aligned and each teacher has lesson plans.

<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	Curriculum shall be aligned in each department.	
	Target Date:	08/31/2015	
	<b>Tasks:</b>		
		1. Departments will meet for two days this summer for curriculum mapping / curriculum alignment and lesson planning for the year. These curriculum maps / curriculum alignment will be turned in to the department chairs. The Curriculum is also tied to Literacy standards.	
	Assigned to:	DEPARTMENT CHAIRS	
	Added date:	05/12/2015	
	Target Completion Date:	08/31/2015	
	Comments:		
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 1 (0%)	
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)</b>		
<b>Status</b>	In Plan / No Tasks Created		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 05/12/2015	
	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:	Hamburg High School currently works toward mastery but the exact criteria for mastery is not explicit.	
<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	Criteria for Mastery will be determined in Curriculum alignment meetings and specific levels of mastery shall be determined.	
	Target Date:	09/15/2015	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Assessing student learning frequently with standards-based assessments</b>			
<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/11/2015	
	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:	The English and Math departments give pre and post tests to guide their students and lesson plans. These tests help determine progress and percent change in the student advancement.	
<b>Plan</b>	Assigned to:	DEPARTMENT CHAIRS	
	How it will look when fully met:	The math department at HHS gives Pre and Post tests in each course Algebra I, Geometry, Algebra 2, Algebra 3, Trigonometry / Precalculus, Calculus and Statistics. These tests are the drivers for lesson plans and curriculum maps.	

		The English Department at HHS gives Pre and Post tests in each course in English in the 9, 10, 11 and 12 grades. These test help teachers to know which key concepts need work.
	Target Date:	12/04/2015
	<b>Tasks:</b>	
	1. The school will implement interim testing using Edmentum. Edmentum includes all testing in Math and in English.	
	Assigned to:	TERESA MARTIN
	Added date:	09/17/2015
	Target Completion Date:	10/30/2015
	Comments:	Each of the department heads will make sure that all of their students have used Edmentum. Edmentum will be used to help guide lesson plans and curriculum.
	2. Using the ACT Profile Report, the Instructors for ACT Prep are guiding students in Common Core Course Patterns.	
	Assigned to:	Karen Morris, Mary Ellen Given, Tommy Wimberly
	Added date:	09/17/2015
	Target Completion Date:	05/27/2016
	Comments:	The data from the ACT Profile Report shows that students who take certain courses score higher on certain parts of the ACT test.
	3. All Freshman and Sophomores at HHS will take ACT Aspire. ACT Aspire will test students in English, math, reading, science and writing. The ACT aspire helps to predict ACT score and helps align Common Core Standards.	
	Assigned to:	LISA RIELS
	Added date:	09/17/2015
	Target Completion Date:	05/13/2016
	Comments:	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 0 of 3 (0%)
<b>Indicator</b>	<b>IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(Focus)</b>	
<b>Status</b>	<b>Add a Task</b> Tasks completed: 2 of 2 (100%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 01/27/2015
	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:	Mr. Outlaw is researching other school districts trying to determine what is the best way to begin with a Student Service Team. The steps currently are Mr. Outlaw is looking for a team of members from each department to identify students who need intervention.
<b>Plan</b>	Assigned to:	TIM OUTLAW
	How it will look when fully met:	



	How it will look when fully met:	A Student service team will be in place by the beginning of school year 2015-2016. Students will be identified at the end of school year 2014-2015. All members of the Student Service team will be aware of students who are in need of academic help, clothes, medicine, or other types of assistance.
	Target Date:	08/17/2015
	<b>Tasks:</b>	
	1. Wise ways will be given out during Faculty Meeting to discuss the student service team. By the end of April faculty members will be notified of being on Student Service Team in preparation for Response to Intervention.	
	Assigned to:	TIM OUTLAW
	Added date:	01/27/2015
	Target Completion Date:	04/30/2015
	Comments:	By the end of this month - Mr. Outlaw will meet with team to discuss the tasks.
	<b>Task Completed:</b>	<b>04/28/2015</b>
	2. Student Service Team will meet to get students who are in need and make sure they are notified. Students who are needing any type of help their names will be given to the Student Service Team. Students needs will be identified so that all of their needs are met.	
	Assigned to:	TIM OUTLAW
	Added date:	01/27/2015
	Target Completion Date:	05/29/2015
	Comments:	
	<b>Task Completed:</b>	<b>04/17/2015</b>
<b>Implement</b>	Percent Task Complete:	Tasks completed: 2 of 2 (100%)

### 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)(All Schools,Focus,Priority)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 09/11/2015
	Evidence:	Each teacher uses State Mandated Curriculum Frameworks to guide their instruction.

### Family Community Engagement

#### Defining the purpose, policies, and practices of a school community

<b>Indicator</b>	<b>IVA01 - 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)(All Schools,Focus,Priority)</b>		
<b>Status</b>	<b>Objective Met</b> 4/28/2015		
<b>Assessment</b>	Level of Development:	Initial: Limited Development 02/19/2015	
		<b>Objective Met</b> - 04/28/2015	
	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:	Hamburg High School currently has a Parental Involvement Chair. The Parental Involvement Chair along with parents has formed an Academic Booster Club. The library media specialist and the library aides have organized a Parent Center that includes technology to check student grades and help with learning opportunities to look for available scholarships and deadline information for their children. The parents can also check upcoming mandated state testing dates.	
<b>Plan</b>	Assigned to:	EMILY WISENER	
	How it will look when fully met:	The goal of the HHS Parental Compact is to have more parents involved in the educating of our students. From research, we hear that the more involved parents are in the lives of their students the better response from students in education.	
	Target Date:	01/16/2015	
	<b>Tasks:</b>		
	1. Library Media Specialist and Library aides will continue to have the parental center in compliance. The Chromebook for the parent center and all of the books and pamphlets are in the correct order by the Dewey Decimal System.		
	Assigned to:	LIBRARY MEDIA SPECIALIST	
	Added date:	02/19/2015	
	Target Completion Date:	01/16/2015	
	Frequency:	weekly	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
	2. The Parental Involvement chair along with Community Members have started an Academic Booster Club. The Academic Booster Club is trying to make sure that students who have All A Honor Roll, A-B Honor Roll and the most improved get incentives to continue with their hard work.		
	Assigned to:	EMILY WISENER	
	Added date:	02/19/2015	
	Target Completion Date:	04/01/2015	
	Comments:		
	<b>Task Completed:</b>	<b>04/10/2015</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	4/28/2015	
	Experience:	4/28/2015 All parental compact parts have been fully implemented.	
	Sustain:	4/28/2015 As the year begins next year, we must keep the parental compact area in the library up to date.	
	Evidence:	4/28/2015 Currently, all of the parental compact area are up to date. A computer is used to help parents look at grades and the parental compact area with books and pamphlets are up to date.	