

Comprehensive Plan Report

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

9/29/2016

Dardanelle Intermediate School NCES - 50493000213

Dardanelle School District

School Success Indicators

Key Indicators are shown in RED.

School Leadership and Decision Making

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

Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)(All Schools,Focus,Priority)		
Status	Objective Met 10/26/2015		
Assessment	Level of Development:	Initial: Limited Development 08/27/2015	
		Objective Met - 10/26/2015	
	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:	A team has been developed.	
Plan	Assigned to:	Malorie Berry	
	How it will look when fully met:	Ongoing collaboration, team building activities, data-driven decision making will be utilized to make decisions and improve student achievement.	
	Target Date:	10/05/2015	
	Tasks:		
	1. Monthly team meetings will be held to assure that staff members are involved and that data-driven decision making occurs to meet the needs of all students.		
	Assigned to:	Principal, Instructional leaders, Counselor, LIRA	
	Added date:	08/27/2015	
	Target Completion Date:	10/01/2015	
	Frequency:	twice monthly	
	Comments:	The person responsible for task will work to organize meetings, complete agendas, minutes.	
	Task Completed:	09/01/2015	
	2. Schedule meetings and agendas.		
	Assigned to:	Karie Kuras	
	Added date:	09/04/2015	
	Target Completion Date:	10/01/2015	
	Frequency:	twice monthly	
	Comments:	Instructional team meetings have been set for the remainder of the year. Agendas for each meeting are determined based upon current	

		needs.
	Task Completed:	09/01/2015
	3. Meeting minutes will be kept.	
	Assigned to:	Karie Kuras
	Added date:	09/04/2015
	Target Completion Date:	10/01/2015
	Frequency:	twice monthly
	Comments:	A team structured approach has been implemented in order to make decisions that are in the best interest of students at Dardanelle Intermediate School. The Leadership team and Instructional team collaborate to assure that student achievement is possible.
	Task Completed:	09/01/2015
Implement	Percent Task Complete:	
	Objective Met:	10/26/2015
	Experience:	10/26/2015 There has been an increase in collaboration within the school this year. This process has helped to change the culture within the school. Teachers, administrators, parents, and students work together to maximize student performance.
	Sustain:	10/26/2015 Ongoing collaborative meetings will be held to ensure this work is accomplished.
	Evidence:	10/26/2015 Sign-in sheets, agendas, and meeting minutes are maintained to document the progress of these meetings. Furthermore, increased student achievement is expected each year.
Indicator	ID04 - All teams prepare agendas for their meetings.(39)(All Schools,Focus,Priority)	
Status	Objective Met 10/26/2015	
Assessment	Level of Development:	Initial: Limited Development 09/04/2015
		Objective Met - 10/26/2015
	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:	The leadership team has been fully developed and regular scheduled meetings will be implemented throughout the duration of the school year.
Plan	Assigned to:	Karie Kuras
	How it will look when fully met:	Agendas will be completed and used to guide meetings.
	Target Date:	10/01/2015
	Tasks:	
	1. Prepare meeting agenda focused on current indicator (objective).	
	Assigned to:	Karie Kuras
	Added date:	09/29/2015

	Target Completion Date:	10/01/2015
	Frequency:	twice monthly
	Comments:	Detailed meeting agendas are prepared to direct the flow of the meeting. Input from all shareholders is utilized to determine the agenda for the next meeting.
	Task Completed:	10/01/2015
2. Review minutes from previous meeting.		
	Assigned to:	Karie Kuras
	Added date:	10/05/2015
	Target Completion Date:	10/05/2015
	Frequency:	twice monthly
	Comments:	Both the instructional and leadership teams prepare agendas for each meeting. The agendas are maintained within Indistar and/or at the principals office.
	Task Completed:	10/01/2015
3. All members will be in agreement with upcoming agenda and calendar.		
	Assigned to:	Karie Kuras
	Added date:	10/05/2015
	Target Completion Date:	10/05/2015
	Frequency:	twice monthly
	Comments:	Review minutes from previous meeting.
	Task Completed:	10/01/2015
Implement	Percent Task Complete:	
	Objective Met:	10/26/2015
	Experience:	10/26/2015 Meeting agendas has helped to increase accountability among shareholders.
	Sustain:	10/26/2015 Meeting agendas will continue to be utilized in order to increase accountability and assure that goals are met in a timely fashion.
	Evidence:	10/26/2015 Agendas are on file within Indistar and/or the principal's office.
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)(All Schools,Focus,Priority)	
Status	Objective Met 10/26/2015	
Assessment	Level of Development:	Initial: Limited Development 09/04/2015
		Objective Met - 10/26/2015
	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	A leadership team has been established. To ensure continued success

