

# Comprehensive Plan Report

A detailed report showing activity of the district team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

September 29, 2016

**Dardanelle School District** NCES - 504930

Key Indicators are shown in **RED**.

## Conditions for Learning

**Meeting the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed**

**Indicator** **CL12 - All district personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5198)**

**Status** Tasks completed: 0 of 2 (0%)

Level of Development:	Initial: <b>Limited Development</b> 08/29/2016	
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, plans are in place to recognize the need to work effectively and equitably with racially, culturally, linguistically, and economically diverse students. Our student population is highly diverse. More work is needed in this area to assure that the needs of all students are met and that all student achieve!

**Plan** Assigned to: Jamie Burriss

Added: 09/01/2016

How it will look when fully met: Student performance will increase for all students regarding of diversity. Performance will be measured by ACT ASPIRE, Classroom assessment data, and overall progress within the school.

Target Date: 03/01/2017

### Tasks:

1. Professional development will be provided throughout the school year regarding meeting the needs of diverse students.

Assigned to: Jamie Burriss

Target Completion Date: 10/24/2016

Comments: Professional development will include topics on poverty, ELL, etc.

2. Interim assessment data will be collected to determine progress for students of diversity.

Assigned to: Karie Kuras

Target Completion Date: 10/24/2016

Frequency: three times a year

		Comments:	Interim data from ACT aspire will be utilized to help determine progress being made in all content areas for students of diversity. Data will be evaluated throughout the school year to determine if changes are needed.
<b>Implement</b>	Percent Task Complete:		0 of 2 (0%)

**District Context and Support for School Improvement**

**Improving the school within the framework of district support**

<b>Indicator</b>	<b>IA10 - The district regularly reallocates resources to support school, staff, and instructional improvement.(10)(AllDistricts)</b>		
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<b>Status</b>	<b>Objective Met</b> 9/16/2015		
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	Level of Development:	Initial: <b>Limited Development</b> 08/18/2015	
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		<b>Objective Met</b> - 09/16/2015	
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	Index:	4	(Priority Score x Opportunity Score)
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	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
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	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)
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	Describe current level of development:	The instructional supervisor over federal programs works closely with preparing and managing budgets to assure that all needs are met within schools and at the district level.	
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<b>Plan</b>	Assigned to:	Jamie Burris	
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	Added:	08/18/2015	
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	How it will look when fully met:	The instructional supervisor/federal programs coordinator will work closely with building level leaders, the superintendent, and various departments within the district to assure that resources are provided to promote student learning. Evidence from planning meetings, school budgets, and purchases will be utilized to evaluate the progress of this action.	
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	Target Date:	09/01/2015	
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**Tasks:**

	1. The instructional supervisor of federal programs will work closely with the superintendent, financial assistant, and building level principals to prepare and implement the annual school budget. Needs assessments will be conducted at the end of each school year. Information from the needs assessment will be utilized to plan the budget for the new school year. Ongoing collaboration will be essential to determine changes needed in the budget and possible reallocations needed to further meet the needs of all students.		
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	Assigned to:	Jamie Burris	
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	Target Completion Date:	09/01/2015	
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	Frequency:	daily	
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	Comments:	The instructional supervisor will work to assure that the budget is in place and that changes are made as needed to best meet the needs of all students.	
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	<b>Task Completed:</b>	<b>09/01/2015</b>	
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		2. A budget planning committee will be formed to analyze data, determine needs, and develop a budget conducive to meeting the needs of all students. Planning committee notes, agendas, and increased student achievement evidenced by increased level of performance on state-mandated assessments will help to determine the effectiveness of the work accomplished by the committee.
	Assigned to:	Instructional supervisors, mike grimes, principals
	Target Completion Date:	09/01/2015
	Frequency:	four times a year
	Comments:	Budget planning committee will work to determine and meet the needs of all students.
	<b>Task Completed:</b>	<b>09/15/2015</b>
		3. The instructional supervisor/federal programs coordinator will work closely with special programs (ELL, ALE, Spec. Ed, etc) to assure that needs are met within the program. Needs assessments are conducted by the program director and communicated to the federal programs coordinator. The instructional supervisor/ federal programs coordinators works to assure that needs are met and that student achievement increases.
	Assigned to:	Jamie Burris
	Target Completion Date:	10/15/2015
	Frequency:	four times a year
	Comments:	The instructional supervisor/federal programs coordinator works closely with special programs to assure that all needs are met within the schools and district.
	<b>Task Completed:</b>	<b>09/15/2015</b>
<b>Implement</b>	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	09/16/2015
	Experience:	9/16/2015 This process is valuable in that specific needs within each building are visible and budgets are aligned to meet the needs of the schools. The school budget is prepared and allocations are utilized appropriately to meet the needs of all students.
	Sustain:	9/16/2015 Continued meetings with the budget, technology, and school improvement teams will occur as needed.
	Evidence:	9/16/2015 Budget sheets have been completed, district technology needs assessment and budgets have been established, budget information has been added into Indistar and reported to the Arkansas Department of Education.

