

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 High School NCES - 50493000214

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 **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 09/04/2015

Evidence:	<p>DHS is organized in a participatory model. The principal and vice principal serve as instructional leaders in the school but depend heavily on PLC's which are organized into departmental groups:</p> <ul style="list-style-type: none"> Literacy Math Science Social Studies Vocational and Technology Fine Arts <p>These Circles are responsible for curricular planning, alignment and assessment of curriculum.</p> <p>The school also is led by the grade level groups which control the advisories. Each grade level advisory group has a chairperson or a team of chairpersons. These teachers and chairpersons work directly with the counselors. Their major responsibility is communication with both parents and students and academic planning. Each advisor will serve his group (around 17 students, heterogeneously grouped) for their entire high school career. They begin with the advisor at freshmen orientation and graduate four years later with that person as their advisor. During that time advisors have lead interventions with their advisees and done CAPS planning with both students and parents.</p> <p>This leadership structure is continuous and on-going, as evidenced by Advisory assignments, daily Advisory agendas, minutes from PLCs, CAPS Conferences, and orientation of new students.</p>
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Indicator **ID04 - All teams prepare agendas for their meetings.(39)**

Status **Objective Met** 10/22/2015

Assessment Level of Development: Initial: **Limited Development** 09/04/2015

Objective Met - 10/22/2015

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:	As evidenced by sample agendas.
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Plan	Assigned to:	Marcia Lawrence
	How it will look when fully met:	All meetings will have agendas and clear objectives. The evidence of this will be meeting records and agendas.
	Target Date:	11/06/2015
	Tasks:	
	1. 1. Meet with to fully inform PLC chairmen as to agenda requirement.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/11/2015
	Target Completion Date:	08/15/2015
	Comments:	Met with all PLC chairpersons and discussed expectations for monthly agenda of meetings.
	Task Completed:	09/15/2015
	2. 2. Distribute sample PLC Agendas to all circles.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/11/2015
	Target Completion Date:	08/15/2015
	Comments:	Sample PLC Agendas were distributed to all PLC chairpersons at meeting to be shared with teams.
	Task Completed:	09/15/2015
	3. 3. Monitor and collect all agendas early in the first quarter to ensure that the procedures are fully in place.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/11/2015
	Target Completion Date:	12/15/2015
	Comments:	All PLCs have had multiple meetings. Agendas, minutes and work products are available. As meetings continue, all PLCs seem fully committed to the format that is now in place. Even though this task is completed, the leadership team will continue monitoring from now on.
	Task Completed:	10/20/2015
Implement	Percent Task Complete:	
	Objective Met:	10/22/2015
	Experience:	10/22/2015 PLCs met and the need for agendas, minutes and proof of work was explained. During the first meetings guidance to ensure these formats was provided by the principals and the leadership team.
	Sustain:	10/22/2015 PLCs have established regular meeting dates. The format of agendas, minutes and work products will be monitored. As PLCs find the need to focus on new improvement factors, the leadership team will continue to collect evidence that the procedure is both orderly and productive.
	Evidence:	10/22/2015

