

Dardanelle Primary School
School Improvement Plan
2024-2025

Board approved on *June 10, 2024*

Current Mission and Vision (as revised on 2.15.24 by building leadership team):

Mission:

In collaboration with students, families, and the community, Dardanelle Primary School is committed to building a strong foundation for every student in both social and academic disciplines as evidenced by growth toward proficient learning.

Vision:

Dardanelle Primary School will prioritize academic excellence and self-efficacy by becoming role models in their community.

Needs Assessment Data:

Goal 1:

Continue to provide a detailed, enriched, and accelerated curriculum for math (Reveal - year 2 of adoption) and Literacy (Benchmark year 2 of adoption) using the state-approved list for all students (see 2024-2025 Components of a School-Wide Plan Rubric, housed with District Curriculum Administrators). The implementation of the curriculum with integrity will enhance student growth by 3% as noted by the state ATLAS assessment.

Goal 2:

We will complete the adoption process for a new science curriculum (to be adopted for the 2024-2025 school year). The curriculum expectations will include but will not be limited to units that allow for exploration and inquiry-based projects that provide students the direct opportunity to embrace their natural curiosity. The curriculum will also focus on content knowledge, vocabulary, and comprehension while also meeting the needs of diverse learners. The implementation of the new curriculum with integrity will enhance student growth by 3% as noted by the state ATLAS assessment.

<p>Goal 1:</p> <p>Continue to provide a detailed, enriched, and accelerated curriculum for math (Reveal - year 2 of adoption) and Literacy (Benchmark year 2 of adoption) using the state-approved list for all students, including a newly adopted science curriculum (to be adopted for the 2024-2025 school year) (see 2024-2025 Components of a School-Wide Plan Rubric, housed with District Curriculum Administrators).</p>	<p>Actions and Timeline:</p> <ol style="list-style-type: none">1. Teachers will attend Benchmark Literacy and Reveal Math curriculum training during the summer of 2024 and will then continue to receive job-embedded professional development during team meetings under the PLC umbrella from August 2024-April 2025. Administration will monitor lesson plans and will do direct and indirect observations to ensure that the curriculum is being taught with integrity. When ATLAS test scores are released in the summer of 2025, district and building administrators will disaggregate data to determine growth percentiles and steps to close any achievement gaps.2. Teachers will meet once a month during team meetings to disaggregate data, review students by tier, track student movement, and target specific frameworks with specific interventions. Each meeting will have a sign-in sheet, agenda, as well as someone keeping meeting minutes. The meeting minutes will be shared with all staff in order to communicate grade-level needs. One member of administration will be available to help facilitate the meeting and to help determine appropriate interventions, use of staff, and make judgments regarding any state or federal funding topics. (September 2024 - April 2025)
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<p>Goal 2:</p> <p>Complete the process for a newly adopted science curriculum (to be adopted for the 2024-2025 school year). The curriculum expectations will include but will not be limited to units that allow for exploration, and inquiry-based projects that provide students the direct opportunity to embrace their natural curiosity. The curriculum will also focus on content knowledge, vocabulary, and comprehension while also meeting the needs of diverse learners. The implementation of the curriculum with integrity will enhance student growth by 3% as noted by the state ATLAS assessment.</p>	<p>Actions and Timeline:</p> <ol style="list-style-type: none"> 1. Teachers will attend Benchmark Literacy and Reveal Math curriculum training during the summer of 2024 and will then continue to receive mini-trainings during team meetings under the PLC umbrella from August 2024-April 2025. Administration will monitor lesson plans and will do direct and indirect observations to ensure that the curriculum is being taught with integrity. When ATLAS test scores are released in the summer of 2025, district and building administrators will disaggregate data to determine growth percentiles and steps to close any achievement gaps. 2. Administration will actively conduct classroom bi-monthly walk throughs (CWTs) checking for higher-level thinking strategies that include but are not limited to asking students to elaborate on their answers, and explaining thoughts in detail while promoting creative thinking, critical thinking, metacognition, science self-efficacy, and scientific reasoning.
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District Support Needed:

Goal 1:

Monthly meetings with allocated time for committee members to meet in a distraction-free location. This will require the hiring of substitutes, assigning support staff to cover, or early dismissals.

