



AGENDA

STATE BOARD OF EDUCATION

April 7, 2014

Arkansas Department of Education

Special Committee Meeting in ADE auditorium

11:00 AM

☐ [Back](#) ☐ [Print](#)

Work Session

W-1 Consideration of data and information pertaining to the academic distress of the Lee County School District

On March 28, 2014 at the Special Board Meeting, Chair Gullett appointed a special committee to study chronically underperforming school districts. Chair Gullett requested Ms. Saviers, Ms. Newton, and Mr. Ledbetter serve on the special committee, with Ms. Saviers serving as chair of the committee. Dr. Kimbrell requested the committee initially focus on the academic distress districts. The committee will meet to review data and information pertaining to the academic distress of the Lee County School District.

Presenter: Vicki Saviers, Chair of the Special Committee

District: LEE COUNTY SCHOOL DISTRICT **Superintendent: WILLIE MURDOCK**
 School: LEE COUNTY SCHOOL DISTRICT Principal:
 LEA: 3904000 Grades: K-12
 Address: 188 W. CHESTNUT ST. Enrollment: 920
 MARIANNA, AR 72360 Attendance (3 QTR AVG): 93.11
 Phone: 870-295-7100 Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	476	484	98.35	519	531	97.74
Targeted Achievement Gap Group	475	483	98.34	517	529	97.73
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	430	437	98.40	466	477	97.69
Hispanic	10	10	100.00	12	12	100.00
White	32	33	96.97	34	35	97.14
Economically Disadvantaged	475	483	98.34	517	529	97.73
English Language Learners						
Students with Disabilities	62	63	98.41	61	61	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	228	444	51.35	53.67	91.00	178	311	57.23	61.96	93.00
Targeted Achievement Gap Group	228	444	51.35	51.31	91.00	178	311	57.23	60.25	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	681	1430	47.62	53.67	91.00	559	973	57.45	61.96	93.00
Targeted Achievement Gap Group	639	1362	46.92	51.31	91.00	532	933	57.02	60.25	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	207	404	51.24	53.67		161	283	56.89	62.08	
Hispanic	6	10	60.00	67.95					79.17	
White	12	26	46.15	41.67		9	16	56.25	50.00	
Economically Disadvantaged	228	444	51.35	51.55		178	311	57.23	60.56	
English Language Learners										
Students with Disabilities	10	59	16.95	22.62		14	38	36.84	19.64	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	237	482	49.17	56.87	92.00	128	311	41.16	52.90	81.00
Targeted Achievement Gap Group	237	482	49.17	55.42	92.00	128	311	41.16	50.83	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	764	1575	48.51	56.87	92.00	407	974	41.79	52.90	81.00
Targeted Achievement Gap Group	722	1504	48.01	55.42	92.00	383	934	41.01	50.83	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	216	442	48.87	56.69		114	283	40.28	51.83	
Hispanic	7	12	58.33	69.70					79.17	
White	10	27	37.04	51.76		6	16	37.50	58.33	
Economically Disadvantaged	237	482	49.17	55.75		128	311	41.16	51.07	
English Language Learners										
Students with Disabilities	15	57	26.32	35.18		8	38	21.05	31.55	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	83	112	74.11	77.78	94.00
Targeted Achievement Gap Group	79	105	75.24	78.76	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	235	311	75.56	77.78	94.00
Targeted Achievement Gap Group	222	291	76.29	78.76	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	78	105	74.29	84.26	
Hispanic				79.17	
White				24.24	
Economically Disadvantaged	79	105	75.24	78.76	
English Language Learners				100.00	
Students with Disabilities	15	18	83.33	76.19	



ARKANSAS
DEPARTMENT
OF EDUCATION

Lee County School District
2012/2013 School Year

Standards Annual Accreditation Report

Lee County School District

Accreditation Status:

District:

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72380

870-295-7100

Schools:

3904005 - Whitten Elementary School - Cited

3904010 - Anne Strong Intermediate School - Accredited

3904011 - Lee High School - Probationary

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment		District Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
K	85	920	180	31864
1	72			
2	58			
3	69			
4	66			
5	67			
6	67			
7	81			
8	77			
9	66			
10	72			
11	74			
12	68			
FTE Information		Counselor	Principal	Assitant Principal
		3.00	3.00	1.00
				Library/Media Specialist
				2.00



ARKANSAS
DEPARTMENT
OF EDUCATION

Whitten Elementary School
2012/13 School Year

Standards Annual Accreditation Report

Whitten Elementary School

Accreditation Status: Cited

District:

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72360

870-295-7100

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

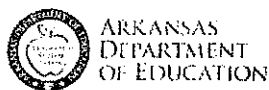
Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	3904005	Job Not Certified: TINZIE, TRACIA 971530 Special Education Resource Services (Special Education Resource Ser)	ALP Licensure Completion Date: 09/01/2014	Cited

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
1	72	215	60	11000
2	58			
K	85			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	
1.00	1.00	0.00	0.50	



Anna Strong Intermediate School
2012/13 School Year

Standards Annual Accreditation Report

Anna Strong Intermediate School

Accreditation Status: Accredited

District:

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72360

870-295-7100

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

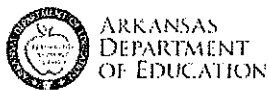
Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA 971500 Special Education Itinerant Services (SP ED HISTORY)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA 971500 Special Education Itinerant Services (SP ED LANGUAGE)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA 971500 Special Education Itinerant Services (SP ED MATH)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA 971500 Special Education Itinerant Services (SP ED READING)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA 971500 Special Education Itinerant Services (SP ED SCIENCE)	ALP Licensure Completion Date: 09/01/2015	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
3	69	269	60	9864
4	66			
5	67			
6	67			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	
1.00	1.00	0.00	0.50	



Lee High School
2012/13 School Year

Standards Annual Accreditation Report

Lee High School

Accreditation Status: Probationary

District:

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72360

870-295-7100

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	3904011	Lee County Sr. High School Review Date: 1/8/2013 Comments: OSR Item Number 169		Probationary
Job Not Certified	X	15.03.3	3904011	Job Not Certified: GIBSON, TERRY 423000 Physical Science (PH SC)		Probationary
Job Not Certified	X	15.03.3	3904011	Job Not Certified: GIBSON, TERRY 423000 Physical Science (PHYSICAL SCIENC)		Probationary

School Details Summary

Student Enrollment		School Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
10	72	436	60	11000
11	74			
12	68			
7	81			
8	77			
9	68			
		FTE Information		
		Counselor	Principal	Assistant Principal
		1.00	1.00	1.00
				Library/Media Specialist
				1.00



ARKANSAS
DEPARTMENT
OF EDUCATION

Lee County School District
2012/2013 School Year

Standards Annual Override Report

Lee County School District

Accreditation Status:

District:

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72360

870-295-7100

Schools:

3904005 - Whitten Elementary School - Cited

3904010 - Anna Strong Intermediate School - Accredited

3904011 - Lee High School - Probationary

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.4.10	IV	Advanced Placement Approval	3904011	No AP Approval for teacher JONES, ASHLEY for course Advanced Placement English Literature and Composition (AP ENG, LITER)			C
9.03.3	IV	Grade Level	3904011	Grade Level: WELD, LAURA Visual Art 5-8 (combination) (***) (VISUAL ARTS 7/8)			G
9.03.3	IV	Grade Level	3904011	Grade Level: WALTON, NATALYN General Music 5-8 (combination) (***) (GEN MUSIC 7/8)			G
15.03.3	X	High Qualified Teacher (HQT)	3904005	Highly Qualified Teacher Required for course Kindergarten Regular, but BRITTAIN, BETTY is not Highly Qualified Teacher			I
15.03.3	X	Job Not Certified	3904010	Job Not Certified: BRANCH, WILLIE 7070 Parent Facilitator			C
15.03.2	X	Expired License	3904000	Expired License: GINN, LORI Special Education Supervisor			C
15.03.1	X	Personnel Not Certified	3904010	Personnel Not Certified: COLEMAN, LAURA			C
15.03.1	X	Personnel Not Certified	3904010	Personnel Not Certified: PERRY, VIVIAN			C
15.03.1	X	Personnel Not Certified	3904010	Personnel Not Certified: PERRY, VIVIAN			C
15.03.1	X	Personnel Not Certified	3904010	Personnel Not Certified: BRANCH, WILLIE Mathematics Grade 5 (5TH MATH)			C
15.03.1	X	Personnel Not Certified	3904010	Personnel Not Certified: BRANCH, WILLIE Mathematics Grade 5 (PAP MATH)			C
15.03.1	X	Personnel Not Certified	3904011	Personnel Not Certified: JONES, JEANNE Computer Tech: Introduction (COMP TECH)			I
10.02.5	V	Class Size: Grades 7-12	3904011	Class 7-8 PE with teacher MITCHELL, LARRY exceeds maximum class size of 30 with 47 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	3904011	Class 7/8 HEALTH with teacher MITCHELL, LARRY exceeds maximum class size of 28 with 30 students (Grade range: 7 to 12)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class MUSIC K with teacher JONES, ARIEL exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class MUSIC K with teacher JONES, ARIEL exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class LANG ART K with teacher BRADY, DONNA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class MATH K with teacher BRADY, DONNA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class READING K with teacher BRADY, DONNA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class SCIENCE K with teacher BRADY, DONNA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class SOCIAL K with teacher BRADY, DONNA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class LANG ART K with teacher SMITH, EVELYN C. exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class MATH K with teacher SMITH, EVELYN C. exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3904005	Class READING K with teacher SMITH, EVELYN C. exceeds maximum class size of 20 with 21 students (Grade range: K)			C

10.02.2	V	Class Size: Kindergarten	3904005	Class SCIENCE K with teacher SMITH, EVELYN C. exceeds maximum class size of 20 with 21 students (Grade range: K)		C
10.02.2	V	Class Size: Kindergarten	3904005	Class SOCIAL K with teacher SMITH, EVELYN C. exceeds maximum class size of 20 with 21 students (Grade range: K)		C
10.02.2	V	Class Size: Kindergarten	3904005	Class VISUAL ART K with teacher BRADSHAW, MELANIE exceeds maximum class size of 20 with 21 students (Grade range: K)		C
10.02.2	V	Class Size: Kindergarten	3904005	Class VISUAL ART K with teacher BRADSHAW, MELANIE exceeds maximum class size of 20 with 22 students (Grade range: K)		C



ARKANSAS DEPARTMENT OF EDUCATION

January 30, 2013

Dr. Tom W. Kimbrell
Commissioner

Willie Murdock
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

**State Board
of Education**

Jim Cooper
*Melbourne
Chair*

**Re: Academic Distress Notification
(VIA CERTIFIED MAIL)**

Brenda Gullett
*Fayetteville
Vice Chair*

Dear Superintendent Murdock:

Dr. Jay Barth
Little Rock

Pursuant to Ark. Code Ann. § 6-15-428, please accept this letter as notice that the Arkansas Department of Education has identified the Lee County School District as a district in academic distress. The Lee County School District meets the definition of "academic distress" as set forth in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP Rules).

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

According to Section 3.02.1.1 of the ACTAAP Rules, a school district may be identified as in academic distress if 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period. The most recent three years of test data for math and literacy shows that 47.64 percent of students in your district were proficient and advanced.

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Your school district may appeal this determination to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of this notification. You may send any appeal to Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education, Four Capitol Mall, Little Rock, AR 72201-1019. Any appeal should contain written justification as to why the Lee County School District should not be classified as in academic distress. If your school district does appeal this identification, the State Board shall hear the appeal within sixty (60) days of receipt of the written appeal in the commissioner's office. In the event of an appeal, you will be provided separate notice of the time and date of the State Board hearing during which the matter will be considered.

Four Capitol Mall
Little Rock, AR
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(501) 682-4475
ArkansasEd.org

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Employer*

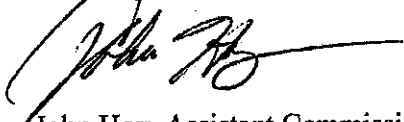
A copy of the Arkansas laws related to academic distress is attached. You may review a complete copy of the ACTAAP rules at:

[http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP - Jan 2013.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_Jan_2013.pdf)

Please note the specific authority the State Board has with regard to a school district in academic distress. (Ark. Code Ann. § 6-15-430; Section 11.0 of the ACTAAP Rules).

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Hoy', with a long horizontal flourish extending to the right.

John Hoy, Assistant Commissioner for Public School Accountability

Enclosure

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Kendon Gray, Board President
Tammekia Fraction, Board Vice President
Wayne Williams, Board Secretary/Treasurer
David Waldrip, Board Member
Precilla Wade, Board Member
Cheryl Massey, Board Member
Toya Logan, Board Member



ARKANSAS DEPARTMENT OF EDUCATION

March 15, 2013

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Willie Murdock, Superintendent
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

**Re: 2013-2014 Academic Distress Determination
(VIA CERTIFIED AND REGULAR MAIL)**

Dear Mr. Murdock:

On January 30, 2013, the Arkansas Department of Education (ADE) notified you and each school board member via certified mail that the Lee County School District met the criteria for "Academic Distress" as defined in Section 3.02.1.1 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP). The notice informed you that your school district could appeal the academic distress notification to the Arkansas State Board of Education (State Board) by filing a written appeal with the Commissioner of Education within thirty (30) calendar days of receipt of the notification. Your school district did not file an appeal concerning the academic distress notification.

This letter serves as notification that the Academic Distress Report identifying the academic distress status of Lee County School District will be presented to the State Board during the regularly scheduled meeting to be held **April 8, 2013, 9:00 a.m. in the Arkansas Department of Education Auditorium, Four Capitol Mall, Little Rock, AR 72201.** At that time, ADE staff will recommend to the State Board that the Lee County School District be classified as being in academic distress. The State Board will consider this matter pursuant to the authority granted to it by Ark. Code Ann. § 6-15-428. You, along with other members of your school district board of directors or school district staff may wish to be present during the April 8, 2013 meeting to answer any questions members of the State Board may have concerning this matter.

Please be advised that pursuant to Ark. Code Ann. § 6-15-430, the State Board shall have the following authority regarding any public school district in academic distress:

(1) To require the superintendent of the school district to relinquish all authority with respect to the school district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

(2) To suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

(3) To allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education;

(4) To waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983 (Ark. Code Ann. § 6-17-1501 et seq.), and the Public School Employee Fair Hearing Act, (Ark. Code Ann. § 6-17-1701 et seq.), or ADE rules and regulations;

(5) To require the annexation, consolidation, or reconstitution of the public school district; and

(6) To take any other necessary and proper action, as determined by the State Board, that is allowed by law.

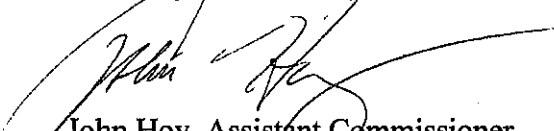
Please also be advised that any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled, pursuant to the Arkansas Public School Choice Act of 1989, (Ark. Code Ann. § 6-18-206) to transfer to another geographically contiguous school district not in academic distress during the time period that a school district is classified as being in academic distress. The cost of transporting the student from the resident district to the nonresident district shall be the cost of the resident district and the nonresident district shall count the student for average daily membership purposes. (Ark. Code Ann. § 6-15-430).

You may find the Arkansas laws related to academic distress at Ark. Code Ann. §§ 6-15-425 and 6-15-428 through 6-15-431. You can find the Arkansas Department of Education rules governing academic distress at:

[http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP -
_Jan_2013.pdf](http://www.arkansased.org/public/userfiles/rules/Current/ade_247_ACTAAP_-_Jan_2013.pdf)

Thank you for your attention to this matter. Please contact me at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Hoy', with a long horizontal flourish extending to the right.

