

# 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.

5/22/2017

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)**

**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.
	<b>Task Completed:</b>	<b>08/31/2015</b>
<b>Implement</b>	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.
<b>Indicator</b>	<b>ID02 - All teams have written statements of purpose and by-laws for their operation.(37)</b>	
<b>Status</b>	<b>Objective Met</b> 3/10/2017 3/17/2017	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/08/2017
		<b>Objective Met</b> - 03/10/2017 03/17/2017
	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:	Teams are in place and each team is reviewing their current ideas and brainstorming efforts. At the next meeting they will line out the set of by-laws they will implement and set them in place.
<b>Plan</b>	Assigned to:	john david keeling
	How it will look when fully met:	When met, the team will have established their by-laws and they will be in place all members of the team will know them and follow them.
	Target Date:	03/06/2017
	<b>Tasks:</b>	
	1. All teams will have brainstormed what they feel like should be their purpose and research and investigate by-laws for their operation.	
	Assigned to:	john david keeling
	Added date:	03/10/2017

	Target Completion Date:	03/08/2017
	Comments:	Each team needs to research and brainstorm ideas to begin the process of establishing by laws.
	<b>Task Completed:</b>	03/08/2017
	2. Team leaders will need to be created so there is one person that is responsible for relaying information.	
	Assigned to:	john david keeling
	Added date:	03/17/2017
	Target Completion Date:	02/01/2017
	Comments:	Team leaders will be picked by each team as a person to relay information to Mr. Keeling.
	<b>Task Completed:</b>	02/01/2017
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/10/2017 3/17/2017
	Experience:	3/10/2017 Mr. Keeling has met with the leadership teams and building level teams and by laws have been brainstormed and researched.  3/17/2017 Teams were developed and created and by laws put in place. Team leaders were established as a central relay to the principal.
	Sustain:	3/10/2017 Teams will need to be sure they update their research and brainstorming especially if new members are added to their team.  3/17/2017 Teams will need to be reviewed and leaders will need to be reestablished. We will work with the reporting process and procedures and see where things need to be updated and changed if need be.
	Evidence:	3/10/2017 Teams have been established and by laws have been researched and reviewed.  3/17/2017 There is evidence in meetings and minutes. There is also evidence in the ongoing process of presentation of material and information to the teachers.
<b>Indicator</b>	<b>ID03 - All teams operate with work plans for the year and specific work products to produce.(38)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Teachers meet at first during the summer to analyze data and plan for the next school year. During the school year each team will meet and evaluate how things are going and if plans need to be revised or revisited. Mr. Keeling meets with them as well to address progress or lack of and how to best serve the students.
<b>Indicator</b>	<b>ID04 - All teams prepare agendas for their meetings.(39)</b>	
<b>Status</b>	<b>In Plan / No Tasks Created</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>ID05 - The principal maintains a file of the agendas, work products, and minutes of all teams.(41)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017	
	Evidence:	Mr. Keeling keeps logs and minutes of each meeting. He has the agenda and the secretary from each team supplies him with the minutes for review.	
<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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	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.	
<b>Indicator</b>	<b>ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.(43)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017	
	Evidence:	The leadership team meet and discusses school issues. The leadership team is then given the minutes of the meeting and expected to discuss those minutes with in their grade level. If something needs to be brought to the attention of the team the member will discuss it at the next meeting or bring it to Mr. Keeling.	
<b>Indicator</b>	<b>ID09 - The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.(44)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017	
	Evidence:	Each grade level and curriculum team meet regularly. Mr. Keeling sits in on those meetings as well as the curriculum coordinator for the district. Team are given a voice in the direction professional development will head and they feel that their ideas and opinions matter. Mr. Keeling and our district understand the need to have teams on board with the curriculum and that they know they aren't just told what to do. Mr. Keeling listens to and addresses different teachers ideas and projects.	
<b>Indicator</b>	<b>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)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017	
	Evidence:	Each team, grade level and curriculum, analyze data from tests, formal and informal. They look to see if students are meeting goals and expectations. Mr.Keeling brings this to the leadership team for further	