Goal 2:

Reasonable funding to ensure appropriate curriculum training and vertical and horizontal curriculum alignment among the school community. This includes but is not limited to collaboration with local preschools as well as the Intermediate School.

Directions: Use the rubric to assess the quality of the school's School Improvement - Schoolwide Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. Update the **School Improvement Plan** with a Narrative of Evidence within the plan. Email PDF and this rubric to Federal Programs Office **annually by May 1st** to coincide with the final submission of school improvement plans. (Will be uploaded via Indistar for AR DESE review annually)
 Not an AR DESE required form.

District Name	Dardanelle School District	District LEA No	7504000
School Name	Dardanelle Primary School	School LEA No	
Principal Name	Shawn M. Hettinga	Principal Email	shawn.hettinga@dardanellelizards.com

ESSA STATUTE	Exceptional 3***	Acceptable 2**	Needs Revision 1*
4 Components of a Schoolwide Plan Needs Assessment <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* 	Includes a variety of data gathered from multiple sources. Examines student, teachers, school and community strengths and needs.	Includes data gathered from two sources. Examines student strengths and needs.	Includes data gathered from less than two sources. Examines student deficits.
Schoolwide Evidence based strategies <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* <u>Resource Guide from AR DESE - Empowering Schools for Success: Using Effective Evidence-based Practices to Impact Student Outcomes</u>	Strategies increase the quality and quantity of instruction, using evidence based methods and strategies. Evidence based strategies are directly aligned with the findings of the ongoing needs assessment. Provides a detailed, enriched, and accelerated curriculum for all students (including Social Emotional Learning) Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups and cohorts participating in the schoolwide program. Addresses specific strategies that assist teachers to determine if student needs are met.	Increased the quality and quantity of instruction. Evidence based strategies aligned with the findings of the ongoing needs assessment. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met.	Increased neither the quality nor quantity of instruction Evidence based strategies are not directly aligned with the comprehensive needs assessment findings and do not reference evidence based models. Provides a basic curriculum. Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. Teachers are directed to meet student needs without specific strategies or approaches.

<p>Activities to Ensure Mastery</p> <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* 	<p>The school has a well-defined process (e.g. Progress Monitoring) that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance (e.g. Multi-Tiered System of Supports/MTSS to include Social Emotional Learning) is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards.</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards. Assistance is not present for all areas of development.(e.g. Limited Response to Intervention Process)</p> <p>Students receive some differentiated instruction while working with support staff</p>	<p>No process is in place to identify students who are experiencing difficulty mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
<p>Maintain documentation of Plan Review: Updated Plan PDF, Printed Cover Sheet.</p>			
<p>Annual Evaluation of the Plan</p>			

Date:

First	Last	Position/Role

List Review Team Members:

Shawn Hettinga, Principal
John Sandlin, Assistant Principal
Sheri Sykes, School Counselor
Olivia Carter, School Nurse
Matorie Berry, District Administration
Mandy Belding, Parent

Dardanelle Intermediate School

Improvement Plan – 2024-2025

Board Approved on June 10, 2024

Current Vision

Dardanelle Intermediate School is the PLACE to be
Positive Loving Accepting Committed Empowering

Current Mission

In a safe learning environment, we will empower and support students to think critically, discover their purpose, believe in themselves, and care for others. We will engage the families of our students as well as community members to help us in doing our part to develop lifelong learners who successfully contribute to our society.

Needs Assessment Data:

- 2023 & 2024 ACT Aspire Testing
- Formal and informal assessments within the classroom
- Disciplinary Data
- Office for Education Policy report
- Teacher Value Added Measure data
- RTI documentation which includes quarterly progress monitoring data

Goal 1

Increase the number of students meeting grade-level literacy, math and science expectations for achievement and growth.