<b>Indicator</b>	<b>IA12 - The district intervenes early when a school is not making adequate progress.(12)</b>		
<b>Status</b>	Tasks completed: 0 of 3 (0%)		
	Level of Development:	Initial: <b>Limited Development</b> 08/02/2016	
	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:	This is partially implemented; however, this will be come priority in the 16-17 school year for the Intermediate campus.	

<b>Plan</b>	Assigned to:	Jamie Burris
	Added:	08/02/2016
	How it will look when fully met:	Adequate progress will be made as measured by student interim assessment and staff survey data within the intermediate school. Overall progress will be determined based upon next school letter grade report card.
	Target Date:	01/18/2016
	<b>Tasks:</b>	
	1. Instructional supervisors will have ongoing classroom observations.	
	Assigned to:	Jamie Burris
	Target Completion Date:	08/15/2016
	Frequency:	twice weekly
	Comments:	Observation data will be reported to the building principal.
	2. Instructional supervisors and facilitator will work weekly in team-meetings to monitor progress and determine needs.	
	Assigned to:	Karie Kuras
	Target Completion Date:	08/15/2016
	Frequency:	twice monthly
	Comments:	Progress will be reported to building principal as needed.
	3. Data will be collected and analyzed quarterly to determine progress being made in literacy, math, and science achievement.	
	Assigned to:	Karie Kuras
	Target Completion Date:	08/15/2016
	Frequency:	four times a year
	Comments:	Progress will be reported to the building principal as needed.
<b>Implement</b>	Percent Task Complete:	0 of 3 (0%)

<b>Indicator</b>	<b>IA14 - The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(14)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 10/5/2015		
	Level of Development:	Initial : <b>Limited Development</b> 08/18/2015	
		<b>Objective Met</b> - 10/05/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, additional positions are in place to help schools in need of improvement; however, more work is needed to meet the needs at the best level possible.	
<b>Plan</b>	Assigned to:	Karie Kuras	
	Added:	08/18/2015	

	How it will look when fully met:	In order to meet the needs of all schools, especially those that are needs improvement, the instructional supervisors will work closely with the teachers and building-level leaders. Additional support staff (instructional facilitators, instructional interventionists, etc) will be utilized as they are available to assure that quality teaching and learning occurs and needs are met.
	Target Date:	11/02/2015
	<b>Tasks:</b>	
	1. A mathematical instructional facilitator will be utilize full-time. This individual will work throughout the district; however, she will serve the majority of her time in the needs improvement buildings. She will work with teachers to model lessons, make classroom observations, provide professional development, and support teaching and learning. Evaluation will occur through teacher meetings, student progress made on interim assessments, and state mandated assessments in mathematics.	
	Assigned to:	amy montgomery
	Target Completion Date:	09/01/2015
	Frequency:	weekly
	Comments:	The mathematics instructional facilitator will work closely with mathematics and teachers in needs improvement schools.
	<b>Task Completed:</b>	<b>10/01/2015</b>
	2. Instructional interventionists are utilized in the needs improvement schools. Currently, limited interventionists are available; however, many children are able to receive services each day from the highly-qualified individuals on staff. The interventionists help reinforce the skills taught in the regular classroom and help serve as Tier II interventions within the RTI process. Success of this program is evaluated by student progress on interim assessments and state mandated assessments. Furthermore, progress is determined based upon teacher surveys, diagnostic assessment data, and classroom observation data.	
	Assigned to:	Principals, Instructional Interventionists, Instru
	Target Completion Date:	09/01/2015
	Frequency:	daily
	Comments:	Instructional interventionists will work to meet the needs of at risk students within the needs improvement schools.
	<b>Task Completed:</b>	<b>10/01/2015</b>
	3. Instructional supervisors will work closely with teachers and principals within the needs improvement schools. The instructional supervisors will work to assure that curriculum, resources, and professional development is provided to all classroom teachers and instructional leaders within the schools. The instructional supervisors will utilize all components of TESS to make classroom observations and support novice teachers to enhance teaching and learning.	
	Assigned to:	Instructional Supervisors
	Target Completion Date:	09/01/2015
	Frequency:	daily
	Comments:	Instructional supervisors will work closely with needs improvement schools.
	<b>Task Completed:</b>	<b>10/01/2015</b>
<b>Implement</b>	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	10/05/2015

