

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.

9/29/2016

Dardanelle Middle School NCES - 50493000215

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)(All Schools,Focus,Priority)		
Status	Objective Met 11/18/2015		
Assessment	Level of Development:	Initial: Limited Development 08/27/2015	
		Objective Met - 11/18/2015	
	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:	In our PAC meeting this week we discussed the development of our team.	
Plan	Assigned to:	john david keeling	
	How it will look when fully met:	When this objective is fully met we will have our team intact and we will meet once a month to discuss our progress in our plan.	
	Target Date:	08/31/2015	
	Tasks:		
	1. Each team leader will be responsible for conducting monthly meetings.		
	Assigned to:	kim walter, counselor	
	Added date:	08/27/2015	
	Target Completion Date:	09/09/2015	
	Frequency:	monthly	
	Comments:	Someone taking notes at each meeting.	
	Task Completed:	09/09/2015	
	2. Principal will assign duties of team leader to one person for each grade level and special areas.		
	Assigned to:	john david keeling	
	Added date:	09/16/2015	
	Target Completion Date:	08/10/2015	
	Frequency:	monthly	
	Comments:	Team duties will be - main contact with Principal - attend PAC meetings - responsible for getting notes from office to students - keeping teachers informed of school events -	
	Task Completed:	08/07/2015	

3. Areas of needs and concerns will be shared with the principal.

	Assigned to:	Team Leader
	Added date:	09/16/2015
	Target Completion Date:	08/31/2015
	Frequency:	monthly
	Comments:	Problems that arise will be dealt with as soon as possible.
	Task Completed:	08/31/2015

Implement	Percent Task Complete:	
	Objective Met:	11/18/2015
	Experience:	11/18/2015 This objective has been fully met. Each grade level has a lead person assigned to them. This person is to meet with the leadership team and bring any concerns to be discussed. This system seems to be working and teachers feel confident in their points of view being expressed through their team leader.
	Sustain:	11/18/2015 As a leadership team, we will discuss any new concerns at every meeting. We will also talk about where we need to do a better job of addressing and meeting teachers' needs and students' needs as well.
	Evidence:	11/18/2015 This is evident by our leadership team being fully intact and people being present every month. It is also evident by teacher input in different meetings and by continually addressing teacher and student needs.

Indicator ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)

Status In Plan / No Tasks Created

Assessment	Level of Development:	Initial: Limited Development 08/27/2015	
	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: We are currently working on the agenda for our first meeting and what we will be addressing.

Plan Assigned to: Not yet assigned

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)(All Schools,Focus,Priority)

Status Full Implementation

Assessment	Level of Development:	Initial: Full Implementation 08/27/2015	
	Evidence:	Our team has been set and our team meetings have been scheduled on the calendar.	

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 02/15/2016	
	Evidence:	Mr. Keeling as Principal and Mr. Rehm as assistant principal meet weekly with department heads from each subject area to discuss successes and needs. They also meet weekly during lunch with grade levels to discuss upcoming events as well as educational research and new initiatives.	
Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes. (57)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/15/2016	
	Evidence:	Mr. Keeling is constantly assessing student learning by meeting with teachers across curriculum and grade levels. Where there are gaps the teachers address it with him. All parties meet weekly to review and analyze assessments. Curriculum coaches also meet with teachers bi-weekly to discuss assessments and needs. Mr. Keeling is meets with teachers to discuss any deficits in what is being addressed in the classroom.	
Indicator	IE07 - The principal monitors curriculum and classroom instruction regularly.(58)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 02/15/2016	
	Evidence:	Mr. Keeling is in classrooms every week assessing instruction and student effort and participation. He also checks the online gradebook system as well as having teachers log their lesson plans online. Mr. Keeling also checks in to be sure objectives are displayed and standards. This will be something that must be done on a regular basis to keep teachers accountable and students engaged.	
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)		
Status	Objective Met 2/16/2016		
Assessment	Level of Development:	Initial: Limited Development 02/15/2016	
		Objective Met - 02/16/2016	
	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:	Mr. Keeling is very active in all classrooms at our building. He is in and out of classrooms assess teacher and student participation. He checks grades and gradebook program regularly to be sure what should be taught is being taught.	
Plan	Assigned to:	john david keeling	
	How it will look when fully met:	Mr. Keeling meets weekly with teachers and addressing any needs that they have. They also address any unsound teaching practices that he sees in his monitoring.	
	Target Date:	01/11/2016	
	Tasks:		
	<ol style="list-style-type: none"> 1. Classroom observations will be ongoing. 2. Weekly meetings with all teachers. 		

