

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.

5/23/2017

Dardanelle Primary School NCES - 50493000243

Dardanelle 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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)		
Status	Objective Met 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 03/09/2016	
	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:	Each grade level will meet once a week during their grade levels big activity period with the school principal.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	All kindergarten students will have big activity from 215 - 255 on Mondays, 1st grade on Tuesdays, 2nd grade on Wednesdays, and 3rd grade on Thursdays. Fridays will be reserved for any grade level make up day. During these assigned times, grade levels will meet with their school principal for curriculum planning and any other important topics.	
	Target Date:	10/01/2015	
	Tasks:		
		1. Teachers will be provided time for data desegregation so that trends / patterns can be identified in relation to curriculum, instruction, and assessment alignment. Results of this will be used to guide curriculum work in identification power standards, pacing guides, and standards dissection.	
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	The school counselor will provide test scores to the grade level groups as well as include math and reading specialists in the meeting to help determine interventions to improve student results on the ACT Aspire.	
	Task Completed:	10/06/2015	
		2. Instructional supervisor will work with teachers in the areas of data desegregation and curriculum alignment in order to improve the level of achievement in mathematics and literacy.	
	Assigned to:	Karie Kuras	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	

	Comments:	Reading and math specialists as well as the district's math and literacy instructional facilitators will meet with grade levels for data planning.	
	Task Completed:	10/06/2015	
	3. This indicator will be evaluated by the number of students scoring proficient or better on the ACT Aspire interim assessments.		
	Assigned to:	Shawn Hettinga	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	Test scores will be available from the district and school test coordinators.	
	Task Completed:	03/09/2016	
Implement	Percent Task Complete:		
	Objective Met:	3/9/2016	
	Experience:	3/9/2016 Each grade level met once a week during big activity to strengthen pacing guides and enhance instruction. In addition, teachers were provided with professional development days without students to review Response to Intervention (RTI) strategies.	
	Sustain:	3/9/2016 Teachers will have three scheduled professional development days throughout the summer break to align literacy, math, and science pacing guides and determine beneficial interventions for the next school year.	
	Evidence:	3/9/2016 See reports housed on www.actaspire.org and meeting notes housed on www.indistar.org.	
Indicator	ID04 - All teams prepare agendas for their meetings.(39)		
Status	Objective Met 3/9/2016 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 08/31/2015	
		Objective Met - 03/09/2016 03/09/2016	
	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:	Currently, agendas are utilized to direct team meetings.	
Plan	Assigned to:	Shawn Hettinga	
	How it will look when fully met:	All agendas will be developed by the team members. Agendas will be communicated to all members involved in the ACSIP planning. Agendas will be utilized to direct team meetings and improve student achievement.	
	Target Date:	09/01/2015	
	Tasks:		
	1. The school counselor will prepare meeting agenda and provide copies to all team members.		
	Assigned to:	Shawn Hettinga	

	Added date:	08/31/2015
	Target Completion Date:	09/01/2015
	Frequency:	monthly
	Comments:	The individual responsible for the above task will provide copies of the agenda at least two days prior to the meetings.
	Task Completed:	10/06/2015
	2. The school counselor and building level ACSIP chair will monitor indicators and collaborate with the school principal to determine which indicator to include in the next meeting's agenda.	
	Assigned to:	Shawn Hettinga
	Added date:	09/16/2015
	Target Completion Date:	10/01/2015
	Comments:	Agendas, meeting minutes, and indicators will be housed online at www.indistar.com
	Task Completed:	10/06/2015
	3. Literacy, math, and science scores on formative and summative assessments will be used to determine if strategies were effective.	
	Assigned to:	Sue Ann Jernigan
	Added date:	09/16/2015
	Target Completion Date:	03/01/2016
	Comments:	ACT interim assessments will be utilized twice a year.
	Task Completed:	03/09/2016
Implement	Percent Task Complete:	
	Objective Met:	3/9/2016 3/9/2016
	Experience:	3/9/2016 Teachers met once a week during their scheduled big activity time to enhance grade level curriculum. Professional development days without students were also scheduled in the school calendar to discuss current curriculum interventions like Response to Intervention (RTI).
	Sustain:	3/9/2016 Teachers will have three scheduled professional development days throughout the summer (science, literacy, math). During these meetings, grade levels will prepare pacing guides for the school year that aligns with Arkansas Common Core math, science, and literacy standards.
	Evidence:	3/9/2016 See reports provided by ACT housed online at www.actaspire.org and meeting notes housed on www.indistar.org .
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	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Agendas, sign in sheets, and minutes meetings will be kept by the school counselor.
Indicator	ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)	
Status	Objective Met 3/9/2016 3/9/2016	

Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 03/09/2016 03/09/2016	
	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:	School counselor will send agendas as well as minute meetings to all teachers via email.	
Plan	Assigned to:	Shawn Hettinga	
	How it will look when fully met:	The leadership team will meet to discuss current education trends, desegregate data, and plan curriculum. Progress of school improvement plan will be reported to the superintendent and staff on a quarterly basis by the ACSIP chair or the principal.	
	Target Date:	10/01/2015	
	Tasks:		
	1. Guest speakers will be used at different venues to enrich teacher knowledge of educational practices.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	The district's math, literacy, and science instructional facilitators as well as resources from Archford will be utilized to enrich leadership team meetings. Brochures, pamphlets, rubrics, flyers will be distributed through email to district faculty and building staff.	
	Task Completed:	10/06/2015	
	2. The leadership team will consist of one grade level teacher, math and literacy interventionists, English language learner coordinator, school counselor, school principal, and two parents.		
	Assigned to:	Shawn Hettinga	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	The school counselor will notify group members of meeting times as well as keep minutes and provide agendas for each meeting.	
	Task Completed:	10/06/2015	
	3. Evaluation will be made by the increase of the number of students in all subgroups scoring proficient or better on ACT Aspire interim assessments.		
	Assigned to:	Shawn Hettinga	
	Added date:	09/16/2015	
	Target Completion Date:	04/01/2016	
	Comments:	The building and school test coordinators will provide test data for desegregation.	
	Task Completed:	03/09/2016	
Implement	Percent Task Complete:		
	Objective Met:	3/9/2016 3/9/2016	

Experience:	3/9/2016 Teachers met once a week during scheduled big activity time to align curriculum and enhance interventions through collaboration. Teachers were also scheduled professional development days with out students throughout the school year for Response to Intervention (RTI) training.
Sustain:	3/9/2016 Teachers are scheduled for summer professional development to enhance pacing guides that align with current Arkansas math, science, and literacy standards.
Evidence:	3/9/2016 See reports housed online at www.actaspire.org and meeting notes housed on www.indistar.org .

Indicator ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/05/2015

Evidence: The School Leadership Team meets once a week with the principal, assistant principal, and school counselor. Each grade level meets once a week during their big activity time with the principal, assistant principal, and counselor. School issues, indicators, curriculum alignment, program evaluations, and questions are addressed during these meetings.

Indicator ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/14/2015

Evidence: Teachers meet at least once a week organized in grade level to discuss curriculum.

Indicator ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/14/2015

Evidence: The leadership team meets once a week to look at data and determine the effectiveness of programs implemented in the classroom.

School Leadership and Decision Making

Focusing the principal’s role on building leadership capacity, achieving learning goals, and improving instruction

Indicator IE05 - The principal participates actively with the school’s teams. (56)

Status Full Implementation

Assessment Level of Development: Initial: Full Implementation 10/05/2015

Evidence: The principal meets with the school leadership team as well as each grade level once a week during big activity time. The assistant principal as well as the school counselor attend these meetings. Agenda, sign ins, and meeting notes are kept by the school counselor / ACSIP chair for each meeting.