Experience:	10/5/2015 This objectives has been met through on-going collaboration with the district and building-level leadership team. Budgeting discussion have occurred to allow for additional personnel. Minutes, agenda, and sign-in sheets have been obtained for documentation for meeting this objective.
Sustain:	10/5/2015 In order to sustain these efforts continued meetings will occur. Professional development will be provided to ascertain growth in all areas. Evaluation will be ongoing and will be utilized to improve student achievement.
Evidence:	10/5/2015 A mathematical facilitator has been employed. Instructional Interventionists are in place and are at work to meet the needs of all students. Sign-in sheets, meeting minutes and agenda are in held for documentation.

<b>Indicator</b>	<b>IA15 - The district allows school leaders reasonable autonomy to do things differently in order to succeed.(15)(AllDistricts)</b>	
<b>Status</b>	<b>Full Implementation</b>	
Level of Development:	Initial: <b>Full Implementation</b> 08/18/2015	
Evidence:	School leaders have full autonomy to do things differently in order to succeed. Monthly principal meetings are held to discuss new programs, new strategies, or new activities being implemented to continue and/or promote student success. Program such as new courses at the high school (Critical Reading, Math Lab), new programs at the elementary (CGI), new curriculum (Journeys), is implemented as deemed necessary by the principal. Conversations occur to express needs of the superintendent and instructional supervisors in order to implement new activities and programs in order to promote learning of all students.	
Added:		

<b>District Context and Support for School Improvement</b>			
<b>Taking the change process into account</b>			
<b>Indicator</b>	<b>IB13 - The district monitors progress of the extended learning time programs and other strategies related to school improvement.(4542)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 11/10/2015		
Level of Development:	Initial: <b>Limited Development</b> 08/18/2015		
	<b>Objective Met</b> - 11/10/2015		
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:	Evaluation is limited regarding the impacts of the extended time programs and strategies related to school improvement. This evaluation consists of formal meetings and attendance of after-school programs. More in-depth evaluation is necessary.		
<b>Plan</b>	Assigned to:	Jamie Burris	

	Added:	08/18/2015
	How it will look when fully met:	In order to increase student achievement, progress monitoring is necessary to assure that extended learning time programs and strategies that are in place related to school improvement are of high quality and are meeting the needs of all students. This will acquire more observations during the extended learning time and programs utilized for school improvement. Aside from observations, data such as interim assessment, end of level assessments, and ACT Aspire/Iowa will be utilized to determine progress.
	Target Date:	10/15/2015
	<b>Tasks:</b>	
	1. The building principal and instructional leaders will make classroom observations during extended learning time and intervention programs. These observations will be utilized to improve the quality of instruction and learning within the extended programs.	
	Assigned to:	Principals, Instructional leaders
	Target Completion Date:	09/01/2015
	Frequency:	monthly
	Comments:	Principals and instructional leaders will conduct observations.
	<b>Task Completed:</b>	<b>11/02/2015</b>
	2. Data from interim assessments and performance assessments (DRA, DIBELS, etc.) will be utilized to progress monitor students and to determine the level of student achievement. Data will analyzed and discussed at the monthly progress meetings conducted at the central office.	
	Assigned to:	principals and instructional leaders
	Target Completion Date:	09/15/2015
	Frequency:	monthly
	Comments:	Principals and instructional leaders will conduct data desegregation meetings monthly to progress monitor and determine success within the programs.
	<b>Task Completed:</b>	<b>11/02/2015</b>
	3. School leaders will inform parents of extended learning opportunities for students. Student and parent surveys will be utilized to determine success of extended learning opportunities and how to improve the quality of such services. Survey data will be discussed at monthly meetings to determine changes needed in the programs.	
	Assigned to:	principals, Instructional leaders
	Target Completion Date:	09/15/2015
	Frequency:	monthly
	Comments:	Principals and Instructional leaders will work to collect data necessary to determine progress made within the instructional programs.
	<b>Task Completed:</b>	<b>11/02/2015</b>
<b>Implement</b>	Percent Task Complete:	3 of 3 (100%)
	Objective Met (initial):	11/10/2015