	Assigned to:	john david keeling
	Added date:	02/16/2016
	Target Completion Date:	09/14/2015
	Comments:	Classroom observation data and weekly meeting agendas are on file.
	Task Completed:	02/15/2016
Implement	Percent Task Complete:	
	Objective Met:	2/16/2016
	Experience:	2/16/2016 Mr. Keeling has been doing classroom observations weekly and discussing his findings with each teacher. He is also meeting weekly with teachers where he has an agenda on what he would like to address from his classroom observations.
	Sustain:	2/16/2016 Mr. Keeling will need to keep up his observations of teachers and continue to give the teachers weekly agendas about what will be addressed in their meetings.
	Evidence:	2/16/2016 We have copies of weekly meeting agendas on file as well as copies of Mr. Keelings observations and conferences with teachers.

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)(All Schools,Focus,Priority)		
Status	In Plan / No Tasks Created		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
	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:	We are currently meeting - classroom observation information will be incorporated as it becomes available.	
Plan	Assigned to:	Not yet assigned	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Tasks completed: 2 of 3 (67%)		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
	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:	Principal will meet with individual teachers each year to determine their individual needs based on classroom observations, teacher and student needs.	
Plan	Assigned to:	john david keeling	

	How it will look when fully met:	Each teacher will make their individual development plan based on observations of student and classroom needs.	
	Target Date:	04/30/2016	
	Tasks:		
	1. Teachers will analyze interim ACT Aspire testing data to find areas of student need. This will help determine what individual professional development will be most beneficial.		
	Assigned to:	john david keeling	
	Added date:	09/16/2015	
	Target Completion Date:	03/16/2016	
	Frequency:	twice a year	
	Comments:	After results from the interim ACT Aspire are acquired, teachers will use that data to adjust lesson planning and determine areas of professional development that will increase student achievement. This information will also help the focus of content area meetings.	
	Task Completed:	02/15/2016	
	2. Content specific teams will meet together to determine what areas students and teachers need more help in, to plan their individual professional development. These meetings will help determine what professional development would be more beneficial.		
	Assigned to:	john david keeling	
	Added date:	09/16/2015	
	Target Completion Date:	03/18/2015	
	Comments:	Team meetings need to take place before the educational cooperative releases their summer professional development schedule, so that teachers will have an idea of what professional development will be most effective.	
	Task Completed:	02/15/2016	
	3. Individual teachers will meet with principal to determine a professional development plan.		
	Assigned to:	john david keeling	
	Added date:	09/16/2015	
	Target Completion Date:	04/30/2016	
	Comments:	Principal and teachers will meet to determine professional development based on classroom observation and interim ACT Aspire results.	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 3/29/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015 Objective Met - 03/29/2016	
	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	Currently, schools are providing professional development each year	

	development:	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. Math teachers are currently attending Mathematics Design Collaborative Google Classroom Planbook.com
Plan	Assigned to:	kim walter
	How it will look when fully met:	When this indicator is fully met, data will be utilized to provide high-quality professional development. Professional Development will be ongoing 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 opportunities will be designed to meet the needs of individual teachers.	
	Assigned to:	john david keeling
	Added date:	09/16/2015
	Target Completion Date:	02/15/2016
	Comments:	Meet with professional development committee, plan professional development needs. The ACT Aspire was discussed. Teachers met all together and in individual content areas to address gaps in learning.
	Task Completed:	02/15/2016
	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 pd opportunities for staff.	
	Assigned to:	kim walter
	Added date:	09/16/2015
	Target Completion Date:	11/03/2015
	Comments:	Committee chair will be responsible for organizing, planning, and facilitating professional development meetings. She will communicate needs to building level principals and district level administration.
	Task Completed:	11/02/2015
	3. The effectiveness of the professional development plan will be determined through teacher and administrator surveys and needs assessments, and improved achievement on the ACT Aspire.	
	Assigned to:	kim walter
	Added date:	09/16/2015
	Target Completion Date:	03/15/2016
	Frequency:	twice a year
	Comments:	Program evaluation will be ongoing. Evaluation results will be utilized to determine appropriate next steps and improve overall teacher and student improvement.
	Task Completed:	03/18/2016
Implement	Percent Task Complete:	
	Objective Met:	3/29/2016