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	Objective Met 10/6/2015 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 10/06/2015 03/09/2016	
	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:	Teachers are evaluated using the Teacher Excellence Support System (TESS). This involves formative and informal assessments.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	The principal will use data from the TESS evaluation system to determine areas of weakness within classrooms and grade levels. When fully implemented, this data will be used to drive professional development through out the summer and the school year.	
	Target Date:	04/01/2015	
	Tasks:		
	1. Teachers will be placed on different tracks of TESS depending on experience and where they fall in the formative assessment evaluation schedule.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	05/01/2015	
	Comments:	The principal and assistant principal will schedule and maintain accurate records using TESS to evaluate all faculty.	
	Task Completed:	10/06/2015	
	2. The primary school will participate in classroom observations to determine what teaching practices are appropriate to facilitate higher order thinking skills as well as what professional development to offer to facilitate teacher and student needs.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	District level interventionists will also observe classrooms and discuss findings with teachers during weekly team meetings.	
	Task Completed:	10/06/2015	
	3. Teachers will be trained and evaluated in order to improve literacy, math, and science instruction. This effectiveness of this system will be evaluated by percentage of students scoring proficient or higher on interim assessments and the ACT Aspire and IOWA tests.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	04/01/2015	
	Comments:	The school and district test coordinator will provide testing information to the principal to correlate with TESS data.	

	Task Completed:	10/06/2015	
Implement	Percent Task Complete:		
	Objective Met:	10/6/2015 3/9/2016	
	Experience:	10/6/2015 Grade levels met with the school principal each week and the leadership team met once a month. Data, agendas, and meeting minutes were discussed with the leadership team. The needs of the teachers were heard and the most concern for professional development were writing in the classroom and CGI. Because of this, we have had our math specialist do training as well as have a first grade teacher do training using The Guide to Common Core writing.	
	Sustain:	10/6/2015 The teachers are doing a book study of The Guide to Common Core Writing and meeting once a week to discuss their findings. Goals have been set as to when common core writing will be fully implemented into the classroom every day. In addition, selected teachers are attending CGI workshops and will report back to grade levels to share their findings and implement math strategies.	
	Evidence:	10/6/2015 Agendas, sign in sheets, and meeting minutes are housed with the school counselor on www.indistar.org.	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)		
Status	Objective Met 10/6/2015 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 10/06/2015 03/09/2016	
	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:	Teachers maintain professional growth plans (PGPs) housed on Bloomboard depending on their TESS track placement and previous year's TESS evaluation.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	All teachers will maintain professional growth plans on Bloomboard, and their summer professional development schedule will be driven by the lower domain rankings listed on their TESS evaluation completed by the school principal.	
	Target Date:	04/01/2015	
	Tasks:		
	1. All faculty will create and maintain a professional growth plan at the beginning of the school year.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	09/01/2015	
	Comments:	School faculty will make their professional growth plan visible to the school principal on Bloomboard.	

	Task Completed:	09/01/2015	
	2. The school principal will schedule meetings with faculty through Bloomboard to discuss PGPs.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	Faculty will receive an email with meeting time and date.	
	Task Completed:	09/01/2015	
	3. The school principal will check and maintain records through the online Bloomboard site. Reminders will be sent through email.		
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	04/01/2015	
	Comments:	The school principal will conduct formal and informal classroom assessments throughout the school year. Pre and post interviews will take place for those who are track for formal assessments.	
	Task Completed:	10/06/2015	
Implement	Percent Task Complete:		
	Objective Met:	10/6/2015 3/9/2016	
	Experience:	10/6/2015 Principal has met with individual teachers to determine their individual needs based on classroom observations, teacher, and student needs. These meetings and documents are housed on www.bloomboard.com.	
	Sustain:	10/6/2015 Teachers will continue to upload documents onto Bloomboard, and the principal will continue classroom walk-throughs. The principal will also continue to schedule formal and informal assessments as required by the specific teachers assigned TESS track.	
	Evidence:	10/6/2015 The evidence is housed in an online portfolio at www.bloomboard.com.	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)		
Status	Objective Met 3/9/2016 3/9/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 03/09/2016 03/09/2016	
	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:	Currently, schools are providing professional development each year for their teachers. Presently, differentiation is an area that needs to be addressed. By doing this individual teacher needs are met and student achievement will increase.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully	When this indicator is fully met, data will be utilized to provide high	