		Copies of meeting dates, agendas, minutes and work products have been collected and organized. This collection and monitoring will continue throughout this year and beyond. Of course, PLCs will focus on new tasks as data and observation make us aware that attention needs to be shifted. Nevertheless, the regularity of this PLC format should not change.	
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)		
Status	Objective Met 10/22/2015		
Assessment	Level of Development:	Initial: Limited Development 09/04/2015	
		Objective Met - 10/22/2015	
	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:	Most meetings are during lunch and in the extra 30 hours of Professional Development provided by our district. For on-going projects, the administration provides substitute coverage so that teachers can meet in PLC groups for sustained work on curriculum. Creative use of the element of time is needed in order to make the meetings more often and more regular.	
Plan	Assigned to:	Cindy Hudgeons	
	How it will look when fully met:	We will have been conscience of, and figured out the time constraints so that we can have more regular team meetings. This will be evidenced by a record of the meetings and notations of minutes.	
	Target Date:	06/30/2016	
	Tasks:		
	1. 1. We will develop a diary in which PLC chairs and leadership team members can record and notate meetings.		
	Assigned to:	Cindy Hudgeons	
	Added date:	09/04/2015	
	Target Completion Date:	06/30/2016	
	Comments:	It will be important to create a simple format in which to keep these records. Notebooks were distributed to PLC chairs at meeting.	
	Task Completed:	09/15/2015	
	2. 2. Monitor in a monthly manner Principal's diary to see that all team members are generally included and frequently.		
	Assigned to:	Cindy Hudgeons	
	Added date:	09/11/2015	
	Target Completion Date:	09/15/2015	
	Comments:	The diary indicates meeting involving RTIs, tests, PLC monitoring, schools' extended learning time and work with parental involvement. Meetings are documented with agendas and minutes. All personnel involved understands that this process will be ongoing and the mechanism is fully implemented to make this happen.	

	Task Completed:	10/22/2015
	3. 3. Hudgeons will collect and organize chronologically the recorded information.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/04/2015
	Target Completion Date:	06/30/2016
	Comments:	
	Task Completed:	10/22/2015
Implement	Percent Task Complete:	
	Objective Met:	10/22/2015
	Experience:	10/22/2015 Multiple team meetings have taken place. All team members have had constant input. The team appears to understand that this must be a permanently ongoing process, and we now have the framework to make it so, thus, we feel this is fully implemented.
	Sustain:	10/22/2015 The team must sustain its regular meetings to examine progress. We must be aware that this improvement process can never be fully completed in that we will constantly be discovering new needs and strategies. What we have done so far has established habits of self-examination and action.
	Evidence:	10/22/2015 The evidence is agendas, minutes and proof of actions taken. There is subjective evidence, too, that the team is developing the habit of sharing successes and concerns on a regular basis with each other. The diary process is continuing.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)		
Status	Objective Met 2/8/2016 2/8/2016		
Assessment	Level of Development:	Initial: Limited Development 09/04/2015	
		Objective Met - 02/08/2016 02/08/2016	
	Index:	2	(Priority Score x Opportunity Score)
	Priority Score:	1	(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:	All teachers have recorded informal observations in the Bloom Board system. In addition they have walk-throughs on a regular basis. These observations are done by the two principals who are fully certified observers. We use the Danielson method and those rubrics for all observations. All teachers have been fully trained in the expectations of the evaluation system and all are evaluated on the Danielson rubrics. New teachers are trained in the summer before their first year. All other teachers had professional development which included a book study on the Danielson book. We piloted the state's new system so our teachers have worked with this observation system for three years. Professional development in 2015/16 has included	

		refresher training with the evaluation system.
Plan	Assigned to:	Lynn Balloun
	How it will look when fully met:	All 5 team members will sit formally with principals in May to analyze observations and have input into Professional Development planning. The evidence will be the record of the meeting and the Professional Development agenda.
	Target Date:	05/15/2016
	Tasks:	
	1. 1. Monthly meeting of principal and vice principal (observers) to review Bloomboard observations and summarize conclusions.	
	Assigned to:	Lynn Balloun
	Added date:	09/04/2015
	Target Completion Date:	05/15/2016
	Frequency:	monthly
	Comments:	The two principals need to do what they ask their teachers to do: reflect on their work; in this case that work is observing teachers.
	Task Completed:	10/19/2015
	2. 2. Principals will summarize and compile observations.	
	Assigned to:	Lynn Balloun
	Added date:	09/04/2015
	Target Completion Date:	04/15/2016
	Comments:	A month from presentation to the whole team, the principals need to have decided on the most pertinent observations from the past month.
	Task Completed:	10/15/2015
	3. 3. Meet with leadership team and possibly PLC chairs to present observations and consider PD direction.	
	Assigned to:	Lynn Balloun
	Added date:	09/04/2015
	Target Completion Date:	05/15/2016
	Comments:	By December 15, we will have informally considered the most pertinent needs our observations have revealed, we will have shared this information with the district PD supervisors, and be ready for input from our leadership team.
	Task Completed:	12/15/2015
Implement	Percent Task Complete:	
	Objective Met:	2/8/2016 2/8/2016
	Experience:	2/8/2016 We have worked hard to gather the required data, meet regularly and truly assess feedback from a variety of sources. We think we have improved our delivery of instruction by these activities.
	Sustain:	2/8/2016 In reality, this work is on-going.
	Evidence:	2/8/2016 Implementation is evidenced by records of Leadership Team work and work of PLCs.

Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)		
Status	Objective Met 11/15/2016		
Assessment	Level of Development:	Initial: Limited Development 09/06/2016	
		Objective Met - 11/15/2016	
	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:	DHS will use a checklist of effective practices as classroom informal visits and classroom walk-throughs. It will include planning, grouping, questioning, and literacy strategies.	
Plan	Assigned to:	Marcia Lawrence	
	How it will look when fully met:	DHS will use a checklist of effective practices as classroom informal visits and classroom walk-throughs. It will include planning, grouping, questioning, and literacy strategies.	
	Target Date:	02/24/2017	
	Tasks:		
	1. This process will be introduced through professional development in pre-school work.		
	Assigned to:	Marcia Lawrence	
	Added date:	09/06/2016	
	Target Completion Date:	08/19/2016	
	Comments:	The areas on the checklist were explained and discussed to staff during the meeting in the afternoon of August 8. The items to be checked are the correlates of good teaching in TESS. Note that some changes were done to the checklist after use by principals and all teachers were informed of the changes (small in nature) via e-mail and with a hard copy of the revised check sheet.	
	Task Completed:	08/08/2016	
	2. The checklist will immediately be used by both principals with a goal of four walk-throughs and two informal during Semester 1.		
	Assigned to:	Marcia Lawrence	
	Added date:	09/06/2016	
	Target Completion Date:	11/18/2016	
	Comments:	By this date the principals have done at least one informal (and in most cases multiple walk-throughs) using the checklist, given hard copy feedback to teachers, and recorded the experiences in Bloom Board.	
	Task Completed:	11/01/2016	
	3. Leadership team will compile data and address areas of greatest concern with faculty; principals will address areas of concern with individual teacher.		
	Assigned to:	Marcia Lawrence	
	Added date:	09/06/2016	
	Target Completion Date:	02/24/2017	
	Comments:	Leadership team has been involved with areas of concern revealed by	

		informal conferences and walk-throughs. Principals have addressed each area of concern with the teacher in question. All are recorded in supervision folders and in Bloom Board.	
	Task Completed:	11/15/2016	
Implement	Percent Task Complete:		
	Objective Met:	11/15/2016	
	Experience:	<p>11/15/2016</p> <p>The goal of this action was to focus the certified staff on a number of practices included in the school improvement rubric that were considered effective and measurable practices. At the first day of staff development for the year, the staff was given the list of practices. Each was mentioned, discussed in an informal question/example format, and the staff told that the walk-through checklist the principals would use in informal observations would check these practices. A form was given the staff and it was, then, discussed. The principals began to use the checklist during the second week as they went into classrooms. Almost immediately the two principals thought the checklist needed modifications: not enough room to write evidence; too much of one focus, not enough of another, etc. As a result, two additional different checklist forms were used and the third one was a winner. It has since been used for all informal observation.</p>	
	Sustain:	<p>11/15/2016</p> <p>This checklist will continue in use for walk-throughs and informal observation for the remainder of the school term. It is likely that it will, then, be modified and used next term.</p>	
	Evidence:	<p>11/15/2016</p> <p>Evidence that this objective is met is found in the hard copy files of every certified staff member and is recorded in the Bloom Board platform of teacher observation in the TESS system.</p>	
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)		
Status	Objective Met 11/15/2016		
Assessment	Level of Development:	Initial: Limited Development 09/06/2016	
		Objective Met - 11/15/2016	
	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:	All teachers will be assigned a peer partner. Care will be taken this year to assign partners in the common curricular area and, if possible, partners know to use different strategies.	
Plan	Assigned to:	Marcia Lawrence	
	How it will look when fully met:	All teachers will be assigned a peer partner and observe during the term. Care will be taken this year to assign partners within the common curricular area and, if possible, partners known to use different strategies.	
	Target Date:	12/09/2016	
	Tasks:		
	1. Teachers will observe peer classes during a conference period. One observation will be done in		