	development:	the leadership team will meet two times per month, an agenda will be created and meeting minutes recorded.
Plan	Assigned to:	Terry Laughinghouse
	How it will look when fully met:	To meet this objective team members will attend and participate in regular meeting (twice a month). Meeting minutes and sign in sheets will be kept to document progress.
	Target Date:	10/01/2015
	Tasks:	
	1. Establish a leadership team composed of the principal, instructional supervisor, teachers, school nurse, school counselor, and parent/s.	
	Assigned to:	Terry Laughinghouse
	Added date:	09/29/2015
	Target Completion Date:	09/08/2015
	Frequency:	twice monthly
	Comments:	A Leadership team is in place and meets on a regular basis.
	Task Completed:	09/01/2015
	2. Keep meeting minutes.	
	Assigned to:	Terry McElligott
	Added date:	10/05/2015
	Target Completion Date:	10/05/2015
	Frequency:	twice monthly
	Comments:	Meeting minutes are maintained in Indistar and/or the principal's office.
	Task Completed:	09/01/2015
	3. Create monthly calendar of upcoming meetings.	
	Assigned to:	Amy Wade
	Added date:	10/05/2015
	Target Completion Date:	10/05/2015
	Comments:	Monthly meetings are held and are scheduled for the year in Indistar.
	Task Completed:	09/01/2015
Implement	Percent Task Complete:	
	Objective Met:	10/26/2015
	Experience:	10/26/2015 A leadership team is in place and works to assure that needs are identified and met in order to promote student achievement within the school.
	Sustain:	10/26/2015 Leadership team meetings will be ongoing throughout the school year.
	Evidence:	10/26/2015 Meeting minutes are maintained in Indistar and/or the principal's office.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)(All Schools,Focus,Priority)
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Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 11/30/2015	
	Evidence:	Sign in sheets and agendas are kept regarding the data decision making meetings.	
Indicator	IF06 - Teachers are required to make individual professional development plans based on classroom observations.(70)(All Schools,Focus,Priority)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 10/26/2015	
	Evidence:	Classroom teachers utilize classroom observation data along with individual student performance data to determine professional needs for the upcoming school year. Teachers document and report needs on the state Bloomboard system and on the district professional development plan document.	
Indicator	IF11 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)(All Schools,Focus,Priority)		
Status	Objective Met 3/10/2016		
Assessment	Level of Development:	Initial: Limited Development 09/16/2015	
		Objective Met - 03/10/2016	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently, schools are providing professional development each year for their teachers. Presently, differentiation is an area that needs to be addressed. By doing this, individual teacher needs are met and student achievement will increase.	
Plan	Assigned to:	Karie Kuras	
	How it will look when fully met:	When this indicator is fully met, data will be utilized to provide high-quality professional development. Professional development will be ongoing and will be designed to meet the individual teacher needs.	
	Target Date:	02/15/2016	
	Tasks:		
	1. Professional development opportunities will be provided in early Jan. and Feb. 2016. This professional development will be designed to meet the needs of individual teachers.		
	Assigned to:	Terry Laughinghouse	
	Added date:	09/16/2015	
	Target Completion Date:	01/04/2016	
	Comments:	Meet with professional development committee, plan professional development opportunities, communicate needs and expectations to building principals.	
	Task Completed:	03/02/2016	
	2. A professional development planning committee will be organized and meet on a regular basis. The goal of the committee will be to gather and analyze data to determine professional development needs. Furthermore, the committee will work with building-level principals to plan and organize professional development opportunities for staff.		
	Assigned to:		

	Assigned to:	Karie Kuras
	Added date:	09/16/2015
	Target Completion Date:	10/01/2015
	Frequency:	monthly
	Comments:	Committee chair will be responsible for organizing, planning, and facilitating professional development meetings. He or she will communicate needs to building-level principals and district-level administration.
	Task Completed:	10/01/2015

3. The effectiveness of the professional development plan will be determined through teacher and administrator surveys, needs assessments, and improved student achievement on the ACT Aspire.