John Hoy, Assistant Commissioner
Public School Accountability

JH/II

cc: Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
Jeremy Lasiter, General Legal Counsel
Arkansas Department of Education
Cindy Smith, Board President
Fredrick Baker, Board Vice President
Stacy Bolton, Board Member
Edwin Boswell, Board Member
Carrie Daniels, Board Member
Boyd Fife, Board Member
Leisa McLemore, Board Member



ARKANSAS DEPARTMENT OF EDUCATION

April 12, 2013

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Willie Murdock, Superintendent
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

**Re: 2013-2014 Academic Distress FINAL Determination
(VIA CERTIFIED AND REGULAR MAIL)**

Dear Mrs. Murdock:

The Arkansas State Board of Education (State Board) classified the Lee County School District in Academic Distress, April 8, 2013. This letter serves as official notification of the State Board's vote on the final determination to classify the Lee County School District as being in Academic Distress for the 2013-2014 school year.

An initial team comprised of the Commissioner's staff will be on site Tuesday, April 23, 2013 to meet with district personnel and school board members to discuss the timelines and procedures for assisting the district.

Thank you for your attention to this matter. Please contact Mr. John Hoy at (501) 682-1298 should you have any questions or require additional information.

Sincerely,

Dr. Tom Kimbrell, Commissioner

JH/II

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: ✓ John Hoy, Assistant Commissioner
Public School Accountability
Jeremy Lasiter, General Legal Counsel
Kendon Gray, Board President
Tammekia Fraction, Board Vice President

Wayne Williams, Board Secretary/Treasurer
David Waldrip, Board Member
Precilla Wade, Board Member
Cheryl Massey, Board Member
Toya Logan, Board Member

Subject: Academic Distress Recommendations

Date: Thursday, June 6, 2013 4:19:09 PM Central Daylight Time

From: John Hoy (ADE) <John.Hoy@arkansas.gov>

To: Willie Murdock (murdocw@lcsd.grsc.k12.ar.us) <murdocw@lcsd.grsc.k12.ar.us>

CC: Tom Kimbrell (ADE) <Tom.Kimbrell@arkansas.gov>, Jeremy Lasiter (ADE) <Jeremy.Lasiter@arkansas.gov>

BCC: Phyllis Stewart (ADE) <Phyllis.Stewart@arkansas.gov>, Karen Walters (ADE) <Karen.Walters@arkansas.gov>, Jim Boardman (ADE) <Jim.Boardman@arkansas.gov>, Jared Cleveland (ADE), Tony Wood (ADE) <Tony.Wood@arkansas.gov>

Ms. Murdock,

Attached to this communication is a PDF file containing the recommendations by the Arkansas Department of Education Academic Distress Team for Lee County School District. These recommendations are pursuant to section 10.06.3 the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program (January 2013). Hard copy to follow by certified mail.

Please contact me if you have questions or concerns regarding this report.

John Hoy, EdS.

Assistant Commissioner, Division of Public School Accountability

Arkansas Department of Education

Four Capitol Mall, Room 205-B

john.hoy@arkansas.gov

Telephone: 501-682-5891

Mobile: 501-257-7497

Fax: 501-682-7966



ARKANSAS
DEPARTMENT
OF EDUCATION

Mission Statement

"The Arkansas Department of Education strives to ensure that all children in the state have access to a quality education by providing educators, administrators and staff with leadership, resources and training"



**Lee County School District
Academic Distress Team Visit
April 23, 2013
Agenda**

- | | |
|--------------|---|
| 8:00-8:30 am | Meet with Superintendent Murdock |
| 8:30-2:30 | Dr. Laura Bednar, Dr. Karen Cushman and John Hoy visit all schools |
| | Dr. Bednar requests time to meet with high school counselor and LEA Supervisor. |
| 8:30-2:30 | Jim Boardman and Phyllis Stewart meet with Technology Coordinator and visit schools |
| 8:30-2:30 | Jared Cleveland meets with Superintendent, Bookkeeper and Federal Programs Director |
| 2:45 | Meet with Superintendent Murdock |



Lee County Academic Distress Site Visit April 23, 2013

The six-person academic distress team—Dr. Laura Bednar, Jim Boardman, Jared Cleveland, Dr. Karen Cushman, John Hoy and Phyllis Stewart—made the initial visit to the Lee County School District to discuss academic distress status.

Three dominant themes emerged from a conversation with Superintendent Willie Murdock—each of which goes directly to the goal of creating a culture of high expectations within the schools and community:

- Community conditions matter. People believe both the schools and community must attend to key underlying conditions—trust, relationships, and confidence in people's ability to act together—if progress is to be made on achieving higher expectations and achievement.
- We must act. The community believes it must step up and take action—not just the schools. Education is a community responsibility not just the school district's.
- People want a down payment. People are not looking for, and will not trust quick fixes, grand plans or silver bullets. They want a down payment; small demonstrations of progress that indicate things are moving in the right direction. Specifically, a change in building level leadership is desired.

Schools are in constant flux

The superintendent and principals paint a picture of constant flux regarding staffing. The District is located in the Delta and finds it difficult to recruit teachers. Teach for America (TFA) teachers are utilized but the District is generally not able to retain those teachers more than three years. Without a greater degree of consistency and certainty, it's difficult to develop real and durable relationships and basic routines necessary to sustain and support an effective learning culture.

Set new standards for teachers

Teachers need to know their subject area, but equally important teachers should care about and believe in their students; they need to be deeply passionate about teaching; and they need to demonstrate genuine concern for children.

Create active, transparent two-way communication

People need a different kind of communication structure from the schools. First, schools need to engage parents and the wider community starting early in the

school year. Second, this communication needs to encourage parental engagement, celebrate school and student successes, and proactively let the community know where the school needs help. Third, the schools need to communicate using a variety of means including but not limited to websites, emails, newsletters, newspapers and/or local radio/television.

Transform school board engagement with the community. The school board needs to be transparent in its dealings with the community. There should be real demonstrations of accountability to the community by the board.

Partner with faith groups to expand the reach of school-community communications. The faith community could serve as an important connector between schools and the community.

Schools should leverage partnerships with businesses to communicate with the wider community. Business partnerships can be a key way for students to develop necessary life skills they often lack—respect, responsibility, and how to conduct oneself in the workplace.

Findings and Recommendations

- Leadership capacity at all levels is a concern.
 - *The superintendent must enroll in the Leader to Leader training provided through the Arkansas Center for Educational Leadership.*
 - *The superintendent must work through the Arkansas Association of Educational Administrators to arrange for a proven school leader to serve as a mentor and to provide guidance in important decision-making.*
 - *Building level administrators must enroll in and complete a leadership program approved by the Arkansas Department of Education (ADE) Division of Public School Accountability.*
- There is a lack of professional learning to bolster teacher effectiveness and student achievement. Professional learning opportunities are not being utilized effectively.
 - *Professional learning must be planned and organized to engage all teachers regularly and to benefit all students. This requires high quality, sustained professional learning throughout the school year, at every grade level and in every subject.*
 - *The District must submit a detailed professional development plan and schedule to Commissioner Tom Kimbrell by July 1, 2013.*
- The District has not had a curriculum in place. School employees say they don't need more "stuff" but need consistency.
 - *An effective curriculum provides administrators, teachers, and students with structure and a sense of progression. An ADE consultant has been*

working with staff to develop curriculum. The consultant's recommendations must be implemented.