	the first semester.	
	Assigned to:	Marcia Lawrence
	Added date:	09/06/2016
	Target Completion Date:	08/19/2016
	Comments:	During the period of November 3-7, all certified staff completed their peer observation of the partner assigned during pre-school professional development.
	Task Completed:	11/07/2016
	2. An informal comment sheet that stresses positives will be given to the partner after the observation.	
	Assigned to:	Marcia Lawrence
	Added date:	09/06/2016
	Target Completion Date:	12/02/2016
	Comments:	The informal comment sheet, composed and distributed by the leadership team, was returned to the partner after the observation.
	Task Completed:	11/07/2016
	3. A record of the observation will be turned into the principal as documentation.	
	Assigned to:	Marcia Lawrence
	Added date:	09/06/2016
	Target Completion Date:	12/09/2016
	Comments:	The record of the peer observations by each teacher was turned into the principal, compiled in a binder, and reviewed by both principals. Feedback to the principal about this peer review was overwhelmingly positive.
	Task Completed:	11/07/2016
Implement	Percent Task Complete:	
	Objective Met:	11/15/2016
	Experience:	11/15/2016 There is much research lauding peer coaching in high schools and it seems an ideal element to use in the TESS system. We decided to put 65 teachers heterogeneously with partners. The goal was to allow a quick, easy observation (on prep periods) with a short, easy feedback form in order to educate the educators on the breath of the curriculum and methods used in our school. Judging from the responses and the fact that all staff engaged in the activity quickly and easily, I deem it a success. Comments like "I had no idea what went on in ROTC" and "I was impressed that special education reading was so difficult and so methodology intensive; it was a REAL class" confirm my belief that teachers have a greater collegial respect and total curricular understanding from this experience.
	Sustain:	11/15/2016 Next semester we plan to do it again. Next time we will assign partners within the same or closely related curricula. The goal here will be to look at method variety within curricula that are similar.
	Evidence:	11/15/2016 The evidence that the objective has been met is within the school's documentation file. It includes each teacher's copy of the feedback form and a sampling of the e-mail reactions shared with our principal. It is in hard-copy and evidence is available upon request.

Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2015
	Evidence:	All teachers' Professional Growth Plans as recorded in Bloom Board in the spring of each year for the upcoming year.
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2015
	Evidence:	All professional development at Dardanelle High School is based on state department mandates and/or on the data about our school which is gleaned each year. We avoid trendy professional development using instead a tightly directed approach that addresses our individual areas of need.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	
Status	Objective Met 2/8/2016	
Assessment	Level of Development:	Initial: Limited Development 09/04/2015
		Objective Met - 02/08/2016
	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:	<p>Tutors are provided in the library before and after school daily, free of charge to students. This is the most prevalent time to give students expanded instruction. We provide a supplemental instruction time of supervised study at 7 a.m. twice weekly for one hour. Attendance is recorded, but students may drop in for the study on irregular basis. We provide special study hall during lunch. Students eat and study after they have been assigned the study hall in an effort to catch up on an assignment. Both tardy detention and disciplinary detention, while basically behavior modification measures, are supervised by the principal and reading or doing homework is required during the 30 minute period. ELL students at Level I are double blocked in math and literacy and have an additional period of one-on-one work with a language teacher daily in order to expand their learning of language time. In addition, a large after school enrichment program including everything from structured outdoor activities to drama to cooking is in force at the school. All activities are expansion opportunities for learning. Advisory chair persons meet with students on their RTI watch list during advisory on a regular basis, both to just check on progress and to actually tutor students.</p> <p>Teacher collaboration and planning depends on before and after school and working over lunch times. The school still requires 60 hours of staff development, but about 30 of those hours are devoted to the departmental PLC'S work. Teachers are given intensive work opportunities with summer PLC work which is generally stipend</p>