Experience:	11/10/2015 Data has been and continues to be collected to progress monitor student performance. In an effort to improve student achievement, before and after school experiences are available for students at all campuses. The instructional supervisor monitors the progress of the programs and assures that individual student needs are being met.
Sustain:	11/10/2015 The district will continue to communicate with parents and look for ways to increase the before and after school opportunities for students.
Evidence:	11/10/2015 Evidence through parent newsletters, sign-in sheets, agendas, and data collected for progress monitoring.

## District Context and Support for School Improvement

### Clarifying district-school expectations

<b>Indicator</b>	<b>IC02 - The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2015		
	Level of Development:	Initial: <b>Limited Development</b> 08/17/2015	
		<b>Objective Met -</b> 10/20/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Instructional supervisors are in place at the district level. These individuals meet regularly with the building principals and have their hand on the pulse of the schools. Successes and areas of concern are quickly communicated to the instructional supervisors and appropriate plans of action are established as a result.	
<b>Plan</b>	Assigned to:	Jamie Burris	
	Added:	08/17/2015	
	How it will look when fully met:	Increased communication will occur among the instructional supervisors and building principals. This communication will occur through (principal meetings, building-level meetings, etc). The district level representatives will serve as the liaisons to promote success within each building.	
	Target Date:	09/01/2015	
	<b>Tasks:</b>		
	1. The district is providing support to the schools in needs improvement status via the Instructional Supervisors. They meet weekly or bi-weekly as needed, with staff or with principals to confer on data analysis, curriculum, strategies, PD, literacy, math, personnel, and budget matters.		
	Assigned to:	Instructional Supervisors	
	Target Completion Date:	09/01/2015	
	Frequency:	monthly	



		Comments:	Instructional supervisors will make it a priority to provide time for meeting with building-level principals to assure that needs are communicated.
		Task Completed:	10/01/2015
		2. An instructional Supervisor oversees the Federal Programs within the district. The instructional supervisor works with the principals to assure that instructional practices, curriculum, and all federal programs within the district are met and maintained. The instructional supervisor helps provide the materials and supplies needed to further the success of the Title I programs. These supplies and materials may include instructional technology, office supplies, resource books, and manipulatives used for training and staff development. In order to assure effectiveness of all programs, the instructional Supervisor meets weekly or bi-weekly as needed, with staff or with principals to confer and determine needs based upon data analysis, curriculum, strategies, PD, literacy, math, personnel, and budget matters.	
		Assigned to:	Jamie Burris
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	The instructional supervisor will be aware of needs at the building level. The instructional supervisor will work to meet those needs and be actively involved in the decision-making process to promote student achievement.
		Task Completed:	10/01/2015
		3. An additional instructional supervisor provides resources to improve instruction and to increase academic achievement. The district provides support to the programs within each school by providing an additional instructional supervisor. The instructional supervisor meets weekly or bi-weekly (as needed) with principals to confer on data analysis, curriculum, strategies, professional development, personnel, and, if needed, budget matters.	
		Assigned to:	Karie Kuras
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	The instructional supervisor will meet with principals as needed to assure that needs are met and that student achievement occurs.
		Task Completed:	10/01/2015
		4. Success will be evaluated through improvement of student achievement on state-mandated assessment. Documentation such as (meeting minutes, agendas, and needs assessments) will be used to reflect successful implementation. Instructional supervisors will meet regularly to discuss progress and areas of continued need.	
		Assigned to:	principals, instructional supervisors
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	Data will be utilized to determine success and continued needs.
		Task Completed:	10/01/2015
		5. Progress of students will be assessed and implementation of best instructional strategies will continue. Building-level leaders as well as Instructional Supervisors will utilize TESS (teacher evaluation) in order to determine the effectiveness of classroom practices and procedures. Students who are at risk of not meeting AYP are given additional assistance by tutors or study skills teachers (HQT).	
		Assigned to:	Instructional Supervisors, Principals