	met:	quality professional development. Professional development will be on-going and will be designed to meet the individual teacher needs.
	Target Date:	02/15/2016
	Tasks:	
		1. Professional development opportunities will be provided in early January and February 2016. These professional development will be designed to meet the needs of individual teachers.
	Assigned to:	Karie Kuras
	Added date:	09/16/2015
	Target Completion Date:	01/04/2016
	Comments:	Meet with professional development committee, plan professional development opportunities, communicate needs and expectations to building principals.
	Task Completed:	10/06/2015
		2. A professional development planning committee will be organized and meet on a regular basis. The goal of the committee will be to gather and analyze data to determine professional development needs. Furthermore, the committee will work with building level principals to plan and organize professional development opportunities for staff.
	Assigned to:	Karie Kuras
	Added date:	09/16/2015
	Target Completion Date:	10/01/2015
	Frequency:	monthly
	Comments:	Committee chair will be responsible for organizing, planning, and facilitating professional development meetings. School counselor will have notes from these meetings. He or she will communicate needs to building level principals and district level administration.
	Task Completed:	10/06/2015
		3. The effectiveness of the professional development plan will be determined through teacher and administrator surveys, needs assessments, and improved student achievement on the ACT Aspire interim assessments.
	Assigned to:	Shawn Hettinga
	Added date:	09/16/2015
	Target Completion Date:	03/01/2016
	Frequency:	twice a year
	Comments:	Program evaluation will be ongoing. Evaluations results will be utilized to determine appropriate next steps and improve overall quality of teaching.
	Task Completed:	03/09/2016
Implement	Percent Task Complete:	
	Objective Met:	3/9/2016 3/9/2016
	Experience:	3/9/2016 Students took ACT Aspire interim assessments and reports were generated immediately for teacher feedback. Teachers met with school principal and district curriculum administrator to desegregate data. In addition, teachers were provided professional development days where students were not at school to plan curriculum and determine necessary means to meet the needs of students in the Response to

		Intervention (RTI) process.
	Sustain:	3/9/2016 Students will take another set of ACT Aspire interim assessments. Teachers will use reports provided to determine what objectives must be taught and retaught before testing in May. Teachers will also have more meetings during big activity time to plan curriculum and discuss the changes needed before testing in April and May.
	Evidence:	3/9/2016 See reports housed on www.actaspire.org and meeting notes housed on www.indistar.org.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)		
Status	Objective Met 10/6/2015		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 10/06/2015	
	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:	Reading and Math instructional interventionists as well as an ESL interventionist pulls out targeted students according to test data to improve literacy and math test scores.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	Instructional interventionists assists teachers across the district in strategies to improve literacy instruction. Daily schedule of assignments, pull outs, and activities are submitted to district instructional supervisors. Emphasis is placed on a seamless transition among buildings as well as an advantageous arrangement of the instructional day.	
	Target Date:	10/01/2015	
	Tasks:		
		1. Common core standards will be scrutinized, and the instructional supervisor will assist in professional development, implement of training, and in choosing standards based on the instructional materials. Funds will be used to purchase materials for at risk students and the school wide program.	
	Assigned to:	Sue Ann Jernigan	
	Added date:	09/16/2015	
	Target Completion Date:	10/01/2015	
	Comments:	An interventionists will work to help targeted students in areas of weakness. The interventionist will provide instruction above and beyond the educational block of time.	