		review and discussion to see where we can best serve our students. The leadership team then relays this to grade level and curriculum teams.
<b>Indicator</b>	<b>ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	All teachers within grades 6, 7, and 8 are formed in a team. They discuss many items and needs of their grade specific students. The teachers are also organized into subject area teams as well. This way they can plan in their subject area for the three years the students are with us to be sure all standards are being taught.
<b>Indicator</b>	<b>ID12 - Instructional Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.(47)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	The teams meet twice a month to conduct business. Sometimes these are done during their common planning period and sometimes they are during their extended lunch. There are also times when these meetings are done before school or after school as needed.
<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Our instructional teams meet before school and after school to plan, implement, review, and refine units of instruction for our students. They analyze data and implement strategies that target all students.
<b>School Leadership and Decision Making</b>		
<b>Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction</b>		
<b>Indicator</b>	<b>IE01 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals.(52)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr. Keeling, the principal has met with all teachers, faculty, and staff. They have brainstormed together and in small groups and collaborated on a mission. Clear goals have been established and each faculty member knows what their part is.
<b>Indicator</b>	<b>IE02 - The principal develops the leadership capacity of others in the school.(53)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr. Keeling works hard to assign roles to staff he feels would be a good fit. He works closely with them in areas they feel weak and helps them to overcome areas they need to improve in.
<b>Indicator</b>	<b>IE03 - The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.(55)</b>	
<b>Status</b>	<b>Full Implementation</b>	

<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Mr. Keeling is visible with students everyday. He has a good repore with parents, teachers, and staff. They all feel they can come to him to discuss any issue. Mr. Keeling is committed to making our school the best it can be.
<b>Indicator</b>	<b>IE04 - Principal ensures teachers maximize the time available for instruction.(5547)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Regular meeting with teachers and classroom walk through are important to our principal. He is very involved in what is going on in every subject and grade level. He stresses to teachers his expectation of time on task and that every student and teacher should use all of class time for student learning. He keeps interruptions to a minimal.
<b>Indicator</b>	<b>IE05 - The principal participates actively with the school's teams. (56)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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.
<b>Indicator</b>	<b>IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 02/15/2016
	Evidence:	Mr. Keeling is constantly assessing student learning by meeting with teachers across curriiculum 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.
<b>Indicator</b>	<b>IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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.
<b>Indicator</b>	<b>IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Mr. Keeling has classroom observation notes and notes of meetings with teachers. I would say 60% of Mr. Keeling's day is devoted to these things. He is always available to help each faculty meeting with ideas or brainstorm ways to help students.

<b>Indicator</b>	<b>IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b>		
<b>Status</b>	<b>Objective Met</b> 2/16/2016 3/17/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 02/15/2016	
		<b>Objective Met</b> - 02/16/2016 03/17/2017	
	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.	
<b>Plan</b>	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	
	<b>Tasks:</b>		
		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.	
	<b>Task Completed:</b>	<b>02/15/2016</b>	
		2. Mr. Keeling will meet weekly with teachers.	
	Assigned to:	john david keeling	
	Added date:	03/17/2017	
	Target Completion Date:	01/04/2017	
	Comments:	Mr. Keeling will meet with teachers weekly and discuss classroom observations as well as pertinent information for teachers.	
	<b>Task Completed:</b>	<b>01/04/2017</b>	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	2/16/2016 3/17/2017	

	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.  3/17/2017 This was pretty easy to implement. Mr. Keeling had to put the time in to do the classroom observations and the weekly meetings but it was well worth the effort.
	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.  3/17/2017 Mr. Keeling will need to continue to do observations and teachers will need to continue to be available to meet.
	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.  3/17/2017 Meeting agenda and minutes are available as well as notes from observations.
<b>Indicator</b>	<b>IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes.(61)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr. Keeling regularly makes announcements through email, intercom, and notes to celebrate student as well as teacher successes. He knows the value of each member of our school family and makes that known to everyone.
<b>Indicator</b>	<b>IE11 - The principal provides incentives for teacher and student accomplishment.(62)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr. Keeling provides different ways to celebrate student and teacher successes. Sometimes this comes in the way of lunch or different incentives relative to each group.
<b>Indicator</b>	<b>IE12 - The principal personally engages parents and the community in the improvement process.(63)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr.Keeling meets with community members as well as the Parent Involvement Team to engage them in our school and different decisions to be made. This way everyone has a part in the students school success and future success in the community.
<b>Indicator</b>	<b>IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Mr. Keeling provides surveys throughout the year to both teaches and

	parents. He also provides communication through emails and our website. This way everyone can communicate with him how they feel comfortable. He takes their suggestions and brings them to the leadership team for review.
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## School Leadership and Decision Making