		supported or may be used for FLEX time.
Plan	Assigned to:	Melanie Burris
	How it will look when fully met:	Currently sign-ins for the multiple programs are available, but are not looked at as a whole. Also, responsible staff and participants are not consulted. Therefore, we will study the participation in all programs globally, talk with teachers and a few students.
	Target Date:	05/30/2016
	Tasks:	
	1. 1. Gather all records of participation.	
	Assigned to:	Melanie Burris
	Added date:	09/04/2015
	Target Completion Date:	03/30/2016
	Comments:	The early date of January 10 will not give us complete records, but will give us a good picture of where our participation is greatest and where participants feel they are getting the most help.
	Task Completed:	01/15/2016
	2. 2. Interview teachers of the programs and casually consult a variety of students as to their feelings about the programs (highly subjective data).	
	Assigned to:	Melanie Burris
	Added date:	09/04/2015
	Target Completion Date:	03/30/2016
	Comments:	Remember this is highly subjective data. Be cautious about leading questions.
	Task Completed:	10/21/2015
	3. 3. Consolidate material for presentation to the leadership team.	
	Assigned to:	Melanie Burris
	Added date:	09/04/2015
	Target Completion Date:	05/30/2016
	Comments:	Remember that our findings and recommendations will be only one aspect of the districts' overall needs for Professional Development.
	Task Completed:	01/12/2016
Implement	Percent Task Complete:	
	Objective Met:	2/8/2016
	Experience:	2/8/2016 Mrs. Burris, with the help of people working in the extended program, have been diligent, both in coming up with excellent offerings and in keeping excellent records. We have found that credit recovery, the drama activities and the ACT boot camps were probably the best things we have done this year.
	Sustain:	2/8/2016 At the present time, we are taking suggestions for future offerings and carefully monitoring on-going offerings.
	Evidence:	2/8/2016 The evidence is contained in the electronic attendance records and the anecdotal evaluations by both teachers and students. The most complete set of records is in the 21st Century Grant documentation.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator **II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)**

Status **Full Implementation**

Assessment Level of Development: Initial: **Full Implementation** 09/04/2015

Evidence:

Teachers serve with administrators on interview panels. They, like administrators, check references. Like administrators, they aid in recommendations to the board.

All new teachers have a mentor teacher (and a buddy teacher, unpaid and not an evaluator). Peer observation is a structured program at the school. All teachers participate.

Though keeping teachers with students is the highest priority, substitutes are brought in to give a PLC time to plan and work on curriculum when the need arises.

For example, the common core and mastery math format alignment is so extensive that ten collaborative days in 2014 and 2015, as well as, seven summer days, have been facilitated and supported by the district and administration.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator **IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)**

Status **Objective Met** 2/8/2016

Assessment Level of Development: Initial: **Limited Development** 09/04/2015

Objective Met - 02/08/2016

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:

Curriculum assessment and instructional planning is spear-headed by the instructional leader of our school: the principal. Such activities take place through a departmental structure: Literacy (to include English, CCR English, Literacy Remediation, Foreign Language, Critical Reading and Speech), Math, Social Studies, Vocational and Technology (to include 12 job-specific curricula at the ATU Career Center, EAST, ROTC, Business and Technology Education, Accounting, Family and Consumer Science), and Fine Arts. The goal of each PLC is to align and realign curriculum with standards and testing. Each PLC addresses transitional curriculum from middle school and to Post-Secondary work. The PLC is also a platform for a study of strategies with emphasis on reading, writing, and discussion in ALL classes.