- Observations in most classrooms throughout the district indicate insufficient instruction taking place.
 - *ADE and Lee County school improvement efforts must be more focused and consistent in order to ensure the work is ongoing, even on days when consultants and specialists are not on-site.*
 - *Principals and instructional facilitators will conduct classroom observations daily. This effort is to be effectively documented and the results must be used to drive continuous improvement of teaching and learning.*
- Clutter and lack of cleanliness throughout the district must be addressed immediately.
 - *To change the culture to one of pride in the schools, the superintendent must work with custodial staff, building leaders, and students to create an environment conducive to teaching and learning.*
- Lack of experience in accurate financial record keeping and dissention among central office staff are major concerns regarding the fiscal status of the district.
 - *The superintendent must participate in ACSIP budget training approved by the ADE Division of Public School Accountability and must ensure that required personnel participate in Tier I and Tier II training.*
 - *The federal programs coordinator and district bookkeeper must participate in ACSIP budget training and the district bookkeeper must enroll in, and successfully complete the CASBO required course of study in the timelines established by ADE rules governing the minimum qualifications for general business managers.*
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 - *The District should move from the outdated Novell operating system to an efficient and effective system such as Microsoft Windows and replace the current GroupWise email system with a more efficient and effective email system.*
 - *A "ghost" server should be configured to assist with the deployment of any new computers and tablets.*
 - *The APSCN LAN support team should be contacted to troubleshoot the network with the Ether Scope device and provide technical assistance for the scheduled server transition.*

- *The educational cooperative technology coordinator should assist the district with evaluating the filtering and firewall configuration since the district utilizes the cooperative's network instead of the DIS network.*
- *The ADE communications department is working with the district technology coordinator to redesign the district's website. The superintendent and the technology coordinator will work cooperatively with the communications department on the design, content, and management of the new website.*

The findings and recommendations detailed in this document are to be included in the District's Consolidated School Improvement Plan for the upcoming school year and are to be implemented immediately. They will serve as the Department's initial recommendations and are subject to further refinement and/or modification by the ADE Academic Distress Team.

In conclusion, tell a different story

The stories we tell one another and ourselves shape, even determine how we see ourselves, our community and what's possible. They send signals to others about the kind of community we believe is possible and about the actions we hold valuable. A different story must be told about Lee County and its students if there is to be progress on setting and achieving higher expectations. It is critical to note that this does not mean ramping up traditional "public relations" efforts. The community does not need to be "sold" on its students or future, it needs to see real examples and gain a sense of momentum that comes from people stepping forward.

The team recommends starting with small examples. Highlight students who are doing well. Identify and repeat small stories of change and hope. Invite the community in to see how the new Common Core learning standards are being implemented. Help them understand how the new Teacher Effectiveness Support System will help teachers improve instruction so students are prepared for college and careers. Help draw the connections between these efforts so all can have pride and hope for their schools.



ARKANSAS DEPARTMENT OF EDUCATION

File

June 7, 2013

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Willie Murdock, Superintendent
Lee County School District
188 W. Chestnut St.
Marianna, AR 72360

Brenda Gullett
Fayetteville
Vice Chair

**Re: 2013-2014 Academic Distress Recommendations
(VIA CERTIFIED AND REGULAR MAIL)**

Dr. Jay Barth
Little Rock

Dear Superintendent Murdock:

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Pursuant to section 10.06.6 of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program (January 2013), an Arkansas Department of Education team of educators visited the Lee County School District on April 23, 2013. The purpose of the visit was to evaluate the needs of the district as related to its classification in Academic Distress. As a result of the visit, the team has developed the enclosed set of Academic Distress Recommendations to be implemented by the District.

For additional information, please contact Mr. John Hoy, Assistant Commissioner in the Division of Public School Accountability, at 501 682-5891.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Kimbrell", written over a horizontal line.

Tom Kimbrell, Ed.D
Commissioner of Education

JH/II

cc: Jeremy Lasiter, General Legal Counsel
Phyllis Stewart, Chief of Staff
John Hoy, Assistant Commissioner
Jared Cleveland, Assistant Commissioner
Dr. Karen Walters, Assistant Commissioner
Dr. Laura Bednar, Assistant Commissioner
Jim Boardman, Assistant Commissioner

Four Capitol Mall
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Subject: RE: Lee County PD Plan

Date: Wednesday, July 17, 2013 10:15:07 AM Central Daylight Time

From: John Hoy (ADE) <John.Hoy@arkansas.gov>

To: Tony Wood (ADE) <Tony.Wood@arkansas.gov>

CC: Megan Witonski (ADE) <Megan.Witonski@arkansas.gov>

Mr. Wood,

I spoke with Ms. Michelle Branch at Lee County School District and ascertained that this was the most current version of the plan.

JHoy

From: Tony Wood (ADE)

Sent: Tuesday, July 16, 2013 1:42 PM

To: John Hoy (ADE)

Subject: Re: Lee County PD Plan

Thanks John, please see that Megan has a copy of the doc. and your comments. I also think that the Supt. may have made some changes to this doc. after it was turned in last Fri., we need to check to make sure that we have the final doc. that they will be following. t w

Tony Wood

Deputy Commissioner

Arkansas Department of Education

On Jul 16, 2013, at 12:12 PM, "John Hoy (ADE)" <John.Hoy@arkansas.gov> wrote:

Mr. Wood,

I have finished my initial review of the professional development plan submitted by Lee County School District. It does appear to address the professional learning recommendations made by the ADE team. It also seems to address the need for ongoing professional learning throughout the year. The initial limit that I see with the plan is that it gives content "titles" and leaves the reader to make assumptions as to the actual content of the trainings.

I wish the plan would have addressed the professional learning needs of teachers that have been teaching in the district for less than two years. We touched upon this in the site visit report under the section "**Schools are in constant flux**" but did not make specific recommendations for the district to address the issue.

John Hoy, EdS.

Assistant Commissioner, Division of Public School Accountability

Arkansas Department of Education

Four Capitol Mall, Room 205-B

john.hoy@arkansas.gov

Telephone: 501-682-5891

Mobile: 501-257-7497

Fax: 501-682-7966

<image001.jpg>

Mission Statement

"The Arkansas Department of Education strives to ensure that all children in the state have access to a quality education by providing educators, administrators and staff with leadership, resources and training"

Lee County School District

LCSD Comprehensive Professional Learning

2013-14

LCSD Professional Learning Planning Team

Facilitators

Linda Munger	Learning Forward Center for Results Consultant
Peggy Woosley	Arkansas Dept of Education Curriculum Liaison
Cheryl Krehbiel	Learning Forward Center for Results Consultant
Estelle Matthis	Learning Forward Center for Results Consultant
Janinne Riggs	Learning Forward Center for Results Consultant

Team Members

Willie Murdock	Superintendent
Michelle Branch	Curriculum Coordinator
Lori Ginn	Special Education Coordinator
John Jones	GT Coordinator
Lillie Sexton	Whitten Elementary Pre---School Coordinator
Carolyn Love	Dean of Students, Whitten Elementary
Linda Morgan	Math Facilitator, Whitten Elementary School
Bernice Hill	Literacy Facilitator, Anna Strong Middle School
Mary Jones	Math Facilitator, Lee High School
Ruth Marshall	Lee High School
Jaclyn Markovich	Lee High School
Lois Johnson---Paschal	Anna Strong Intermediate School
Bettye Gordon	Instructional Support Staff
Anita Hale---Wells	Parent/Community Member

Purpose Statement

The purpose of this professional learning plan is to enhance the knowledge, skills, practices, and dispositions of all stakeholders in order to facilitate a systems approach to increasing learning and performance for all students.

Arkansas DOE Rules Governing Professional Development (April 2012)

- To develop a high quality professional development system for all educators. (Rules Section 2.01).
- Professional development is to improve knowledge and skills in order to facilitate individual, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards. (Rules Section 2.02).

Learning Forward's Purpose Statement

- Every educator engages in effective professional learning every day so every student achieves.

Guiding Principles

The foundation for effective professional learning in LCSD is a diverse, systemic, research-based, best practice initiative using collaboration that results in high performing networks of committed professionals and stakeholders with collective responsibility for greater student learning and achievement and, therefore, provides the fidelity of implementation and impact on student learning.