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

<b>Indicator</b>	<b>IF01 - The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.(65)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017	
	Evidence:	Mr. Keeling works closely with Mr. Rehm to conduct classroom observations regularly. They compile a list of strengths and weaknesses to be address with the faculty. This is done through faculty meetings. Teachers brainstorm different strategies to improve weaknesses and enhance our strengths.	
<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)</b>		
<b>Status</b>	<b>In Plan / No Tasks Created</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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.	
<b>Plan</b>	Assigned to:	Not yet assigned	
<b>Indicator</b>	<b>IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017	
	Evidence:	Mr. Keeling works with the leadership team and curriculum coordinators to align our professional development to areas needed. These areas are observed during classroom observations.	
<b>Indicator</b>	<b>IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)</b>		
<b>Status</b>	<b>Objective Met</b> 3/10/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/09/2017	
		<b>Objective Met</b> - 03/10/2017	
	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	Mr. Keeling is in the process of pairing people up for this. He is looking	

	development:	at surveys and classroom observations to put people together with their different strengths and weaknesses.
<b>Plan</b>	Assigned to:	john david keeling
	How it will look when fully met:	Mr. Keeling will have every teacher paired with another teacher by matching strengths and weaknesses. He will schedule times for them to observe each other and times for them to meet to collaborate on what they learned from each other as well as suggestions for different effective strategies they could incorporate.
	Target Date:	03/09/2017
	<b>Tasks:</b>	
	1. Teachers will be paired up after Mr. Keeling evaluates classroom observation data and surveys of strengths and weaknesses.	
	Assigned to:	john david keeling
	Added date:	03/10/2017
	Target Completion Date:	03/09/2017
	Comments:	Teachers needed to be paired together according to strengths and weaknesses.
	<b>Task Completed:</b>	<b>03/09/2017</b>
	2. Teachers will meet together to discuss when observations would be appropriate and turn that in to Mr. Keeling.	
	Assigned to:	john david keeling
	Added date:	03/10/2017
	Target Completion Date:	03/10/2017
	Comments:	Teachers need time to get together to meet and discuss when they could observe each other. Mr. Keeling has a rubric and set of questions he would like answered through each peer observation and discussion.
	<b>Task Completed:</b>	<b>03/09/2017</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/10/2017
	Experience:	3/10/2017 This process was engaging and enlightening in pairing teachers to make peer observations.
	Sustain:	3/10/2017 Mr. Keeling will need to check to be sure that all staff are meeting like they are suppose to and using their time to observe and discuss their findings.
	Evidence:	3/10/2017 Agendas and meeting minutes are recorded and filed.
<b>Indicator</b>	<b>IF05 - Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.(69)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Teachers are given a survey where they assess themselves and also areas they feel they need to better themselves. This is reviewed by Mr. Keeling. He then uses that to plan effectively for teachers and staff.
<b>Indicator</b>	<b>IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)</b>	

<b>Status</b>	<b>Objective Met</b> 11/1/2016 11/1/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
		<b>Objective Met</b> - 11/01/2016 11/01/2016	
	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:	Principal will meet with individual teachers each year to determine their individual needs based on classroom observations, teacher and student needs.	
<b>Plan</b>	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	
	<b>Tasks:</b>		
	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.	
	<b>Task Completed:</b>	<b>02/15/2016</b>	
	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.	
	<b>Task Completed:</b>	<b>02/15/2016</b>	
	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.	