Action Steps

1. Teachers will attend summer professional development that focuses on instructional strategies that help them engage their students more deeply in attainment of the state standards.
2. Continue alignment of new standards to the newly adopted curriculums.
3. Deliver instruction that accelerates grade level standards while meeting the diverse needs of all students
4. Monitor student progress of standards
5. Provide specific and timely interventions of grade level standards (Point in time remediation).

Goal 2

Continue using the Capturing Kids Hearts model to build meaningful, productive relationships with students and staff in order to provide students with tools to self monitor their own behaviors.

Action Steps

1. Provide a refresher on the CKH Model during back to school professional development week.
2. Create and follow classroom social contracts with students
3. Focus on a monthly character word using the CKH Leadworthy Character lessons.
4. Celebrate positive behavior with Student of the Month and Character Achievement Awards
5. Monitor student interactions and disciplinary referrals
6. Celebrate positive behaviors
7. The Behavior RTI team will provide specific and timely behavior interventions for students identified as in need of support in the areas of behavior management and self regulation.

District Support Needed

1. Professional development and continued support of new curriculums and state standards
2. Provide the money/resources needed to reward our students for good behavior

Directions: Use the rubric to assess the quality of the school's School Improvement - Schoolwide Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. Update the **School Improvement Plan** with a Narrative of Evidence within the plan. Email PDF and this rubric to Federal Programs Office annually by **May 1st** to coincide with the final submission of school improvement plans. (Will be uploaded via Indistar for AR DESE review annually)
 Not an AR DESE required form.

District Name	Dardanelle	District LEA No	7504000
School Name	Dardanelle Intermediate	School LEA No	7504009
Principal Name	Chris Grace	Principal Email	chris.grace@dardanellelizards.com

ESSA STATUTE	Exceptional 3***	Acceptable 2**	Needs Revision 1*
4 Components of a Schoolwide Plan Needs Assessment <ul style="list-style-type: none"> • 3*** • 2** • 1* 	Includes a variety of data gathered from multiple sources. Examines student, teachers, school and community strengths and needs.	Includes data gathered from two sources. Examines student strengths and needs.	Includes data gathered from less than two sources. Examines student deficits.
Schoolwide Evidence based strategies <ul style="list-style-type: none"> • 3*** • 2** • 1* <u>Resource Guide from AR DESE - Empowering Schools for Success: Using Effective Evidence-based Practices to Impact Student Outcomes</u>	Strategies increase the quality and quantity of instruction, using evidence based methods and strategies. Evidence based strategies are directly aligned with the findings of the ongoing needs assessment. Provides a detailed, enriched, and accelerated curriculum for all students (including Social Emotional Learning) Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups and cohorts participating in the schoolwide program. Addresses specific strategies that assist teachers to determine if student needs are met.	Increased the quality and quantity of instruction. Evidence based strategies aligned with the findings of the ongoing needs assessment. Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students. Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program. Briefly addresses how the school will determine if these needs are met.	Increased neither the quality nor quantity of instruction Evidence based strategies are not directly aligned with the comprehensive needs assessment findings and do not reference evidence based models. Provides a basic curriculum. Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met. Teachers are directed to meet student needs without specific strategies or approaches.

<p>Activities to Ensure Mastery</p> <ul style="list-style-type: none"> • 3*** • 2** • 1* 	<p>The school has a well-defined process (e.g. Progress Monitoring) that is currently being implemented to identify students experiencing difficulty mastering the State's standards</p> <p>Timely, effective and additional assistance (e.g. Multi-Tiered System of Supports/MTSS to include Social Emotional Learning) is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, Integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards.</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards. Assistance is not present for all areas of development. (e.g. Limited Response to Intervention Process)</p> <p>Students receive some differentiated instruction while working with support staff</p>	<p>No process is in place to identify students who are experiencing difficulty mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
<p>Annual Evaluation of the Plan</p>			
<p>Maintain documentation of Plan Review: Updated Plan PDF, Printed Cover Sheet.</p>			