Effective professional learning:

- Is based on an unwavering commitment to student learning.
- Operates on the assumption that all students can and will learn.
- Occurs when planned, implemented, and evaluated collaboratively to improve student learning and teacher effectiveness.
- Reflects best available research and practice in leadership, teaching, learning, and assessment.
- Respects and nurtures the intellectual, reflective, and leadership capacity of the entire school community.

- Promotes continuous improvement based on data and dialogue.
- Is embedded, ongoing, and sustainable in each school and the district.

Development of the Professional Learning Plan

This plan is the result of extensive work by a district-wide team last year to align policy to a new vision of for professional learning that is grounded at the school level and is job-embedded. Building on that foundational work, the plan for this year is driven by extensive needs assessment data including; multiple sources of student achievement data, school audits, teacher survey of needs, and the academic distress site visit by state officials.

Time Requirements

All certified employees of Arkansas public schools are required to complete sixty hours of approved professional development each year (Rules Section 4.01), which is June 1, 2013 through June 30, 2014 as approved by the local district. Most teachers will accrue far more than these required hours.

Professional Learning Activities

District-Wide Professional Development Days

Professional Learning Community Meetings

Curriculum Planning and Development Committee

Faculty Meetings

Grade Level and Content Team Planning Meetings

Training for new programs, systems, or use of technology

Peer Observations

Feedback and Planning Sessions with Instructional Facilitator and/or principal

Evaluation of Professional Learning

Using Thomas Guskey's model of five levels for evaluating professional learning, this plan identifies evaluation data sources for each of the five levels for

LCSD 10 Days (60 Hours) of Professional Learning

Date					
August 12	All staff		Celebrate success of last year Review current status of Lee County Engaging with Team Building Vision/Mission Establishing Expectations for Change	6	
August 13	All Staff		School level data analysis Item Analysis Determine instructional implications based on data analysis AMOs	6	
August 14	All Staff		Teacher Effectiveness Support System (TESS) Child Maltreatment (2 hours)	6	
August 15	K-3 Staff, Paras and other support staff		DIBELS/Burst	6	
	4-12 Staff, including special educators		Units of Instruction High Yield Instructional Strategies Data Analysis (DIBELS and Burst)	6	
November 7 & 8	K-3 Staff, Paras and other support staff		Data Analysis (TLI, Student Attendance Data) Units of Instruction Writing across the Content Areas	6	
November 7 & 8	4-12 Staff, including special educators		Technology Training Writing Across the Curriculum Mathematical Concepts & Practices Mathematical Concepts & Practices Benchmark Administration Training TLI-Cumulative Results Curriculum Revision Performance Assessment and PARCC	6	
Jan 6	All Staff			6	
April 4	All Staff			6	
May 1 & 2	All Staff			6	
				Total Hours:	60

Additionally, the following professional learning is ongoing throughout the year for each of these roles within the school district.

Who	Content
Superintendent	ACSIP and Budget Training Participation in Arkansas Leadership Academy Coaching provided by Albert Brown
Principals	Teacher Effectiveness Support System (TESS) Curriculum Trainings The Learning Institute Financial Purchasing Professional Growth Plans Technology; iPad, using Microsoft Office Suite Classroom Walkthrough Training Coaching with Learning Forward
Fed Prog Coord	ACSIP, budget training, and APSCM
Curriculum Coordinator	Coaching and Support provided by Peggy Woosley

	Content
Implications of Teacher Facilitation	Training for their work
Planning Effective Meetings and Conferencing with Teachers	and Professional Learning Conversations
Implications and use of student data-	teacher data- performance tasks

	Content
<p>TESS</p> <p>Curriculum Units/CCSS</p> <p>PARCC</p> <p>Phonetic Connections (k-2)</p> <p>Smart Board/Notebook Training</p> <p>High Yield Strategies</p> <p>Student Engagement</p> <p>Writing Across the Content Areas (4-12)</p> <p>Mathematical Concepts and Practices</p> <p>Readers Writers Workshop</p> <p>Guided Reading Plus</p> <p>DIBELS and Burst (K-3)</p> <p>Data Analysis and USE of data</p> <p>Achieving School Visits</p>	

	Content
<p>Curriculum Nights: Literacy and Math</p> <p>Effective Parent Teacher Communication Strategies</p> <p>Helping Parents Understand Common Core and New PARCC Assessments</p> <p>Helping Parents Use Effective At Home Support Strategies</p>	

Assumptions

- *This professional learning plan is a living document; and is flexible in response to new student data*
- *The involvement of the Great Rivers Educational Cooperative and State content specialists to support our efforts as needed and available as requested.*



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School Plan

[Print Version](#)

LEE COUNTY SCHOOL DISTRICT

Arkansas Comprehensive School Improvement Plan

2013-2014

The Lee County School District is committed to being an outstanding educational institution that empowers all students, faculty, and staff to realize their full potential. Our purpose is to provide knowledge, offer experiences and develop young minds.

Grade Span:

Title I: Not Applicable

School Improvement:

Table of Contents

Priority 1: District Administrative Support

Goal: The Lee County School District will provide Administrative support services to provide academic and financial accountability.

Priority 6: Wellness

Goal: The District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 7: District Priority Improvement Plan

Goal: LCSD will meet their AMO goals for the schools of Lee County School District.

Priority 1: Provide budgeting and support equitably to all schools using state and federal funds to support increased achievement of students across the district.

1. 2012 Arkansas District ESEA Accountability Report ACHIEVING DISTRICT PERCENT TESTED Meet all indicators but the following: ESEA subgroup White only 89% tested in Literacy only 90 tested in Math
2. ACHIEVING DISTRICT GRADUATION RATE Meet all indicators but the following ESEA subgroup 2011 Students with Disabilities subgroup 15 expected but only 80% graduated.
3. ACHIEVING DISTRICT LITERACY 2012 Performance In the group of All Students 486 students attempted (47.53%) and meet the performance goal of 49.03% TAGG data indicated that the 2012 district performance was above the 2012 AMO performance target with 47.63. The district was also above the 2012 Growth Target at 60.77% In the Three Year Performance the district was below the performance indicators in the following categories: all students three year performance was at 45.85 which was below the target of 49.03. The Three year Growth in the all students was at 57.83% which was below the AMO target of 58.15. In the ESEA Subgroups the 2012 AMO performance of African Americans was below the target AMO of 49.03% at 47.32% White Subgroup fell below the 2012 AMO target of 45% at 40%. Students with disabilities fell short of meeting their 2012 Performance AMO at 7.69%. The AMO target was 14.88% aved by Internet Explorer 11" Subject: ACSIP Date: Mon, 31 Mar 2014 06:57:13 -0500 MIME-Version: 1.0 Content-Type: multipart/related; type="text/html"; boundary="----=_NextPart_000_001A_01CF4CAE.71E04F60" X-MimeOLE: Produced By Microsoft MimeOLE V6.1.7601.17609 This is a multi-part message in MIME format. -----=_NextPart_000_001A_01CF4CAE.71E04F60 Content-Type: text/html; charset="iso-8859-1" Content-Transfer-Encoding: quoted-printable Content-Location: http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district_archive&username904000

Supporting
Data:



School Plan

[Print Version](#)

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Priority 7: District Priority Improvement Plan

Goal: LCSD will meet their AMO goals for the schools of Lee County School District.