Plan Assigned to: Marcia Lawrence

How it will look when fully met: PLCs will focus on fewer activities and direct their work more efficiently.... not work more, but work smarter. Evidence will be minutes of PLC meetings.

Target Date: 05/15/2016

	Tasks:	
	1. 1. Meet with all PLC groups to study standards.	
	Assigned to:	Marcia Lawrence
	Added date:	09/04/2015
	Target Completion Date:	10/15/2015
	Frequency:	monthly
	Comments:	This will be an ongoing process as you monitor progress and communicate with the various groups. All PLCs have had meetings in the first nine weeks of this term. All groups have assessed where they are in the alignment procedure. At the present time all groups have aligned current Common Core Curriculum with ACT testing. It is noted that PARCC testing results are still not available, and when they are, those results will be only a side-light indicator of alignment success. Now, true alignment in Arkansas will be curriculum with ACT. Currently, we feel that we are well aligned. However, alignment is never a completed process because it depends upon test data.
	Task Completed:	10/14/2015
	3. 3. Allow released or stipend time for PLCs to work on alignment.	
	Assigned to:	Marcia Lawrence
	Added date:	09/11/2015
	Target Completion Date:	06/30/2016
	Comments:	By January 4th, the entire staff was fully prepped for CAPS and 4-year plans were well under way. A debrief of what we currently know about the ASPIRE and the upcoming 11th grade ACT has been discussed and disseminated. A plan has been formulated for administration of ASPIRE and ACT. PARRC testing information has been examined and sent to parents. A number of substituted days have been provided for the literacy PLC and training during prep periods has taken place twice. The work is on-going. We feel comfortable in marking this completed because we now have the format for what we need to continue to do.
	Task Completed:	01/04/2016
	4. 4. Team studies work products and prepares them for fall PD>	
	Assigned to:	Marcia Lawrence
	Added date:	09/11/2015
	Target Completion Date:	08/01/2016
	Comments:	
	Task Completed:	10/14/2015
Implement	Percent Task Complete:	
	Objective Met:	2/8/2016
	Experience:	2/8/2016 The biggest concern evidenced by our data is the new Arkansas math standards and our need to continually re-align and re-pace. This task will be ongoing and more fully evaluated after results from ASPIRE and ACT have been examined by the state, our district test coordinators and our staff. At the present time we feel fairly confident that we know how to handle the task.
	Sustain:	2/8/2016 After new testing results are furnished by the state, that data must be

		used to modify our instruction and delivery.
	Evidence:	2/8/2016 Our evidence is our record of on-going professional development, leadership meetings and PLC minutes.
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/01/2015
	Evidence:	Priority I Priority II

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2015
	Evidence:	As a school we have decided to not give chunk tests during intervals during the year. The reasons are as follows: the testing requires too much time out of student/teacher curricular interaction; the results are so data intensive that many teachers hardly glance at them, much less use them in real re-teaching. Thus teacher made tests supplemented by practice items from the ACT are required. Many teachers use apps that give them immediate feedback as to questions missed. Thus, immediate re-teaching can take place. This practice is fully supported by administration and the PLCs. In addition, teachers must use as artifacts in the observation system a breakdown of their 9 weeks grades in each subject and a reflection on this graph. Teachers are monitored on the amount of and quality of their tests. They must be frequent, test what is taught according to the standards and of high rigor. Finally, teachers in all classes are required to read and write across the curriculum and to practice testing in an electronic format. They are both monitored and evaluated on these specific mandates by the principals.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/04/2015
	Evidence:	Professional development on expectations for Day I, curricular rigor, short-comings in instruction as reflected in our data, and on expectations of observation are key components to the professional development plan. Presentations of best practices observed in the last year was a centerpiece of our professional development in pre-school. Expectations are monitored---faithfully. Both principals look for specific markers in observation and state frankly when they are not found. Actual assignment samples are required, checked, and feedback given for all teachers. Current requirements are position papers, vocabulary teaching, charts and graphs (a poor showing reflected in our data), and immediate feedback on writing. Our principals have already required an example of the position paper