		Target Completion Date:	09/30/2015
		Frequency:	weekly
		Comments:	Data gathered from classroom observations will be used to determine progress in meeting desired needs.
		Task Completed:	10/01/2015
<b>Implement</b>	Percent Task Complete:		5 of 5 (100%)
	Objective Met (initial):		10/20/2015
	Experience:		10/20/2015 This objective has been met through much collaboration and support from all team members.
	Sustain:		10/20/2015 Ongoing support and meeting will be conducted as necessary. Changes will be made as needed to assure ongoing success.
	Evidence:		10/20/2015 An instructional facilitator is actively employed and working with all schools. Principal meetings are conducted and instructional leadership teams are in place to assure ongoing collaboration and support.

<b>Indicator</b>	<b>IC05 - The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school.(32)(AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 10/26/2015		
	Level of Development:	Initial: <b>Limited Development</b> 08/17/2015	
		<b>Objective Met -</b> 10/26/2015	
	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 supervisors work to oversee curriculum development. With changes in state assessment and CCSS, this work is ongoing and in stages of implementation.	
<b>Plan</b>	Assigned to:	Karie Kuras	
	Added:	08/17/2015	
	How it will look when fully met:	A well-planned curriculum will be in place for all students at all grades. Changes will be made per state mandates. Curriculum will be provided and made available to support the teaching of content in all curricular areas.	
	Target Date:	09/30/2015	
	<b>Tasks:</b>		
	1. The mathematics instructional facilitator will work closely in the area of mathematics for all students. The IF will work to assure that curriculum alignment occurs and that a scope and sequence document is provided for all grades. The IF will model lessons, provide professional development, and promote success through supplying resources as needed.		
	Assigned to:	Amy Montgomery	
	Target Completion Date:	09/30/2015	
	Frequency:	monthly	

		Comments:	The mathematics IF will work closely with all grades in the development of curriculum in mathematics.
		Task Completed:	09/01/2015
	2. A curriculum is provided (district-wide) that includes mathematics, science, social studies, and language arts. Lessons are in alignment to the Common Core Standards and ACT Aspire assessment. Instructional supervisors meet with grade-level teams to develop curriculum and scope and sequence documents to help assure that content is presented within the classroom.		
		Assigned to:	Karie Kuras
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	Instructional supervisors will meet with principals and grade-level teams to create, plan, and evaluate curriculum.
		Task Completed:	09/01/2015
	3. Curricular supplies and professional development will be provided as needed to assure that the district curriculum guide is aligned with state standards. Supplies such as resource books and technology will be provide as needed to accommodate curricular changes and meet the needs of all students.		
		Assigned to:	Instructional Supervisors
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	Instructional supervisors will work to assure that needs are met and that all curricular programs are established and maintained at high-levels of quality.
		Task Completed:	09/01/2015
	4. Curriculum evaluation will be ongoing. Student achievement will increase as documented by interim assessments and the ACT Aspire. Furthermore, documentation of progress will be noted through curriculum meetings, closing the achievement gap meetings, and work accomplished at district and building level ACSIP team meetings.		
		Assigned to:	Instructional Supervisors
		Target Completion Date:	09/30/2015
		Frequency:	monthly
		Comments:	Instructional supervisors will work to assure that progress is made and that the needs of all students are met. Evaluation will be on-going. Various data sources will be utilized to determine progress.
		Task Completed:	09/01/2015
<b>Implement</b>	Percent Task Complete:		4 of 4 (100%)
	Objective Met (initial):		10/26/2015
	Experience:		10/26/2015 Curriculum alignment is necessary to assure that students are learning. During this process, teachers gained the knowledge, skills, and dispositions necessary to better understand and implement their curriculum to all students.
	Sustain:		10/26/2015 Curriculum alignment and development will be ongoing.
	Evidence:		10/26/2015 Curriculum alignment documents are in place and serve as evidence of this work.