	<b>Task Completed:</b>	05/18/2016	
<b>Implement</b>	Percent Task Complete:		
	Objective Met:	11/1/2016 11/1/2016	
	Experience:	<p>11/1/2016 Each teacher is responsible for making their professional development goals and the ways they are going to achieve their goals.</p> <p>11/1/2016 Each teacher had to come up with their own professional development goals and objectives and how those would be met.</p>	
	Sustain:	<p>11/1/2016 These goals and objectives and strategies to complete each one were presented to Mr. Keeling on an individual basis.</p> <p>11/1/2016 Mr. Keeling met with each teacher individually and discussed these. He is responsible for getting certificates of completion when each teacher has attended training and met their goals.</p>	
	Evidence:	<p>11/1/2016 Mr. Keeling met with each teacher and discussed their goals and objectives. Mr. Keeling also had to approve each one.</p> <p>11/1/2016 Mr. Keeling has notes and minutes from his meeting with each teacher. Each teacher also had to turn in their goals and objectives.</p>	
<b>Indicator</b>	<b>IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>		
<b>Status</b>	<b>Objective Met</b> 3/17/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/09/2017	
		<b>Objective Met</b> - 03/17/2017	
	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 working on professional development day that is geared toward reaching individual teachers needs for strategies to better reach all students at all different levels.	
<b>Plan</b>	Assigned to:	john david keeling	
	How it will look when fully met:	Mr. Keeling knows and values the importance of all teachers teaching to the individual student. He will use test data, both formative and informative to be sure that he aligns the PD with what our teachers need and will best help our students.	
	Target Date:	04/26/2017	
	<b>Tasks:</b>		
		1. Surveys will be conducted with teachers to see what strategies they are currently using in the classroom and what strategies they would like to learn more about.	
	Assigned to:	john david keeling	
	Added date:	03/10/2017	

	Target Completion Date:	03/15/2017
	Comments:	Professional development must be geared toward what the teachers feel they need and what would be most beneficial for our students.
	<b>Task Completed:</b>	<b>03/15/2017</b>
	2. Professional development will be scheduled where the strategies are discussed and taught to our teachers so that they can provide better instruction for all students.	
	Assigned to:	kim walter
	Added date:	03/10/2017
	Target Completion Date:	03/16/2017
	Comments:	We want the teachers to find the professional development useful and engaging. We want them to realize how they could best benefit from the information and use it to help their students.
	<b>Task Completed:</b>	<b>03/16/2017</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/17/2017
	Experience:	3/17/2017 This was not difficult to complete. Surveys were distributed and collected and reviewed to see what Professional Development the teachers deemed most relevant and what they felt would benefit them and our students.
	Sustain:	3/17/2017 We will need to collect data after professional development so we know if the teachers received the information they needed and if they can and have applied it to their students and in their classrooms.
	Evidence:	3/17/2017 Professional Development has been pursued and implemented. Sign in sheets will be documented.
<b>Indicator</b>	<b>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017
	Evidence:	Mr. Keeling meets regularly with curriculum coordinators, the leadership team, grade level, and curriculum level teams to address strengths and weaknesses. He uses this to guide professional development for our staff.
<b>Indicator</b>	<b>IF09 - Teacher evaluation examines the same indicators used in professional development.(73)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017
	Evidence:	Mr. Keeling uses data from teachers to lead professional development. He realizes that teachers and staff are not going to listen and the PD will not be productive if it isn't relative. Therefore, his continued use of data and teacher evaluations will be imperative to continued effective PD.
<b>Indicator</b>	<b>IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017

	Evidence:	Mr. Keeling has visited with teachers and set time for them to collaborate together on each others strengths. He feels it's important for each faculty member to realize their strengths and well as their weaknesses so that we can address each and in turn help the students to learn more effectively.	
<b>Indicator</b>	<b>IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>		
<b>Status</b>	<b>Objective Met</b> 3/29/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
		<b>Objective Met</b> - 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 development:	<p>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.</p> <p>Math teachers are currently attending Mathematics Design Collaborative</p> <p>Google Classroom Planbook.com</p>	
<b>Plan</b>	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	
	<b>Tasks:</b>		
		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.	
	<b>Task Completed:</b>	<b>02/15/2016</b>	
		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.
	<b>Task Completed:</b>	<b>11/02/2015</b>
	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.
	<b>Task Completed:</b>	<b>03/18/2016</b>
<b>Implement</b>	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