	Assigned to:	Counselors
	Added date:	09/16/2015
	Target Completion Date:	04/06/2015
	Frequency:	twice a year
	Comments:	Program evaluation will be on-going. Evaluation results will be utilized to determine appropriate next steps and improve overall teaching quality and student achievement.
	Task Completed:	03/02/2016

Implement	Percent Task Complete:	
	Objective Met:	3/10/2016
	Experience:	3/10/2016 Data was collected and analyzed to determine the current professional development needs of the teachers at Dardanelle Intermediate School.
	Sustain:	3/10/2016 Dardanelle Intermediate School will continue to gather data which reflects the current needs of its teachers in the area of professional development.
	Evidence:	3/10/2016 Teachers submitted individual professional development learning plans and created individual PGPs using the Bloomboard software. Sign in sheets and summaries of professional development days have been collected and maintained. Informal and formal observation data have been collected to ensure the professional development objectives of each teacher is being fully and effectively implemented.

School Leadership and Decision Making

Expanded time for student learning and teacher collaboration

Indicator	IH01 - The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)(All Schools,Focus,Priority)	
Status	Objective Met 10/26/2015	
Assessment	Level of Development:	Initial: Limited Development 08/17/2015
		Objective Met - 10/26/2015

	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:	There are a large number of extended learning time programs and other strategies related to school improvement that is currently in development.	
Plan	Assigned to:	Karie Kuras	
	How it will look when fully met:	jfdkljfdkfdskl	
	Target Date:	08/17/2015	
	Tasks:		
	1. Implement professional development to aid teachers in using extra school time effectively.		
	Assigned to:	Karie Kuras	
	Added date:	10/05/2015	
	Target Completion Date:	10/30/2015	
	Comments:	Professional development is provided at monthly staff meetings. This professional development is utilized to increase teacher performance both during the school day and during extended instructional time.	
	Task Completed:	10/01/2015	
	2. Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.		
	Assigned to:	Terry Laughinghouse	
	Added date:	10/05/2015	
	Target Completion Date:	10/05/2015	
	Comments:	Before and after school tutoring is in place to provide services to struggling students. These services are free to the student and provided by highly-qualified staff members.	
	Task Completed:	10/01/2015	
	3. Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.		
	Assigned to:	Terry Laughinghouse	
	Added date:	10/05/2015	
	Target Completion Date:	10/05/2015	
	Comments:	Student attendance is monitored through sign-in sheets. Student performance is determined based upon data such as (DRA, STAR, MOBY MAX).	
	Task Completed:	10/01/2015	
Implement	Percent Task Complete:		
	Objective Met:	10/26/2015	
	Experience:	10/26/2015 Extended learning time is in place both before and after school. By working with teachers in this capacity, many students gain additional academic support necessary to be successful within the classroom.	
	Sustain:	10/26/2015 Additional professional development will be necessary as the school	

		year progresses.
	Evidence:	10/26/2015 Sign-in sheets and increased student performance will be evaluated to measure the success of extended learning time.

School Leadership and Decision Making

Ensuring High Quality Staff - Recruitment, Evaluation, and Retention

Indicator	II01 - The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/23/2015
	Evidence:	The Dardanelle Intermediate School maintains a strong working relationship with Arkansas Tech University's education department by placing student interns in a number of our classrooms. This practice ensures high quality teacher recruitment. We also provide support to new teachers through our district novice teacher program. Supporting our new teachers will help to retain them and support school improvement.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(All Schools,Focus,Priority)		
Status	Objective Met 3/10/2016		
Assessment	Level of Development:	Initial: Limited Development 10/07/2015	
		Objective Met - 03/10/2016	
	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:	Curriculum alignment is currently in the development stage due to the implementation of a new state assessment.	
Plan	Assigned to:	Karie Kuras	
	How it will look when fully met:	The Dardanelle Intermediate school will provide instruction that has been aligned to the current state standards.	
	Target Date:	03/02/2016	
	Tasks:		
		1. Grade level teams will work collaboratively to develop year long curriculum maps.	
	Assigned to:	Malorie Berry	
	Added date:	03/10/2016	
	Target Completion Date:	03/01/2016	
	Comments:		
	Task Completed:	03/01/2016	
		2. Vertical and horizontal teams will meet to discuss and plan curriculum.	
	Assigned to:	Chris Grace	
	Added date:		