	Task Completed:	10/06/2015
	2. Teachers will be trained in Imagination Learning software with ELL students to help with language acquisition and reading skills.	
	Assigned to:	Jan George
	Added date:	09/16/2015
	Target Completion Date:	10/01/2015
	Comments:	Test scores will be used to determine at-risk students who would benefit from additional reading interventions.
	Task Completed:	10/06/2015
	3. Accelerated Reader will be implemented for use in the classroom, library, and computer lab. AR training will be provided. This program will be used to individualize in classrooms and the computer lab. All students will have access to this program.	
	Assigned to:	Karie Kuras
	Added date:	09/16/2015
	Target Completion Date:	09/01/2015
	Comments:	An additional classroom computer will be purchased as needed to provide access for student AR testing, research, etc.
	Task Completed:	10/06/2015
Implement	Percent Task Complete:	
	Objective Met:	10/6/2015
	Experience:	10/6/2015 Dardanelle School District has received a 21st Century Grant that provides extended learning time programs for increased student achievement. Each grade level has a designated teacher who tutors the students until 430 on Monday and Tuesday of each week beginning in October.
	Sustain:	10/6/2015 Evaluation of the success of the various programs is an on going procedure. Formal and informal assessments will be used to determine the progress of the students and effectiveness of the program.
	Evidence:	10/6/2015 Please refer to the after school attendance sheets, lesson plans, and student assessments.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	All teachers meet Highly Qualified Teacher status and not teachers are on an alternative licensure plan.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks			
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)		
Status	Objective Met 10/6/2015		
Assessment	Level of Development:	Initial: Limited Development 09/17/2015	
		Objective Met - 10/06/2015	
	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:	Instructional planning and curriculum assessment is lead by the principal. This takes place through the grade level meetings. The goal is to align curriculum with Common Core curriculum and Iowa / Aspire Tests.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	Content area teachers will collaborate and work with standards aligned units of instruction for each subject and grade level. This will be evident by the minutes of the meeting.	
	Target Date:	05/01/2015	
	Tasks:		
	1. Content area teams meet to develop standards aligned units of instruction for each subject and grade level.		
	Assigned to:	Grade Level Leader	
	Added date:	09/17/2015	
	Target Completion Date:	10/01/2015	
	Frequency:	twice a year	
	Comments:	Grade level teams will meet to determine curriculum maps based on common core standards.	
	Task Completed:	10/06/2015	
	2. Grade level teams will meet to review standards and create curriculum maps / pacing guides.		
	Assigned to:	Grade Level Leader	
	Added date:	09/17/2015	
	Target Completion Date:	10/01/2015	
	Frequency:	weekly	
	Comments:	Grade level teams will take notes during the meetings.	
	Task Completed:	10/06/2015	
	3. Teachers will meet by grade level and content area during the summer with interventionists to research current education trends and align curriculum to meet Common Core Standards.		
	Assigned to:	Grade Level Leader	
	Added date:	09/17/2015	
	Target Completion Date:	05/01/2015	
	Frequency:	once a year	

	Comments:	Each year staff members will be responsible for maintaining professional development that aligns with their current professional growth plan as well as current curriculum needs.	
	Task Completed:	08/01/2015	
Implement	Percent Task Complete:		
	Objective Met:	10/6/2015	
	Experience:	10/6/2015 Instructional planning and curriculum assessment is lead by the principal. This takes place through content area meetings. This goal aligns curriculum with standards and testing.	
	Sustain:	10/6/2015 Content area teachers will continue to work on developing units with standards aligned with Common Core for each subject and grade level.	
	Evidence:	10/6/2015 Please refer to the minutes of meetings housed with the school counselor.	
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)		
Status	Objective Met 10/28/2016		
Assessment	Level of Development:	Initial: Limited Development 09/01/2016	
		Objective Met - 10/28/2016	
	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:	Units of instruction are being developed and implemented in both literacy, science, and mathematics.	
Plan	Assigned to:	Sue Ann Jernigan	
	How it will look when fully met:	Curriculum documents will be in place and evidence will be collected through lesson plans as noted on planbook.com; student achievement data will be utilized to determine progress throughout the school year.	
	Target Date:	11/30/2016	
	Tasks:		
	1. Provide teachers time to develop curricular units of study.		
	Assigned to:	Shawn Hettinga	
	Added date:	09/01/2016	
	Target Completion Date:	09/01/2016	
	Frequency:	four times a year	
	Comments:	Teachers will develop units of study and begin implementation during the 2016-2017 school year.	