Priority 1:	Provide budgeting and support equitably to all schools using state and federal funds to support increased achievement of students across the district.
Supporting Data:	<ol style="list-style-type: none">1. 2012 Arkansas District ESEA Accountability Report ACHIEVING DISTRICT PERCENT TESTED Meet all indicators but the following: ESEA subgroup White only 89% tested in Literacy only 90 tested in Math2. ACHIEVING DISTRICT GRADUATION RATE Meet all indicators but the following ESEA subgroup 2011 Students with Disabilities subgroup 15 expected but only 80% graduated.3. ACHIEVING DISTRICT LITERACY 2012 Performance In the group of All Students 486 students attempted (47.53%)and meet the performance goal of 49.03% TAGG data indicated that the 2012 district performance was above the 2012 AMO performance target with 47.63. The district was also above the 2012 Growth Target at 60.77% In the Three Year Performance the district was below the performance indicators in the following catagories: all students three year performance was at 45.85 which was below the the target of 49.03. The Three year Growth in the all students was at 57.83% which was below the AMO target of 58.15. In the ESEA Subgroups the 2012 AMO performance of African Americans was below the target AMO of 49.03% at 47.32% White Subgroup fell below the

2012 AMO target of 45% at 40%. Students with disabilities fell short of meeting their 2012 Performance AMO at 7.69%. The AMO target was 14.88%

4. NEEDS IMPROVEMENT DISTRICT IN MATH The Lee County School District Fell below all indicators of AMO for the 2012 School Year. All Students in Performance were at 48.19% the goal was 52.55% In Growth the district performed at 40.76 falling short of the goal of 48.19% TAGG Groups 2012 performance was at 48.28% with Growth at 43.18% this reflects a 2.68% and 5.03% this reflects in not meeting standards in performance and growth. ESEA Subgroups The data reflects that in all subgroups African American 47.95(P) 40.63(G) Hispanic 61.645 (P) n<10(G) White 40% (P) 33.33%(G) Economically Disadvantaged 48.36% (P) 40.88%(G) Students With Disabilities students 24.56%(P) 7.41%(G) performed below the 2012 AMO targets in Performance and Growth.
- 5.
- 6.
- 7.

Goal The Lee County School District will provide Administrative support services to provide academic and financial accountability.

Benchmark All Students, TAGG Groups and Identified Sub-Populations will meet or exceed their individual AMO growth targets in Literacy and Math.

Intervention: Provide administrative support in financial and curriculum areas.				
Scientific Based Research: Lambert, Linda. (2003) Leadership capacity for lasting school improvement. ASCD. Darling-Hammond and Nikols Richadson. (2009) Teacher learning: what matters? ASCD. Donaldson, Gordon. (2009) The lessons are in the leading. ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Title I Bookkeeper will be hired to process purchase orders and accounts payable. Zenobia Perry FTE .50; Title I salary (2510)\$10,778.00; benefits \$3,182.00. Action Type: Program Evaluation	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Central Office	Title I - Employee \$10778.00 Salaries: Title I - Employee \$3182.00 Benefits: ACTION BUDGET: \$13960
PROGRAM EVALUATION: Monitor the effectiveness of the curriculum support services	Michelle Branch, Curriculum	Start: 07/01/2013	○ Central Office	ACTION BUDGET: \$

using data from Classroom Walk Throughs, analysis of formative and summative assessments and observations. Our evaluation showed that there was misalignment throughout the district as represented by our test scores. Action Type: Program Evaluation		End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	
A Title I Coordinator will be hired to monitor Title I Funds for the district. Angela Moore F.T.E. 80% Title 1 Salary (2324) 39,324.00; Fringe 9,865.18; registration/meals/travel/copier lease \$5,000.00; office supplies \$2000.00 printer/with stand and laptop. \$4,000.00 Action Type: Program Evaluation	Angela Moore-Interim District Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	Title I - Purchased Services: \$5000.00 Title I - Materials & Supplies: \$2000.00 Title I - Employee Salaries: \$39324.00 Title I - Employee Benefits: \$9865.18 Title I - Capital Outlay: \$4000.00 <hr/> ACTION BUDGET: \$60189.18
Total Budget:				\$74149.18
Intervention: Utilize Funding to support staff in improving Instruction, to increase the academic achievement of students, and to improve the school environment.				
Scientific Based Research: Danielson, Charlotte. (2002). Enhancing student achievement. ASCD; Lambert, Linda. (2003). Leadership capacity for lasting school improvement. ASCD; Marzona, R.J., Pickering, D.J., & Pollock, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement, Alexandria, VA, ASCD				
Actions	Person Responsible	Timeline	Resources	Source of Funds

A technology coordinator will provide professional development in technology, and order technology needs for the district.	Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$
PROGRAM EVALUATION OF STUDENTS SPECIAL NEEDS FUNDING: 1. Student achievement will be used to evaluate the use of Students Special Needs Funding including teacher survey results, student performance, and progress toward AMO. 2. The superintendent monitors the expenditures of Special Needs Funding and the implementation of the programs provided. The impact on student achievement is evidenced by the results of benchmark and end of course exams. Continued monitoring of student progress will occur. Each school using Indistar will access their level of implementation and develop a PIP to create a timeline of correction of the indicator.	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ District Staff ○ Performance Assessments	ACTION BUDGET: \$
Resource Officers will be provided to assist in providing a safe and secure learning environment for all students. One with a FTE 1.00 will be hired by the district (Ollie Brantley) and FTE 1.00 as purchase service with the City of Marianna. (2660) Action Type: Collaboration Action Type: Equity	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ District Staff	NSLA (State-281) - \$40000.00 Purchased Services: NSLA (State-281) - \$5395.00 Employee Benefits: NSLA (State-281) - \$17085.00 Employee Salaries:

				ACTION BUDGET: \$62480
The District will contract with Teach For America to hire and provide on-going professional development for teachers assigned to LCSD.(2213) Action Type: Professional Development	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ Outside Consultants 	NSLA (State-281) - \$40000.00 Purchased Services: <hr/> ACTION BUDGET: \$40000
The District will enter into an agreement with Great Rivers Educational Co-op where they agree to provide effective high-quality professional development based on scholastic audit and survey findings. This is above the mandated 60 hours required by law. (2213) Action Type: Equity Action Type: Professional Development	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Outside Consultants 	Title I - Purchased \$19591.34 Services: <hr/> ACTION BUDGET: \$19591.34
Because the Lee County School District is a Priority District, Title I funds will be used to support the professional development efforts of the district and each building. Whitten Elementary Priority School, Anna Strong Intermediate Priority School and Lee High School Priority School. Focus will be on high yield instructional strategies and curriculum alignment. Action Type: Collaboration	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
At least twice annually, a district needs assessment meeting will be held to discuss the effectiveness of the interventions funded with Title 1. Input and suggestions will be solicited from parents and others.	Jeanie Helms, District Compliance Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Computers ○ Outside Consultants 	ACTION BUDGET: \$

Action Type: Alignment			<ul style="list-style-type: none"> ○ School Library ○ Title Teachers 	
<p>The District will provide and support resources to the Buildings and District ACSIP teams. The District will support activities identified in each building ACSIP. The ACSIP will be evaluated annually at both the District and Building level in collaboration with the school, community members, and may include ACSIP committees, parents, business leaders and leadership teams. The District will participate in a peer review process of the ACSIP annually. An agenda and sign- in sheets will be kept at the District Office to document the annual peer review.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation</p>	Jeanie Helms	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	<p>ACTION BUDGET: \$</p>
<p>PROFESSIONAL DEVELOPMENT NEEDS ASSESSMENT: According to both formal and informal surveys given at each building there is a strong need for high-quality aligned instruction. Additional support in Common Core implementation in grades K-12. All buildings leadership teams will continue CWT training and implementation of walk throughs along with focus walks. Assessments are ongoing for professional development needs of teachers. CWT results continue to reveal that at the secondary level differentiated instruction and highly-engaged instruction is not taking place consistently.</p>	Willie Murdock, Superintendent	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Outside Consultants 	<p>ACTION BUDGET: \$</p>

Action Type: Program Evaluation				
Annually the District will contact the private schools. Notification will be sent to private schools for consultation meetings regarding federal programs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	ACTION BUDGET: \$
Identified LCSD (approximately 70 staff members) will receive high priority funding bonuses. All fringes for these bonuses will be paid through NSLA funding. (2210) Action Type: Equity	Willie Murdock, Superintendent and Jeanie Helms, Compliance	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	NSLA (State-281) - \$46655.00 Employee Benefits: NSLA (State-281) - \$1.00 Employee Salaries: <hr/> ACTION BUDGET: \$46656
The district will provide for the welfare and educational needs of homeless students based on last years needs in order to remove barriers to learning. Materials and supplies will be purchased. (3355) Action Type: Equity Action Type: Wellness	Kimberly Edwards, Social Worker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	Title I - Materials & \$5000.00 Supplies: <hr/> ACTION BUDGET: \$5000
District and school staff will be attending relevant training to improve instruction and classroom management both in state and at selected National conferences. (2213)	Michelle Branch, Curriculum Coordinator and Building Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	ACTION BUDGET: \$