Date: List Review Team Members:		
First	Last	Position/Role
Chris	Grace <i>CG</i>	Principal
Karie	Turney <i>KT</i>	Instructional Supervisor/ VP
Danielle	Martin <i>DM</i>	Teacher
Tonya	Hernes <i>TH</i>	Teacher
Laura	Christensen <i>LC</i>	Speech Pathologist
April	McGuire <i>AM</i>	Nurse
Meghan	Black <i>MB</i>	Parent

Dardanelle Middle School

School Improvement Plan 2024-2025

Board Approved June 10, 2024

Current Mission and Vision: Mission: Dardanelle Middle School’s mission is to create lifelong learners and globally responsible citizens through a partnership of students, families, staff, and community. We want to inspire all students to apply the knowledge, skills, and attitudes necessary to become creative problem solvers to achieve personal success and to contribute to our diverse and dynamic world. Vision: At Dardanelle Middle School, we will LEAD our students to be Life-long learners , Empowering them to inspire and apply knowledge, Achieve personal goals, and Develop responsible global citizens.	
Needs Assessment Data: <ul style="list-style-type: none">• Surveys of parents, students, teachers, and staff• 2023 Aspire data, 2024 Atlas data, and 23-24 IXL data• Disciplinary data• Attendance data• Classroom interim data	
Goal 1: Continue working to improve achievement by aligning the new state standards to the newly adopted curriculum for math, science, and language arts	<ul style="list-style-type: none">• Provide in-house professional development on new standards and curriculum• Professional development aligning the curriculum to the state standards• Evaluate test scores• Team planning on scope and sequence both vertically and horizontally
Goal 2: Building strong and effective collaborations with families to help every child to succeed	<ul style="list-style-type: none">• Survey parents/guardians to get their input into how we can best support them and their family• Hold monthly parent meetings to evaluate progress and build relationships• Professional development on ways to improve communication with parents
Goal 3: Establish a “Family and Community Night” once a month to engage the community and schools in a whole effort to support and collaborate families in our community	<ul style="list-style-type: none">• Collaborate with outside agencies to present information and work with families at the Family and Community Night• Work with DPS, DIS, and DHS to have their schools represented at the Family and Community Night

Directions: Use the rubric to assess the quality of the school's School Improvement - Schoolwide Plan. The rubric employs a "three-star" system that highlights the desired qualities and characteristics observed in effective schoolwide programs. Update the **School Improvement Plan** with a Narrative of Evidence within the plan. Email PDF and this rubric to Federal Programs Office **annually by May 1st** to coincide with the final submission of school improvement plans. (Will be uploaded via Indistar for AR DESE review annually)

Not an AR DESE required form

District Name	Dardanelle	District LEA No	7504000
School Name	Dardanelle Middle	School LEA No	7504010
Principal Name	John D. Keeling	Principal Email	jd.keeling@dardanellelel2arbs.com

ESSA STATUTE	Exceptional 3***	Acceptable 2**	Needs Revision 1*
4 Components of a Schoolwide Plan Needs Assessment <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* 	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teachers, school and community strengths and needs.</p> <p>Strategies increase the quality and quantity of instruction, using evidence based methods and strategies.</p> <p>Evidence based strategies are directly aligned with the findings of the ongoing needs assessment.</p> <p>Provides a detailed, enriched, and accelerated curriculum for all students (including Social Emotional Learning)</p> <p>Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups and cohorts participating in the schoolwide program.</p> <p>Addresses specific strategies that assist teachers to determine if student needs are met.</p>	<p>Includes data gathered from two sources.</p> <p>Examines student strengths and needs.</p> <p>Increased the quality and quantity of instruction.</p> <p>Evidence based strategies aligned with the findings of the ongoing needs assessment.</p> <p>Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.</p> <p>Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.</p> <p>Briefly addresses how the school will determine if these needs are met.</p>	<p>Includes data gathered from less than two sources.</p> <p>Examines student deficits.</p> <p>Increased neither the quality nor quantity of instruction</p> <p>Evidence based strategies are not directly aligned with the comprehensive needs assessment findings and do not reference evidence based models.</p> <p>Provides a basic curriculum.</p> <p>Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.</p> <p>Teachers are directed to meet student needs without specific strategies or approaches.</p>
Schoolwide Evidence based strategies <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* <p>Resource Guide from AR DESE - <u>Empowering Schools for Success: Using Effective Evidence-based Practices to Impact Student Outcomes</u></p>			