Experience:	3/29/2016 Mr. Keeling has been very helpful in wanting to provide useful professional development for our staff. He has allowed us to form a committee to discuss and analyze data from teachers and research in order to provide meaningful professional development that is appropriate for our staff and useful for our students.
Sustain:	3/29/2016 We will need to be sure to do a survey after each professional development in order to get the opinions of our staff. We will also need to survey them after they have implemented some of the strategies provided through the professional development to determine how successful it is with our students.
Evidence:	3/29/2016 The professional development committee has met and has conducted a survey of our most recent professional development. We have also discussed with staff what they feel would be beneficial for the upcoming year. The committee will need to continually meet to see if the needs of teachers and students are being met.

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)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Dardanelle School District has received a 21st Century Grant that provides extended learning time programs for increased student achievement. Evaluation of the success of the various programs is an ongoing procedure.

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)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Dardanelle Middle School works with the district central office to ensure that all teachers are either already highly qualified or on track to become highly qualified.

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)(All Schools,Focus,Priority)	
Status	Objective Met 11/18/2015	
Assessment	Level of Development:	Initial: Limited Development 09/16/2015
		Objective Met - 11/18/2015
	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 content area meetings. The goal is to align curriculum with standards and testing.
Plan	Assigned to:	john david keeling
	How it will look when fully met:	Content area teachers will work on coming up with standards aligned units of instruction for each subject and grade level. This will be evident by the minutes of the meetings.
	Target Date:	05/15/2016
	Tasks:	
	1. Content area teams met after the 2014-2015 school year to develop standards aligned units of instruction for each subject and grade level.	
	Assigned to:	Content area leader
	Added date:	09/16/2015
	Target Completion Date:	08/10/2015
	Comments:	Core content area teams will meet to determine units based on standards.
	Task Completed:	08/18/2015
	2. Content area teams will meet to review standards and create units of study.	
	Assigned to:	Content area leader
	Added date:	09/16/2015
	Target Completion Date:	08/17/2015
	Frequency:	monthly
	Comments:	Content area teams will take notes on the meetings.
	Task Completed:	11/16/2015
	3. A schoolwide unit of study was developed. This unit was a survival unit. Each grade level language arts class is reading a different survival based book. Sixth grade is reading Hatchet by Gary Paulsen, 7th grade is reading A Long Walk to Water by Linda Sue Park, and 8th grade is reading Life As We Knew It by Susan Beth Pfeffer. There was an introductory activity (mock tornado drill) and there will be a day long culminating activity (Survival Day). T-shirts for every staff member and student will be purchased and worn on the Survival Day.	
	Assigned to:	Becky Childres
	Added date:	09/16/2015
	Target Completion Date:	09/25/2015
	Comments:	Each and every staff member will be involved in some way in this unit of study.
	Task Completed:	09/25/2015
Implement	Percent Task Complete:	
	Objective Met:	11/18/2015
	Experience:	11/18/2015 Our school decided to do a school wide "Survival Day". Each grade level chose a book that coorelated with the theme. Other teachers in other content areas also applied this concept to their lessons. It really brought the school together and applied learning to real life.
	Sustain:	11/18/2015 We must meet weekly to discuss the different agencies that will be apart of this task. We also need to discuss different units of study each

		grade is doing.
	Evidence:	11/18/2015 The school participated in our "Survival Day" at DMS. All students and staff participated. It went over real well. Our electricity for the whole city went out that day as well. It really added to the survival mode. Everyone even speakers and presenters had to make do with what we had on hand. It really added to the effect.