Action Type: Program Evaluation				
The district will support various technology applications that relate to instruction and/or student management; will collaborate with Great Rivers Coop which will provide technology assistant services and purchase technology related material and supplies for classroom instruction purposes. (2230) Action Type: Technology Inclusion	Willie Marshall, Technology Coord.	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teaching Aids 	NSLA (State- 281) - \$30000.00 Purchased Services: NSLA (State- 281) - \$60000.00 Materials & Supplies: ACTION BUDGET: \$90000
The district will continue to employee Michelle Branch FTE 1.00 to develop, align, and support curriculum implementation. (2212) Salary 61,647.00; benefits 15,033.00; registration/meals travel 2000.00 and materials and supplies 2000.00. Action Type: Alignment	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	NSLA (State- 281) - \$2000.00 Purchased Services: NSLA (State- 281) - \$2000.00 Materials & Supplies: NSLA (State- 281) - \$15033.00 Employee Benefits: NSLA (State- 281) - \$61647.00 Employee Salaries: ACTION \$80680

				BUDGET:
The district will provide training opportunities for the superintendent at the state and national level in order to stay current in instructional practices, supervision of staff, and legal matters to ensure a quality and sound school district. (2574) Registration/hotel/meals/travel Action Type: Professional Development	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	PD (State-223) - Purchased Services: \$6000.00 <hr/> ACTION BUDGET: \$6000
The district will provide district and school staff the opportunity to attend relevant training both in state and at selected national conferences. (2210) Registration/hotel/meals/travel/materials & supplies /substitute pay/stipends and fringe benefits when off contract. Action Type: Professional Development	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	PD (State-223) - Purchased Services: \$25119.86 PD (State-223) - Materials & Supplies: \$4000.00 PD (State-223) - Employee Benefits: \$1711.00 PD (State-223) - Employee Salaries: \$8000.00 <hr/> ACTION BUDGET: \$38830.86
The Lee County School District will hire an additional licensed Counselor FTE 1.00 (vacant) to serve the district which is above the mandates of the Standards of Accreditation. (2120) Salary \$48,630.00; fringe \$13,617.00;	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	NSLA (State-281) - Purchased Services: \$1000.00 <hr/> NSLA \$1000.00

travel/meals/hotel/registration \$1,000.00; and supplies \$1,000.00. Action Type: Alignment Action Type: Equity				(State-281) - Materials & Supplies: NSLA (State-281) - \$13617.00 Employee Benefits: NSLA (State-281) - \$48630.00 Employee Salaries: <hr/> ACTION BUDGET: \$64247
Title IIA Funds will be used in the recruitment of highly qualified teachers through activities such as college job fairs, activities and advertisements. Travel/hotel/meals; supplies and materials; and advertisements. (2572) Action Type: Collaboration Action Type: Equity	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Outside Consultants 	Title II-A - Materials & \$10000.00 Supplies: Title II-A - Purchased \$10000.00 Services: <hr/> ACTION BUDGET: \$20000
Title IIA funds will be used to employ outside consultants to provide additional professional development for counselors and staff to provide more effective management of student data. (2213) Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Michelle Branch, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants 	Title II-A - Purchased \$40000.00 Services: <hr/> ACTION BUDGET: \$40000
The Lee County School District will hold a series of technology workshops for	Willie Marshall, Technology	Start: 07/01/2013	<ul style="list-style-type: none"> ○ District Staff 	Title II-A - \$23000.00

grades K-12. (2210) Action Type: Professional Development	Coordinator	End: 06/30/2014	○ Teachers	Purchased Services: Title II-A - Materials & Supplies: \$8000.00 <hr/> ACTION BUDGET: \$31000
Total Budget:				\$544485.2

Intervention: Provide after-school and summer school for at-risk students in grades Kindergarten - Twelfth Grade.

Scientific Based Research: Scientific Based Research: National Center For Education Evaluation And Regional Assistance. 2004. When Schools Stay Open Late: The National Evaluation Of The 21st Century Community Learning Centers Program New Findings Executive Summary. (Online), Retrieved August 31, 2007, from http://ies.ed.gov/ncee/pubs/clc2004_execsumm.asp

Actions	Person Responsible	Timeline	Resources	Source of Funds
LCSD will use Title I to pay salaries to provided Summer School programs at Whitten, ASIS, and LHS. Grades 3-11 will be served during the summer of 2013. Summer school will run in the months of June and July. Staff needs are budgeted in building plans. Transportation will be provided for summer school and field trips. A rate of \$3.31 per mile will be charged as purchase service. (2790) Action Type: Alignment Action Type: Equity	Michelle Branch, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Central Office ○ District Staff ○ Teachers ○ Title Teachers	Title I - Purchased Services: \$9268.00 <hr/> ACTION BUDGET: \$9268
The district will provide breakfast and lunch for all students who attend the after summer school programs. (3190) Action Type: Collaboration Action Type: Equity Action Type: Wellness	Nellie Freeman, Director Food Services	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Central Office ○ District Staff	Title I - Purchased Services: \$13000.00 <hr/> ACTION BUDGET: \$13000

The Lee County School District will provide after school tutoring to Whitten, ASIS and Lee High school in Math and Literacy. Budgets and staff needs are in building plans. Transportation will be provided for after school and field trips at a rate of \$3.31 per mile as a purchase service. (2790) Action Type: Alignment Action Type: Equity	Building Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff ○ Teachers ○ Title Teachers 	NSLA (State-281) - Purchased Services: \$27970.00 ACTION BUDGET: \$27970
The District will provide after school snacks for all students who attend the after school programs. (3190) Action Type: Collaboration Action Type: Equity Action Type: Wellness	Nellie Freeman, Child Nutrition Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	NSLA (State-281) - Purchased Services: \$13600.00 ACTION BUDGET: \$13600
The LCSD will use Title I funds to provide a 2014 summer school program. Budget and staff needs are included in building plans. Transportation will be provided for summer school and field trips at a rate of \$3.31 per mile. (2790) Action Type: Collaboration Action Type: Equity	Building Principals	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	Title I - Purchased Services: \$14233.00 ACTION BUDGET: \$14233
Total Budget:				\$78071

Intervention: To develop better communications with parents and patrons to support the instructional development of students in the Lee County School District.

Scientific Based Research: Pena, Delores C. (2000) Parent Involvement: Influencing Factors and Implications

Actions	Person Responsible	Timeline	Resources	Source of Funds
The parents of students in the Lee County School District will have access to the Edline/Grade quick technology system in order to check	Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Computers 	ACTION BUDGET: \$