	<p>recently used and samples of all such work is a required artifact in Bloomboard this year.</p> <p>The pitfalls of small group instructions was a session at pre-school work. Likewise, there was a discussion of how to use lecture and technology in the daily classroom to optimal effect. Strategies were presented.</p> <p>Peer observation is a long-standing practice at our school. The method is structured and does not impose an undue burden on either the observer or the teacher being observed. It keeps all teachers on their toes and it give observers a keen insight into other modes of instruction different from what they are using.</p>
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Family Engagement in a School Community

Explain and communicate the purpose and practices of the school community

Indicator	FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)		
Status	Objective Met 2/8/2016		
Assessment	Level of Development:	Initial: Limited Development 09/04/2015	
		Objective Met - 02/08/2016	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The school has an extensive Parent Involvement Plan. Its most important element is two-way communication. A parent viewer is provided for parents to look at real-time reports of grades, attendance and discipline. Every child has an advisor to serve as the first line for parent communication. Daily bulletins are posted on the webpage and parents are encouraged to read them. Parents are encouraged to call for a conference or actually observe a class if there is a problem or concern. All teachers email addresses have been communicated and email dialogues are encouraged. The school provides explanations of the curriculum to all parents, tutors are provided free of charge and multiple parent booster organizations play an active role in the school.	
Plan	Assigned to:	Melanie Burris	
	How it will look when fully met:	Though we have a huge range of family engagement activities in force, we can improve. Therefore, we will maintain a list of actions taken and their relative success. The leadership team will explore their success in a meeting that will include outgoing senior advisors. A record of this meeting will be considered as the family engagement program is renewed for the next year.	
	Target Date:	05/30/2016	
	Tasks:		
	1. 1. Burris will examine success of current actions.		
	Assigned to:	Melanie Burris	
	Added date:	09/04/2015	
	Target Completion Date:	05/15/2016	

	Comments:	Some subjective data will need to be mixed with the objective data gleaned from senior notebooks.
	Task Completed:	10/01/2015
2. 2. Organize and present data at a meeting of leadership team and senior advisors.		
	Assigned to:	Melanie Burris
	Added date:	09/04/2015
	Target Completion Date:	05/30/2016
	Comments:	You will need to be prepared for the varying opinions of 8 senior advisors and keep the data results foremost at this meeting.
	Task Completed:	10/01/2015
3. By January the Leadership Team will look at Melanie's data, talk with advisors for feedback, and modify the parent involvement in the ways indicated.		
	Assigned to:	Melanie Burris
	Added date:	02/08/2016
	Target Completion Date:	01/11/2016
	Comments:	The most compelling feedback indicates that we still must give a tremendous amount of support to the graduating seniors in helping them access financial aid for next year. Mrs. Lawrence has tasked Mrs. Hudgeons with arranging a time to actually get the students registered on FAFSA. She has also asked Mrs. Hudgeons to get a financial aid person to come to our school to talk to students.
	Task Completed:	02/04/2016
Implement	Percent Task Complete:	
	Objective Met:	2/8/2016
	Experience:	2/8/2016 Informing parents is a big task and managed by a number of different people. Even so, parental feedback on their being informed is not always positive. One thing that we have managed to do is have Mrs. Lawrence contact advisors on a more regular basis as a double-do in getting information out. Our process still seems rather ragged.
	Sustain:	2/8/2016 The multi-pronged between counselors, advisors, administration, students and parents seems to be the best we can do. We will continue to look for new platforms (ie, the new High School page bi-monthly in the local paper).
	Evidence:	2/8/2016 Evidence is the senior notebooks, copies of letters home, the web-published daily bulletin and attendance lists of CAPS and Exit Conferences.