#### Helping parents to help their children meet standards

<b>Indicator</b>	<b>IG01 - Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.(76)</b>		
<b>Status</b>	<b>Objective Met</b> 3/8/2017 3/17/2017		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 03/08/2017	
		<b>Objective Met</b> - 03/08/2017 03/17/2017	
	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 parents receive communication through phone calls, notes, and our school website. The counselor is working on ways to communicate parents role better in their child's school success.
<b>Plan</b>	Assigned to:	kim walter
	How it will look when fully met:	Parent newsletter will be sent out each quarter that will tell of the students progress and the role the parents play in their students success. More parent nights will be added each month to further address the parents role in their child's education.
	Target Date:	04/03/2017
	<b>Tasks:</b>	
	1. Mrs. Walter will meet with her parent team to come up with ways to better address what parents need to know to make everyone successful.	
	Assigned to:	kim walter
	Added date:	03/08/2017
	Target Completion Date:	04/04/2017
	Frequency:	monthly
	Comments:	Teachers want parents to feel they have a role in their child's school success even though the student is older and the parent may feel their role has deminished.
	<b>Task Completed:</b>	<b>03/08/2017</b>
	2. The parent team will come up with parental involvement nights to engage parents in their students learning.	
	Assigned to:	kim walter
	Added date:	03/17/2017
	Target Completion Date:	02/15/2017
	Comments:	From the notes of the parental involvement team meeting, days or night will be planned to involve parents in their students learning. We will also find ways to help parents connect with their students better.
	<b>Task Completed:</b>	<b>02/22/2017</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/8/2017 3/17/2017
	Experience:	3/8/2017 Parents have expressed their concerns and how they think the school can better communicate with parents so they feel they have a bigger role in their students school career.  3/17/2017 The parent team met and brainstormed ideas for parent involvement nights and other ways to get parents more involved. At the middle school level it is hard because most kids do not want their parents at school.
	Sustain:	3/8/2017 Mrs. Walter and her parental involvement team will need to meet at least monthly to address needs and concerns. They will also need to analyze data collected from parents, teachers, and students as to how best address each ones concerns.  3/17/2017 The team will continually meet and update activities and things to do to involve the parents. Surveys will be completed and analyzed for

		different strategies.
	Evidence:	3/8/2017 Meeting notes, agendas, and parent signatures are kept on file with Mrs. Walter.  3/17/2017 Meeting agenda and notes are provided. Sign in sheets from parent nights will be available as well. Parents will feel they have more of a role in their students academic life and feel they can assist them better.

**Indicator IG02 - The student report card shows the student's progress in meeting learning standards.(86)**

**Status** [In Plan / No Tasks Created](#)

**Assessment** Level of Development: Initial: **Limited Development** 03/08/2017

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: We are currently looking at ways to show this on our student report card. However, parents are encouraged to check their students grades on line and this addresses different standards that the students are learning and what they have or have not mastered.

**Plan** Assigned to: Not yet assigned

**Indicator IG03 - Teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.(187)**

**Status** [In Plan / No Tasks Created](#)

**Assessment** Level of Development: Initial: **Limited Development** 03/08/2017

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 have many teachers that have incorporated this into their classroom. We are looking at ways to reach our parents better and stress the importance of interacting with the parents by having them help work with their child at home.

**Plan** Assigned to: Not yet assigned

**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** **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**

<b>Ensuring High Quality Staff - Recruitment, Evaluation, and Retention</b>			
<b>Indicator</b>	<b>II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>		
<b>Status</b>	<b>Full Implementation</b>		
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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.	
<b>Curriculum, Assessment, and Instructional Planning</b>			
<b>Engaging teachers in aligning instruction with standards and benchmarks</b>			
<b>Indicator</b>	<b>IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)</b>		
<b>Status</b>	<b>Objective Met</b> 11/18/2015		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
		<b>Objective Met</b> - 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.	
<b>Plan</b>	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	
	<b>Tasks:</b>		
	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.	
	<b>Task Completed:</b>	<b>08/18/2015</b>	
	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.	

	<b>Task Completed:</b>	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.
	<b>Task Completed:</b>	09/25/2015
<b>Implement</b>	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.
<b>Indicator</b>	<b>IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)</b>	
<b>Status</b>	<b>Objective Met</b> 3/10/2017	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 11/30/2016
		<b>Objective Met</b> - 03/10/2017
	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:	NA
<b>Plan</b>	Assigned to:	john david keeling
	How it will look when fully met:	This will be fully met when all units across all curriculum have been aligned to the standards and assessments for mastery have been created. Notes and assessment copies from each grade level meeting will provide evidence as well as Mr. Keeling's observations.
	Target Date:	05/17/2017