## School Leadership and Decision Making

### Establishing a team structure with specific duties and time for instructional planning

<b>Indicator</b>	<b>ID01 - A team structure is officially incorporated into the school governance policy.(36) (AllDistricts)</b>		
<b>Status</b>	<b>Objective Met</b> 10/20/2015		
	Level of Development:	Initial: <b>Limited Development</b> 08/17/2015	
		<b>Objective Met - 10/20/2015</b>	
	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:	Currently, a team structure is in place. However, there needs to be more accountability for team meetings and meetings need to be held and conducted with fidelity. Presently, meetings are infrequent and fail to include all members of the decision-making team.	
<b>Plan</b>	Assigned to:	Jamie Burris	
	Added:	08/17/2015	
	How it will look when fully met:	To meet this objective: team decision-making will occur at both the building and district level. Monthly team meetings will occur at both the building and district level. Teams will be composed of teachers, administrators, parents, students, etc. This team structure will be utilized in curricular planning, policy making, and governance processes throughout the district. Increase in student achievement will result from this planning process. Team documentation (sign-in sheets, minutes, and agendas) will serve as evidence that team planning is occurring.	
	Target Date:	12/01/2015	
	<b>Tasks:</b>		
		1. Each building and the district will have a team composed of various shareholders. These teams will be composed of the principals, instructional supervisors, parents, and ACSIP chairs. The team will examine the results from various data sources to identify needs and implement plans of action that best supports enhanced student achievement. Priority areas of special education and ELL students will be targeted as these subpopulations prove to be areas of concern. The team members will discuss curriculum, instruction, assessment, and professional development needs in regards to the data present and make informed decisions that promote student achievement.	
		Assigned to:	Jamie Burris
		Target Completion Date:	09/01/2015
		Frequency:	monthly
		Comments:	Instructional supervisors (Kuras and Burris) will be responsible for assuring that building and district-level meetings occur each month. The instructional supervisors will work closely with principals and other team members to assure that needs are met and that progress is being made to increase student achievement.

		<b>Task Completed:</b>	10/01/2015
	2. The ACSIP plan is reviewed and revised monthly and annually by the peer review team. The team is composed of principals, superintendent, parents, teachers, and ACSIP chair members.		
		Assigned to:	Instructional Supervisors
		Target Completion Date:	09/01/2015
		Frequency:	monthly
		Comments:	Instructional supervisors will be present and will oversee the evaluation and progress of the building and district ACSIP plans.
		<b>Task Completed:</b>	10/01/2015
	3. Team success will be evaluated monthly and annually. Success will be determined based upon progress made toward goals and improvements made in student achievement. Teams will share successes at monthly, district meetings, and plans of action will be established to continue progress in other areas.		
		Assigned to:	Principals
		Target Completion Date:	09/01/2015
		Frequency:	monthly
		Comments:	Building principals and ACSIP chairs will evaluate progress and share successes at monthly team meetings. The appropriate next steps will be in place for continued success at both the building and district level.
		<b>Task Completed:</b>	10/01/2015
	4. Dardanelle will develop a comprehensive school improvement plan, which includes appropriate program goals, evaluations, budgets and assurances. All required parties are consulted in the planning, development, and implementation of the programs and activities as indicated in the ACSIP. All schools and students are afforded administrative support. Proven high-fidelity, academic programs enabling all students to meet academic objectives have been implemented. The NEEDS ASSESSMENT in the Dardanelle School District has shown that the Special Education and ELL subpopulations need assistance to achieve proficiency in literacy.		
		Assigned to:	Instructional Supervisors, Principals
		Target Completion Date:	09/15/2015
		Frequency:	monthly
		Comments:	The ACSIP development and planning will be ongoing. All members will have roles in the team-planning process. Instructional supervisors and principals will seek input from all members to promote success.
		<b>Task Completed:</b>	10/01/2015
<b>Implement</b>	Percent Task Complete:		4 of 4 (100%)
	Objective Met (initial):		10/20/2015
	Experience:		10/20/2015 Ongoing collaboration through leadership teams has been instrumental in adopting new policy and making changes necessary to enhance and support student achievement.
	Sustain:		10/20/2015 Leadership teams will continue to meet each month. District and building ACSIP teams will continue to meet and make suggestions for improvement.

Evidence:

10/20/2015 Evidence through sign in sheets, meetings, and agenda demonstrate the success of leadership and ACSIP team meetings.