	Added date:	03/10/2016
	Target Completion Date:	03/02/2016
	Comments:	
	Task Completed:	03/02/2016
	3. Grade level teams will have opportunities throughout the school year to work with on curriculum alignment.	
	Assigned to:	Karie Kuras
	Added date:	03/10/2016
	Target Completion Date:	03/02/2016
	Comments:	
	Task Completed:	03/02/2016
Implement	Percent Task Complete:	
	Objective Met:	3/10/2016
	Experience:	3/10/2016 Grade level teams meet during the summer to begin work on curriculum. They continued their work throughout the duration of the school year, making adjustments to the curriculum map along the way.
	Sustain:	3/10/2016 A school curriculum must be revised and revisited each and every year to ensure everyone understands grade level expectations and implementation practices. Dardanelle Intermediate school will work next school year on curriculum realignment due to the release of the new state math, literacy, and science standards.
	Evidence:	3/10/2016 Year long curriculum maps have been development and are currently being effectively implemented in grades 4 and 5. Classroom observation data as well as state assessment data will provide necessary evidence the objective has been fully and effectively implemented.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator	IID02 - The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)(All Schools,Focus,Priority)		
Status	Objective Met 3/10/2016		
Assessment	Level of Development:	Initial: Limited Development 10/07/2015	
		Objective Met - 03/10/2016	
	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:	Pre-assessments are currently being collected and analyzed.
Plan	Assigned to:	Karie Kuras
	How it will look when fully met:	At the end of the school year, data will have been collected and analyzed for each student in our school. The data will be used throughout the year to progress monitor students and make specific adjustments to curriculum. The results will also be used to make adjustments to instructional plans, differentiate assignments and support individual student needs.
	Target Date:	05/06/2016
	Tasks:	
	1. The Leadership Team reviews the results for the entire school and across grade levels and subject areas.	
	Assigned to:	Karie Kuras
	Added date:	10/07/2015
	Target Completion Date:	03/07/2016
	Comments:	
	Task Completed:	03/07/2016
	2. Teachers will collect and analyze data to make adaptations in instruction and to identify students in need of additional assistance.	
	Assigned to:	Terry McElligott
	Added date:	10/07/2015
	Target Completion Date:	03/07/2016
	Frequency:	three times a year
	Comments:	
	Task Completed:	03/07/2016
	3. Instructional team will meet to analyze data.	
	Assigned to:	Jean Furr
	Added date:	10/07/2015
	Target Completion Date:	03/07/2016
	Frequency:	three times a year
	Comments:	
	Task Completed:	03/07/2016
Implement	Percent Task Complete:	
	Objective Met:	3/10/2016
	Experience:	3/10/2016 Teachers were trained in the use of the ACT Aspire website. They were given release time to analyze data results from each assessment.
	Sustain:	3/10/2016 It will be vital that teachers continue to use results from assessment data to meet the needs of their students. Teachers and curriculum coaches will continue to analyze results and make adjustments to

		classroom practices.
	Evidence:	3/10/2016 Classroom observation data as well as formative assessment data provides evidence that teachers have implemented changes in their current practices to reflect data analysis results from ACT Aspire Interim Assessments.

Classroom Instruction

Expecting and monitoring sound instruction in a variety of modes

Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	Curriculum documents were made and re-evaluated prior to the start of school. These documents are maintained by the teachers and district instructional supervisor. The documents are re-evaluated as needed and are considered to be living-breathing documents.

Family Community Engagement

Defining the purpose, policies, and practices of a school community

Indicator	FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 10/07/2015
	Evidence:	The Title I Compact has been fully developed and approved by our school board. The compact is agreed upon and signed at the beginning of each school year by the parent, teacher, and student. With each signature they agree to uphold their part of the compact. The Parent Involvement Committee, along with the Parent Facilitator work together to keep the Title I Compact current and continually meeting the needs of our students. The Parent Facilitator will provide workshop opportunities for parents to learn how to help their child in a number of academic areas.

Opportunity to Learn

Post-Secondary School Options

Indicator	HS04 - The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career.(4541)(All Schools,Focus,Priority)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 11/30/2015
	Evidence:	The school counselors provides information to students regarding various careers and decisions for the future (whether college or career).