Activities to Ensure Mastery

- 3***
- 2**
- 1*

The school has a well-defined process (e.g. Progress Monitoring) that is currently being implemented to identify students experiencing difficulty mastering the State's standards

Timely, effective and additional assistance (e.g. Multi-Tiered System of Supports/MTSS to include Social Emotional Learning) is provided for students experiencing difficulty mastering the State's standards.

Thematic. Integrated instruction, designed to accommodate the needs of various learning styles is provided.

The school has a process in place to identify students experiencing difficulty mastering the State's standards.

Effective, additional assistance is provided for students experiencing difficulty meeting State standards. Assistance is not present for all areas of development.(e.g. Limited Response to Intervention Process)

Students receive some differentiated instruction while working with support staff

No process is in place to identify students who are experiencing difficulty mastering the State's standards.

Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.

All students are taught using the same methods.

Maintain documentation of Plan Review: Updated Plan PDF, Printed Cover Sheet.

Annual Evaluation of the Plan

Date:

First	Last	Position/Role

List Review Team Members:

Kim Walter - Counselor
 John Keeling - Principal
 Rebecca McIntyre - Teacher
 Chelsea Troyke - Parent
 Kaycee Schafer - Parent
 Donna Berry - Parent
 Maria Garcia-Lopez - Parent

Dardanelle High School
School Improvement Plan

2024-2025

Board approved on: *June 10, 2024*

Current Mission and Vision:

It is the mission of Dardanelle High School to empower its students with the knowledge and skills they need to be successful in their changing world.

Needs Assessment Data:

Dardanelle High School Data :

ASPIRE Test performance improved in many areas. Below contains a summary of the current aspire data for Dardanelle High School (state averages).

10th grade English was 6 (5); math was 25 (20); reading improved to 44 (36); science was 40 (29). In 9th grade, English was 57 (53); math was 32 (27); reading was 38 (41); science was 34 (32).

ACT scores were: DHS 21.3 and state average 18.6

Advanced Placement enrollment was on target with 48% of tested students earning a score of 3, 4, or 5 on the national exam.

4-Year Graduation Rate was 94.44% as compared to the state average of 89.4%.

Goal 1:

Improve English and Language Arts performance by 5%.

Indicators: Improvement in state assessment scores as measured by the number of students scoring ready or exceeding on the Spring ATLAS assessment in 2024.

Actions and Timeline:

1. All principal evaluations and observations will evaluate depth and quality of questioning-- especially on English anchor pieces. (Principal, Assistant Principal, perpetual)
2. Close reading will be practiced in all Language Arts classes. Reading will be on grade-level. (English Department, perpetual)
3. All English classes will have a strong emphasis on vocabulary. Students will be exposed to content-rich vocabulary in various ways in which multiple strategies will be utilized to assure student understanding. (English Department, perpetual)
4. Non-fiction works will be read and analyzed in all English classes, CCR Literacy, and critical reading. (English department, perpetual)
5. Writing of the position paper type will be practiced in all literacy, science, and social studies classes throughout the year with principal evaluation reflecting frequency and excellence of the assignments and results. (English, Science, and

	<p>Social Studies departments, perpetual)</p> <p>6. At least two interims will be given in English and Reading throughout the school year. In PLC's, data from assessments will be collected and utilized to make curriculum decisions and changes moving forward. Students will receive intervention in response to interim data. (Principal, Assistant Principal, District Curriculum Department, Fall 2023 & Spring 2024)</p> <p>7. Emphasis on increased student engagement through questioning/discussion techniques.</p> <p>8. EL ACHIEVE and IXL curriculum will be utilized to meet the needs of struggling learners. In addition, a full-time ESL instructional aide will be utilized to help meet the needs of struggling learners.</p>
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Data Collection:

- Classroom walkthrough data
- Act aspire interim data
- Informal assessment data within the classroom
- ASPIRE Data from Spring 2023.
- ELPA 21 data from Spring 2023.
- ACT data from Spring 2023.
- ACT Aspire weekly practice data.
- Essa data report, Fall 2023

Goal 2:

Improve Math Performance by 5%

Indicators: Improvement in state test scores as measured by the number of students scoring at the state defined proficiency level on the spring ATLAS assessment given in 2024.

Actions and Timeline:

1. All Algebra and Geometry teachers will give two interim tests; reteach problem areas as indicated by class performance. In PLC's, data from assessments will be collected and utilized to make curriculum decisions and changes moving forward. Student will receive interventions as needed based upon interim data (Principal, Assistant Principal, Fall 2023 & Spring 2024).

2. All principal evaluations of math classes will note evidence in clarity of instruction and conscious alignment of teaching to curriculum accessed on ATLAS. (Principal, Assistant Principal, perpetual)

3. Professional development will focus on depth and formation of daily class teaching and the posing of higher order thinking questions in class work and homework. Higher order thinking skills will be a priority. (Principal, Assistant Principal, District Curriculum Department, perpetual)

4. At least two interims will be given in each tested subject area throughout the school year. Data from assessments will be collected and utilized to make curriculum decisions and changes moving forward. Student will receive interventions as needed based upon interim data. (Principal,

Assistant Principal, District Curriculum Department)

5. Increased implementation of open response items into weekly assessments and practice problems. (Math Department, perpetual)

6. Emphasis on increased student engagement through questioning for discussion strategies.(Principal, Assistant Principal, District Curriculum Department, Math Department, perpetual)

7. ESL instructional aides will be utilized approximately 50 man hours per week to support academic needs for struggling learners. (Principal, Assistant Principal, McCampbell, District Curriculum Department, perpetual)

Data Collection:

- Classroom walkthrough data
- Act Aspire interim data
- Informal assessment data within the classroom
- ATLAS data from Spring 2024.
- ELPA 21 data from Spring 2024.
- ACT data from Spring 2024.
- ESSA report data, Fall 2023.

<p style="text-align: center;">Goal 3:</p> <p>Increase graduation rates by 3%.</p> <p>Indicators: Graduation rates provided by the Arkansas Department of Education.</p>	<p style="text-align: center;">Actions and Timeline:</p> <ol style="list-style-type: none"> 1. Provide credit recovery and summer school opportunities for students to obtain missed credits. (Principal, Assistant Principal, perpetual) 2. Provide response to intervention for students as needed to help meet the academic needs of each student. (Hudgeons, Hettinga, perpetual) 3. Provide a strict attendance policy to promote student achievement and enhance the possibility of graduation. (Principal, Assistant Principal, perpetual) 4. In order to prevent failure, the alternative learning environment will be used as a last resort effort to remediate and recover credit. (Principal, Assistant Principal, ALE Staff, perpetual)
<p style="text-align: center;">Data Collection:</p> <ul style="list-style-type: none"> ● Graduation rate from ESSA report Fall 2023. ● Attendance rate data ● On-Time credit data ● Reclassification data ● Frequent transcript checks ● Advisor reports 	

District Support Needed:

1. Help will be provided in the area of curriculum alignment and the selection of appropriate curriculum resources to be utilized within the classrooms.
2. District will allow and encourage teacher professional development needed to improve the posing of rich, academic, questions and increasing depth of knowledge.
3. District must continue to support and improve technology infrastructure and continue to help teachers to use technology more efficiently to accomplish their curricular goals.
4. Curriculum coordinators and academic coaches will provide classroom observation data to the principals on a regular basis.
5. Academic coaches will provide instructional strategy cycles with teachers wanting or in need of additional instructional support.
6. Additional supplies, resources, and/or personnel will be provided by the district as needed.
7. EL ACHIEVE and IXL curriculum will be utilized to meet the needs of struggling learners. In addition, a full-time ESL instructional aide will be utilized to help meet the needs of struggling learners.