	<b>Tasks:</b>	
	1. Karie Kuras and Jamie Burris will provide training opportunities for teachers in district to help with the alignment of standards and mastery assessments.	
	Assigned to:	john david keeling
	Added date:	11/30/2016
	Target Completion Date:	05/17/2017
	Comments:	Teachers need guidance on best practices when taking their perspective subjects and how to best align it to the standards.
	<b>Task Completed:</b>	<b>01/02/2017</b>
	2. Mr. Keeling will provide teachers with the opportunity to collaborate together within grade levels and also across the curriculum.	
	Assigned to:	john david keeling
	Added date:	11/30/2016
	Target Completion Date:	05/17/2017
	Comments:	Teachers thought it would be helpful to meet within subjects but also across grade levels to discuss best practices.
	<b>Task Completed:</b>	<b>03/03/2017</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/10/2017
	Experience:	3/10/2017 District level curriculum coordinators met with teachers and provided assistance in helping teachers align standards and the curriculum.
	Sustain:	3/10/2017 Teachers will need to meet periodically and see if what they are doing in the classroom is still aligning with the standards that are to be taught. Mr. Keeling will need to provide time for grade levels and subject level teams to meet.
	Evidence:	3/10/2017 Teams have met and recorded their work. They have also gotten units of instruction aligned to the standards and are working toward implementing all that they have created.

### **Curriculum, Assessment, and Instructional Planning**

#### **Engaging teachers in assessing and monitoring student mastery**

<b>Indicator</b>	<b>IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Each teacher reports their pre and post test to Mr. Keeling. He then discusses with each curriculum area how to best teach the standards that the students still need to master.
<b>Indicator</b>	<b>IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: Full Implementation 03/08/2017
	Evidence:	Each grade level curriculum area has a pre-test and post test to administer. This is so that they can see what the students already know and what they still need to master.

<b>Indicator</b>	<b>IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	The instructional team reviews the pre and post tests and see what might need to be revamped to best align to the units of instruction. This is then reported to the principal as well as the leadership team.
<b>Indicator</b>	<b>IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Each student's instruction is individualized based on their results of the pre test. Not every student will need the same type of learning opportunities. Some will need to dig deeper in their learning and some will still have objectives to master.
<b>Indicator</b>	<b>IIB05 - All teachers re-teach based on post-test results.(95)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/08/2017
	Evidence:	Teachers are examining each post test to see what their students aren't learning and using that data to reteach areas further needed by students.

### Curriculum, Assessment, and Instructional Planning

#### Engaging teachers in differentiating and aligning learning activities

<b>Indicator</b>	<b>IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017
	Evidence:	The district curriculum coordinator has met with each curriculum team and each unit of instruction has been aligned to the objectives. Our curriculum teams must continue to meet quarterly to analyze data and units to be sure they do not need to be adjusted to continue aligning to the objectives.
<b>Indicator</b>	<b>IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017
	Evidence:	Teams have met and continue to meet throughout the year to update materials and develop more in the areas they are needed. They share this among curriculum teams.
<b>Indicator</b>	<b>IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 03/09/2017
	Evidence:	Materials needed for the activities that are aligned to each standard are stored in a common place depending on the subject and grade level being taught. Each teacher knows where they are stored and where they can easily assess them.

### Curriculum, Assessment, and Instructional Planning

#### Assessing student learning frequently with standards-based assessments

<b>Indicator</b>	<b>IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 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

<b>Indicator</b>	<b>IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>	
<b>Status</b>	<b>Full Implementation</b>	
<b>Assessment</b>	Level of Development:	Initial: <b>Full Implementation</b> 09/16/2015
	Evidence:	<p>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.</p> <p>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.</p>

### Family Engagement in a School Community

#### Explain and communicate the purpose and practices of the school community

<b>Indicator</b>	<b>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)</b>	
<b>Status</b>	Tasks completed: 3 of 3 (100%)	
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 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:	<p>Dardanelle Middle School has an extensive parental involvement plan.</p> <p>Two way communication with parents is key to student success. We 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</p>
<b>Plan</b>	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	
	<b>Tasks:</b>		
	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.	
	<b>Task Completed:</b>	<b>10/27/2015</b>	
	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.	
	<b>Task Completed:</b>	<b>02/11/2016</b>	
	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.	
	<b>Task Completed:</b>	<b>05/02/2016</b>	
<b>Implement</b>	Percent Task Complete:	Tasks completed: 3 of 3 (100%)	
<b>High School: Opportunity to Learn</b>			
<b>Ensure content mastery and graduation</b>			
<b>Indicator</b>	<b>HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)</b>		
<b>Status</b>	<b>Objective Met</b> 11/1/2016		
<b>Assessment</b>	Level of Development:	Initial: <b>Limited Development</b> 09/16/2015	
		<b>Objective Met</b> - 11/01/2016	
	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:	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.
<b>Plan</b>	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
	<b>Tasks:</b>	
	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.
	<b>Task Completed:</b>	<b>03/03/2016</b>
	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.
	<b>Task Completed:</b>	<b>05/31/2016</b>
	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.
	<b>Task Completed:</b>	<b>02/15/2016</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	11/1/2016
	Experience:	11/1/2016 All teachers teaching pre-ap classes have to attend training in their respective areas.
	Sustain:	11/1/2016 They will need to attend training yearly and also meet regularly to discuss ways to improve our classes and experiences for our students.
	Evidence:	11/1/2016 All teachers attended training and participate in bi-monthly meetings.