	Task Completed:	09/01/2016
	2. Teachers will develop assessments to determine student progress. Assessment data will be utilized to determine level of success, changes will be made as necessary.	
	Assigned to:	Sue Ann Jernigan
	Added date:	09/01/2016
	Target Completion Date:	11/30/2016
	Frequency:	four times a year
	Comments:	Assessment data will be utilized to determine progress.
	Task Completed:	10/28/2016
Implement	Percent Task Complete:	
	Objective Met:	10/28/2016
	Experience:	10/28/2016 Substitutes were hired and all grade level teachers met with the school principal and the curriculum planning staff for an entire day. During this time, the team collaborated to develop assessments that aligned vertically and horizontally.
	Sustain:	10/28/2016 Continue grade level meetings.
	Evidence:	10/28/2016 The teachers have assessments listed on planbook.com as well as shared documents with each other and school principal on google docs.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in assessing and monitoring student mastery

Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)		
Status	Objective Met 10/28/2016		
Assessment	Level of Development:	Initial: Limited Development 09/14/2016	
		Objective Met - 10/28/2016	
	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:	Assessments play a critical role in the ability to differentiate instruction. Pre and post-assessments and interim testing will be used weekly (pre and post assessments) quarterly (interim assessments) in grades K - 3rd grades in order to gain an understanding of what students know, understand, and are able to do. Without pre and post assessments, one does not know the preparedness of the students for new learning, the specific learning differences among students, or where to begin devising new curriculum goals.	
Plan	Assigned to:	Shawn Hettinga	
	How it will look when fully met:	Informal assessments will take place on a daily basis in the classroom. Some of these include but are not limited to observations, conversations, directed questions, pre-assessment webs, walkabouts, knowledge bar graphs, check-in slips, visual organizers, KWL charts,	

		and pre-assessment carousels. Formative assessments will also take place. Kindergarten, first, second, and third grades will use Dibels and Star tests quarterly. The data from these tests will be housed in the student's Dibels folder. 3rd grade students will also use ACT interim tests quarterly to prepare for end of the year testing in April as well as determine what standards need to be taught within the classroom.
	Target Date:	11/22/2016
	Tasks:	
	1. Teachers will receive professional development detailing informal and formal classroom assessments.	
	Assigned to:	Shawn Hettinga
	Added date:	09/14/2016
	Target Completion Date:	08/08/2016
	Comments:	The teachers met during professional development and brainstormed in small groups the different types of assessments used in the classroom. Then, the small groups shared with the whole group the types of assessments used at each grade level.
	Task Completed:	10/24/2016
	2. Teachers will include information regarding informal and formal assessments as well as detailed assessment procedures in lesson plans (housed on www.planbook.com).	
	Assigned to:	Sue Ann Jernigan
	Added date:	09/14/2016
	Target Completion Date:	11/30/2016
	Comments:	All teachers, including activity teachers and interventionists, will attach Arkansas State Standards that support the taught curriculum. Lesson plans and schedules must be posted online on or before Monday morning of each week. The school principal will check the lesson plans weekly as well as complete at least one weekly classroom walk through to ensure that curriculum needs are being met.
	Task Completed:	10/18/2016
Implement	Percent Task Complete:	
	Objective Met:	10/28/2016
	Experience:	10/28/2016 The teachers submit lesson plans on planbook.com. This website has the frameworks listed, and the teachers attached appropriate goals with each lesson. The school principal has access to all the planbook accounts, and she looks every Monday to ensure that appropriate and rigorous lessons are uploaded.
	Sustain:	10/28/2016 The school principal checks lesson plans weekly and sends emails to those who have not submitted lesson plans. Most times, it is just a user computer error, and those issues are quickly resolved.
	Evidence:	10/28/2016 Lesson plans are housed on planbook.com
Curriculum, Assessment, and Instructional Planning		
Assessing student learning frequently with standards-based assessments		
Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	

Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/17/2015	
	Evidence:	Dardanelle Primary School will use the interim ACT Aspire tests as a form of assessment. These two tests along with the ACT Aspire in April will be given during the current school year. The primary school also uses multiple Dibels and Star testing throughout the school year.	
Classroom Instruction			
Expecting and monitoring sound instruction in a variety of modes			
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/17/2015	
	Evidence:	Every teacher has a set of Common Core standards that are implemented on a state level. Each teacher has a copy of the Common Core standards as well as resources that accommodate these standards. Each teacher uses these standards in daily lesson plans as well as list stated objectives that meet the standards. The principal receives an electronic copy of lesson plans weekly and conducts classroom observations to ensure that teachers are incorporating these standards in daily lessons.	
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 2/4/2016		
Assessment	Level of Development:	Initial: Limited Development 09/17/2015	
		Objective Met - 02/04/2016	
	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:	Dardanelle Primary School has an extensive parental involvement plan. Two way communication with parents is key to student success. For this to happen, we use classroom Dojo where parents can view student behavior at any point of the day online as well as send and receive messages between the parent / guardian and the teacher. The Primary also hosts four parent nights (Watch Dog Dads and Cool Cat Moms Pizza Nights, Muffins for Moms and Donuts for Dads) and Gravy for Grandparents is a new night for our grandparents. We have an open house at the beginning of the school year as well as two parent teacher conferences and Family Fitness nights once a month beginning in October. The use of Lizard Logs for communication is also in use in every classroom.	
Plan	Assigned to:	Shawn Hettinga	
	How it will look when fully	Parental involvement is crucial to student success. Schools are	

	met:	successful when a majority of our parents attend a variety of events and volunteer on a regular basis. The parental involvement coordinator will monitor each activity and look for ways to improve parent participation.
	Target Date:	05/31/2016
	Tasks:	
		1. Parent survey will be administered during the fall at parent teacher conferences to find activities that parents will be willing to attend and volunteer.
	Assigned to:	Shawn Hettinga
	Added date:	09/17/2015
	Target Completion Date:	10/30/2015
	Comments:	Data will be collected and used to plan parent nights and other school activities.
	Task Completed:	10/14/2015
		2. Parent survey will be administered during the spring parent teacher conference to determine how parents felt about this year's activities and what will be done to improve it for next year.
	Assigned to:	Sue Ann Jernigan
	Added date:	09/17/2015
	Target Completion Date:	02/19/2016
	Comments:	Data will be collected and used to plan parent nights and other school activities.
	Task Completed:	02/03/2016
		3. Using data to help teachers use technology to communicate more efficiently with parents through professional development.
	Assigned to:	Shawn Hettinga
	Added date:	09/17/2015
	Target Completion Date:	05/31/2016
	Comments:	The use of technology is essential to effective communication with parents. Increasing use of technology will benefit student and parents.
	Task Completed:	10/06/2015
Implement	Percent Task Complete:	
	Objective Met:	2/4/2016
	Experience:	2/4/2016 The leadership team created two documents in a survey form. The first survey was given to parents in a paper and electronic survey format during the fall semester. This survey was collected and placed in the Parent Communication folder housed in the counselors' office. This folder details when and how parents can volunteer as well as contact information for them.
	Sustain:	2/4/2016 The spring survey distributed was in a paper and electronic format. This enabled the parent communication coordinator to makes changes to the activities planned.
	Evidence:	