High School: Opportunity to Learn

Ensure content mastery and graduation

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)	
Status	Objective Met 2/8/2016	
Assessment	Level of Development:	Initial: Limited Development 09/04/2015
		Objective Met - 02/08/2016

	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:	<p>The smart core is the default curriculum at Dardanelle High School. Its purpose is to prepare the student for the ACT and success in a four year college. Approximately 80% of our students are on this curriculum when they graduate. Last year 73% of our seniors entered a four year college.</p> <p>A smaller number of students,(many special education students who are learning disabled and a pod of students who might be considered slow learners or who required extensive remediation), plan post secondary work but are not ready for ACT or a four year college. They will graduate with minimum graduation requirements, but lack some components of smart core. Most of these students have had a two year vocational program, have already gained 8 hours of concurrent college credit at a two year institution, and are going to take a COMPASS test.</p> <p>Our most profoundly disabled students have transitioned during their senior year to a protected work environment like STAR Industries or Boast. We have provided supervision and transportation so that they can spend partial days in this protected environment which they will be in full time after high school.</p> <p>Special interest students, like those headed to the military, have been given transition support through counseling and ASVAB tests.</p> <p>The small number who will enter the workplace at once have been in a transitions class during their senior year. Resume, application fill-outs, interviews and money management are key components to this class.</p> <p>Concurrent credit may be gained in various ways at DHS: concurrent vocational programs with ATU Ozark, concurrent opportunities in business and computers with UACCM and demonstrated high mastery in their high school classes, AP tests in nine subjects which can produce 3-6 hours in four year universities with a 3,4,5 grade on the national AP exam, or concurrent credit offered on our campus through ATU: Comp I and Comp II, World Civ I and World Civ II, and College Algebra (the latter three courses to be offered in 2016/17.</p>	
Plan	Assigned to:	Cindy Hudgeons	
	How it will look when fully met:	Maintain a record of ALL activities for the year, get full follow-up data and work on new strategies.	
	Target Date:	06/30/2016	
	Tasks:		
	1. 1. Develop a record system to keep ongoing actions related to post-secondary planning.		
	Assigned to:	Cindy Hudgeons	
	Added date:	09/04/2015	
	Target Completion Date:	05/01/2016	
	Frequency:	weekly	
	Comments:	Though you are keeping a good Senior Notebook, you must be certain to keep a record of changes and modification over the time period. During August and September, the Senior notebook procedure was fully implemented, explained and the notebooks distributed to Senior	

		advisories. A letter with Senior timelines was mailed home to all parents. Our Seniors were encouraged to participate in the local university's College Fair. A post-secondary fair at our school has been fully planned and will be presented to parents next week. Plans for FAFSA and financial aid workshops are implemented and material to be distributed at parent conferences is prepared. Three ACT prep opportunities are finished. Sixty-six students have participated in the three different formats. At this point, we feel that the record system is fully implemented.
	Task Completed:	10/02/2015
	2. 2. Solicit input from advisors in November in order to fill out records and prepare for the busy spring.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/11/2015
	Target Completion Date:	11/30/2015
	Comments:	
	Task Completed:	12/01/2015
	3. 3. Leadership team will evaluate progress in the third quarter in order to change items for next year and to prepare for summer/fall follow-up of students.	
	Assigned to:	Cindy Hudgeons
	Added date:	09/11/2015
	Target Completion Date:	03/01/2016
	Comments:	
	Task Completed:	02/04/2016
Implement	Percent Task Complete:	
	Objective Met:	2/8/2016
	Experience:	2/8/2016 Like family involvement, this objective of better advising seniors seems to be both on-going and problematic. We are finding that so much rests with the individual advisor, thus the concern for the child and the efforts made to help vary greatly.
	Sustain:	2/8/2016 Mrs. Lawrence will need to become even more involved and directive, as we have with the RTI process. Continued professional development using excellent advisors as mentors will need to be undertaken.
	Evidence:	2/8/2016 At this point, Exit Interviews for seniors are underway. Transcripts have been checked and will be checked again at 9 weeks. Personal conferences with students and parents by administrators, as well as advisors, are taking place. Our records will be contained primarily in senior advisors exit documentation.