## Student-Focused Learning

**Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency**

**Indicator SE01 - The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: **Full Implementation** 11/30/2016

Evidence: At DMS, students know the routine of the morning. Several students arrive here earlier than most teachers get to school but they know to come in and go to their locker and sit in the hallway until Mr. Rehm, the assistant principal calls them to go outside. Students go outside until the bell rings at 7:55. Then they go to their 1st period and Mr. Rehm does the announcements. He does announcements again at advisory period and announces any competitions.

**Indicator SE02 - All teachers teach and reinforce positive social skills, self- respect, relationships, and responsibility for the consequences of decisions and actions.(5543)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: **Full Implementation** 03/09/2017

Evidence: Mrs. Walter, the school counselor, teaches classes to all grades at the middle school and she emphasizes, social skills, relationship skills, and lessons on relationships and self-respect. The lessons are shared with other staff members and discusses so that the teachers can reinforce the learning.

**Indicator SE03 - All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.(5544)**

**Status Full Implementation**

**Assessment** Level of Development: Initial: **Full Implementation** 11/30/2016

Evidence: Mr. Keeling discusses with teachers his expectations for their classroom. Teachers then no that they are responsible, with the help of their students, for establishing classroom norms and rules. The counselor also comes in classrooms and collaborates with teachers to establish and build repoire with the students. In this way, students learn personal responsibility and a system of support for when they need additional help.

**Indicator SE04 - All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5545)**

**Status Objective Met** 3/17/2017

**Assessment** Level of Development: Initial: **Limited Development** 11/30/2016

**Objective Met** - 03/17/2017

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: Teachers are aware on some levels as what to do with students in different emotional states. However, teachers need further professional development in helping those that have higher needs and how to best

		handle these students.
<b>Plan</b>	Assigned to:	kim walter
	How it will look when fully met:	When fully implemented, teachers will be able to assess students current emotional states and get them the help they need as soon as possible.
	Target Date:	04/18/2017
	<b>Tasks:</b>	
	1. Teachers will be provided with professional development opportunities in how to assess students in different emotional states. They will understand how to contact the school counselor and how best to interact with these students in their class to provide the safest possible learning environment for all students.	
	Assigned to:	kim walter
	Added date:	11/30/2016
	Target Completion Date:	04/18/2017
	Comments:	Teachers were provided with learning opportunities where they learned to assess the different emotional states of students. Steps were put into place as to how to contact the school counselor and what steps would be taken from there.
	<b>Task Completed:</b>	<b>02/15/2017</b>
	2. Teachers will meet with the counselor bi-monthly to review what they have learned and to also look at and assess other situations that might have come up with their students in the classroom. The counselor will address these and help teachers feel more confident in their ability to handle these situations if and when they come up.	
	Assigned to:	kim walter
	Added date:	03/10/2017
	Target Completion Date:	02/17/2017
	Comments:	Teachers need a place to discuss situations that have come up in the classroom. They need guidance in how to address them with the student and other students in their classroom.
	<b>Task Completed:</b>	<b>02/22/2017</b>
<b>Implement</b>	Percent Task Complete:	
	Objective Met:	3/17/2017
	Experience:	3/17/2017 Teachers have been tools they need in order to use best practices in helping each student to grow and learn to control their emotions. They also learn coping skills and how to handle difficult situations when they arise with students.
	Sustain:	3/17/2017 Teachers along with the help of the counselor will need to review and update any new approaches or work they have seen work with students. Also, new students may come into the school district that have different needs and we would need to address those with effective strategies.
	Evidence:	3/17/2017 Meetings have taken place and minutes where different items were discussed.