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)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Dardanelle Middle School has decided to use interim ACT Aspire test as form of assessment. These two tests along with the ACT Aspire will be given during the 2015-2016 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)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/16/2015
	Evidence:	Every teacher has a set of frameworks and standards that were implemented on a state level. Use of planbook.com allows easy access to those standards. Each teacher is expected to use those standards in their daily lessons and record them in their planbook.com planner. The principal has access to every teachers planbook planner and monitors them. The principal and assistant principal conduct classroom observations to make sure that teachers are incorporating those standards into practice. If specific markers are not evident in the lesson - teachers are notified and given opportunity to improve their teaching practices.

Family Community Engagement

Defining the purpose, policies, and practices of a 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)(All Schools,Focus,Priority)	
Status	Tasks completed: 3 of 3 (100%)	
Assessment	Level of Development:	Initial: Limited Development 09/16/2015
	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:	Dardanelle Middle School has an extensive parental involvement plan. Two way communication with parents is key to student success. We

	development:	have eSchool parent viewer - where parents can view students' grades online. The Middle School website is updated daily and supplies parents with information as to DMS events. We have two parent teacher conferences each year, one in the fall and one in the spring. We have an open house before school starts in the fall. Parent volunteers are encouraged for a variety of activities. Teachers and parents email each other regarding student concerns. Teacher emails are posted on the district website. Students have an advisor that work with parents to ensure student success
Plan	Assigned to:	kim walter
	How it will look when fully met:	Parent involvement is crucial to student success. We feel we are successful when a majority of our parents attend a variety of events and volunteer on a regular basis. We 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 parent teacher conference to find activities that parents will be willing to attend and volunteer for.	
	Assigned to:	kim walter
	Added date:	09/16/2015
	Target Completion Date:	10/30/2015
	Comments:	Data will be collected and used to plan parent nights and other school activities.
	Task Completed:	10/27/2015
	2. Parent survey will be administered during the spring parent teacher conference to determine how parents felt about this year's activities and what can be done to improve it for next year.	
	Assigned to:	bobby rehm
	Added date:	09/16/2015
	Target Completion Date:	02/19/2016
	Comments:	Data will be collected and used to plan parent nights and other school activities.
	Task Completed:	02/11/2016
	3. Using data to help teachers use technology to communicate more efficiently with parents through professional development.	
	Assigned to:	lisa huelle
	Added date:	09/16/2015
	Target Completion Date:	04/30/2016
	Comments:	The use of technology is essential to effective communication with parents. Increasing our use of technology will benefit student and parent.
	Task Completed:	05/02/2016
Implement	Percent Task Complete:	Tasks completed: 3 of 3 (100%)
Opportunity to Learn		
Post-Secondary School Options		
Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Tasks completed: 2 of 3 (67%)	

Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
	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:	Currently at Dardanelle Middle School we have pre-AP classes in science, math and social studies. We have classes that get students thinking about life after high school - the amount of education required for post secondary opportunities. Smart Core prepares the students for the ACT and success in a four year college.	
Plan	Assigned to:	kim walter	
	How it will look when fully met:	All students will realize the opportunities that are available to them after they graduate high school.	
	Target Date:	05/31/2016	
	Tasks:		
		1. 8th grade students will complete a survey that helps them explore their college and career options.	
	Assigned to:	kim walter	
	Added date:	09/16/2015	
	Target Completion Date:	02/24/2016	
	Comments:	8th grade advisors will be trained on how to interpret the results to the students.	
	Task Completed:	03/03/2016	
		2. Pre-AP teachers will attend workshops and training to gain new teaching strategies to engage student learning.	
	Assigned to:	john david keeling	
	Added date:	09/16/2015	
	Target Completion Date:	05/31/2016	
	Frequency:	once a year	
	Comments:	Incorporating new teaching strategies is essential to engage student learning.	
		3. Coordinate a tracking system with high school to see how many of our 8th grade students do go on to post secondary education.	
	Assigned to:	kim walter	
	Added date:	09/16/2015	
	Target Completion Date:	05/31/2016	
	Comments:	We have coordinated with the high school how we can use their resources to track how many seniors that were at DMS as 8th graders go on to post secondary education. This will be an on going yearly assignment that the counselors will work on collaboratively.	
	Task Completed:	02/15/2016	
Implement	Percent Task Complete:	Tasks completed: 2 of 3 (67%)	