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Not an AR DESE required form

District Name	Dardanelle	District LEA No	7524000
School Name	Dardanelle High	School LEA No	7524011
Principal Name	Jamie	Principal Email	Jamie.Burris@dardanelle.k12.ark.Us

ESSA STATUTE	Exceptional 3***	Acceptable 2**	Needs Revision 1*
4 Components of a Schoolwide Plan Needs Assessment <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* 	<p>Includes a variety of data gathered, ✓ from multiple sources.</p> <p>Examines student, teachers, school and community strengths and needs.</p>	<p>Includes data gathered from two sources.</p> <p>Examines student strengths and needs.</p>	<p>Includes data gathered from less than two sources.</p> <p>Examines student deficits.</p>
Schoolwide Evidence based strategies <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* <p>Resource Guide from AR DESE - Empowering Schools for Success: Using Effective Evidence-based Practices to Impact Student Outcomes</p>	<p>Strategies increase the quality and quantity of instruction, using evidence based methods and strategies. ✓</p> <p>Evidence based strategies are directly aligned with the findings of the ongoing needs assessment.</p> <p>Provides a detailed, enriched, and accelerated curriculum for all students (including Social Emotional Learning)</p> <p>Addresses the needs of all children in the school, but particularly those who are low achieving, and meets the needs of students representing all major subgroups and cohorts participating in the schoolwide program. ✓</p> <p>Addresses specific strategies that assist teachers to determine if student needs are met. ✓</p>	<p>Increased the quality and quantity of instruction. ✓</p> <p>Evidence based strategies aligned with the findings of the ongoing needs assessment.</p> <p>Provides an enriched and accelerated curriculum for select students with plans in place to move toward all students.</p> <p>Addresses the needs of all children in the school, but particularly the needs of students of target populations participating in the schoolwide program.</p> <p>Briefly addresses how the school will determine if these needs are met.</p>	<p>Increased neither the quality nor quantity of instruction</p> <p>Evidence based strategies are not directly aligned with the comprehensive needs assessment findings and do not reference evidence based models.</p> <p>Provides a basic curriculum.</p> <p>Addresses the needs of select students and there is no clear plan in place that addresses how the school will determine if identified needs are met.</p> <p>Teachers are directed to meet student needs without specific strategies or approaches.</p>

<p>Activities to Ensure Mastery</p> <ul style="list-style-type: none"> ● 3*** ● 2** ● 1* 	<p>The school has a well-defined process (e.g. Progress Monitoring) that is currently being implemented to identify students experiencing difficulty mastering the State's standards</p> <p>Timely, effective and additional assistance (e.g. Multi-Tiered System of Supports/MTSS to include Social Emotional Learning) is provided for students experiencing difficulty mastering the State's standards.</p> <p>Thematic, Integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>The school has a process in place to identify students experiencing difficulty mastering the State's standards. ✓</p> <p>Effective, additional assistance is provided for students experiencing difficulty meeting State standards. Assistance is not present for all areas of development. (e.g. Limited Response to Intervention Process) ✓</p> <p>Students receive some differentiated instruction while working with support staff ✓</p>	<p>No process is in place to identify students who are experiencing difficulty mastering the State's standards.</p> <p>Additional assistance is provided to some students who are experiencing difficulty, but the intervention is not regular and ongoing.</p> <p>All students are taught using the same methods.</p>
<p>Annual Evaluation of the Plan</p> <p>Maintain documentation of Plan Review: Updated Plan PDF, Printed Cover Sheet.</p>			

Date:

First	Last	Position/Role

List Review Team Members:

Paul Farnham
 Cindy Hudgens
 Melonie Burnis
 Jamie Burns

AP Counselor
 Counselor / Parent
 Principal