<p>student grades and announcements. Students will also be able to use the system to monitor their academic progress. Training for Edline/Gradequick will be made available for teachers, students and parents.</p> <p>Action Type: Parental Engagement Action Type: Technology Inclusion</p>			<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants 	
<p>LCSD will conduct parent educational programs identified through PTO surveys and needs assessment for parents of LCSD. The district will partner with Phillips County Community College and their GearUp program to provide workshops. Transportation and childcare will be provided onsite.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Building Parental Involvement Facilitators	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Community Leaders ○ Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>The building and district ACSIP teams will meet along with parents and patrons to monitor and evaluate the district parental involvement plan. Surveys will be sent out and building meetings will be held for the annual assessment of the effectiveness of the parental involvement program.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation</p>	Building Principals and District Staff	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	<p>ACTION BUDGET: \$</p>
<p>District Level and building level parent involvement plans have been developed to address active</p>	Willie Murdock, Superintendent	<p>Start: 07/01/2013 End:</p>	<ul style="list-style-type: none"> ○ Central Office ○ Community 	<p>ACTION BUDGET: \$</p>

involvement in promoting student achievement and the overall well being of students. Parents have been involved in the development of each schools ACSIP plan. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement		06/30/2014	Leaders	
LCSD Will designate a time for each building for a planned parent-teacher conferences at least two times during the school year. Schools will maintain records of attendance of parents. These conferences will also be indicated on each school's calender and the District's Master Calender. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Computers ○ District Staff 	ACTION BUDGET: \$
LCSD will provide funding for Parent Facilitators and other selected staff, administrators, and parents to attend the ADE Annual Parental Involvement Conference. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development	Lafayette Smith, Parent and Community Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff ○ Outside Consultants ○ Teachers 	ACTION BUDGET: \$
LCSD will purchase materials for parent facilitators to educate and communicate with parents concerning their role in their childs education. Action Type: Alignment Action Type: Equity	Building Principals, Lafayette Smith, Parent and Community Facilitator, and Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$

Action Type: Parental Engagement				
Parent Teachers Compacts will be reviewed and filed at the perspective building. Building parent facilitators will keep sign-in sheets of all parental involvement activities. Action Type: Equity Action Type: Parental Engagement	Building Principals, Lafayette Smith Parent and Community Facilitator, and Parent Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	ACTION BUDGET: \$
LCSD administrators will assist building staff in devising appropriate methods of implementing AIP's for students scoring below proficient on state assessments. Action Type: Equity Action Type: Professional Development	Building Principals and instructional facillitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	ACTION BUDGET: \$
LCSD will support each building in providing assistance to parents on understanding how to monitor a child's progress, standards academic assessment and provide materials and training to help parents work with their child to improve academic achievement. The district parent center will be updated with resources to support learning outside the classroom. It will provide items such as flash cards, books and technology that will enrich student success in the classroom Action Type: Equity Action Type: Parental Engagement	Building Principals, Lafayette Smith, Parent and Community Facilitator, and Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
LCSD will educate teachers, principal and staff on the importance of effective communications and the value of the contributions made by	Parent Facillitators, Building Principals, and Lafayette Smith Parent and	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	ACTION BUDGET: \$

<p>parents. Licensed staff will have a minimum of 2 hours of parental involvement for professional development. Administrators will have a minimum of 3 hours of parental involvement professional development.</p> <p>Action Type: Parental Engagement Action Type: Professional Development</p>	Community Facilitator			
<p>LCSD will insure that each school meets state and federal requirements for parental involvement including: helping parents understand how to help their children succeed academically; providing materials and training to help parents with their children; educating staff in the importance of effective communications and value the contributions of parents; coordinating and integrating parental involvement programs and activities; insuring that information related to schools and parent programs is sent to parents in a timely manner that is easily understood by parents.</p> <p>Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development</p>	Willie Murdock, Superintendent and Building Principals	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>To meet ACT 397 of 2009, the district will annually provide training for volunteers who assist in instructional programs at the schools. The training will be held at each building so that it aligns with the building programs.</p>	Building Principals	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	<p>ACTION BUDGET: \$</p>

Sign in sheets and training feedback forms will be maintained as evidence of training. Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation				
LCSD will hire a parent and community coordinator to implement a district parental involvement plan. L Smith FTE 1, Title I (2170) Salary \$42,512.00; Fringe \$10,890.00; supplies \$5,000.00. Action Type: Parental Engagement	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Central Office	Title I - Materials & \$5000.00 Supplies: Title I - Employee \$42512.00 Salaries: Title I - Employee \$10890.00 Benefits: <hr/> ACTION BUDGET: \$58402
Support professional development of teachers and administrators in areas of need, as determined by multiple sources of information, including standardized test scores and building and district professional development plans and teachers professional growth plans. This professional development will be continuous and ongoing, and it will be focusd on the recomendations of the ADE and Learning Forward. These funds will support workshop and conference registrations, travel reimbursements, training materials, pay for substitute teachers and stipends when off contract. (2213) Action Type: Professional Development	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ District Staff	Title I - Purchased \$40000.00 Services: Title I - Materials & \$10000.00 Supplies: Title I - Employee \$5000.00 Salaries: Title I - Employee \$1400.00 Benefits: <hr/> ACTION BUDGET: \$56400

Total Budget:				\$114802
Intervention: Pre-School				
Scientific Based Research: Preschool Education and Its Lasting Effects: Research and Policy Implications. W. Steven Barnett, Ph.D National Institute for Early Education Research Rutgers, The State University of New Jersey September 2008				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Whitten Pre-School students will have a seamless TRANSITION from PRE-SCHOOL to KINDERGARTEN by visiting the kindergarten classrooms. The counselor and nurse from the kindergarten building will meet with pre-school parents to give out information about requirements for kindergarten entry. Documentations: sign -in sheets, agenda and parent surveys. Action Type: Parental Engagement	Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$
The District will provide mentors and Pathwise Mentoring for all novice teachers for support and expertise in working with pre-school students. Documentation: Atlas Reports, Mentor Observations Action Type: Professional Development	Michelle Branch, Curriculum Coordinator, and Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	ACTION BUDGET: \$
Pre-School Students will come to Whitten Elementary better prepared for Kindergarten. Students scores will be compared to the previous year's scores. Documentation: Qualls test scores. Action Type: Program Evaluation	Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	ACTION BUDGET: \$
The Preschool staff will participate in local, state and national workshops	Lille Sexton, Pre-School	Start: 07/01/2013	<ul style="list-style-type: none"> ○ District Staff 	NSLA (State- \$2000.00

and relevant training for betterment of classroom instruction and classroom management. (1105) registration, meals/travel, stipends when off contract and pay for substitutes. Action Type: Professional Development	Coordinator	End: 06/30/2014		281) - Purchased Services: NSLA (State-281) - \$560.00 Employee Benefits: NSLA (State-281) - \$2000.00 Employee Salaries: ACTION BUDGET: \$4560
The district will purchase for the preschool curriculum and classroom materials and supplies as approved and regulated by the Arkansas Better Chance Program and will provide preschool staff substitutes as needed. (1105) Action Type: Program Evaluation	Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014	○ District Staff	NSLA (State-281) - Materials & Supplies: \$20000.00 NSLA (State-281) - Employee Benefits: \$1400.00 NSLA (State-281) - Employee Salaries: \$5000.00 ACTION BUDGET: \$26400
The NSLA funds will be used to contract a purchase service with Great Rivers Coop to administer speech/language assessments to screen for therapy to enhance learning achievement. The results of these assessments are base line data for	Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$30352.00 ACTION BUDGET: \$30352

future evaluation comparison data. (1105) Action Type: Alignment Action Type: Collaboration Action Type: Special Education				
The LCSD will use NSLA funds to employee Betty Walton FTE 1.00, Dorothy Shell FTE 1.00 as Pre-school bus drivers and Loretha Foreman FTE 1.00 and Bridgett Carlton FTE 1.00 as bus monitors for the Pre-school. Salaries and Fringe Benefits will be paid. Action Type: Collaboration	Lillie Sexton, Pre-school Coordinator and Titus Howell, Transportation Coordinator	Start: 07/01/2013 End: 06/30/2014	○ District Staff	NSLA (State-281) \$29412.00 - Employee Salaries: NSLA (State-281) \$8236.00 - Employee Benefits: ACTION BUDGET: \$37648
Total Budget:				\$98960

- Priority 6: The district will raise awareness of the importance of nutrition and physical activity and will continue to refine local policies that address issues and goals related to nutrition and physical activity.
- Supporting Data:
115. 1.Body Mass Index Data for the 2011-2012 school year. The Arkansas Department of Education data systems indicated a total enrollment of 473 students in the school, and 231 in grades for which BMI assessments are required (K,2,and 4)BMI was assessed for 198 students. Overall BMI classification results for Whitten Elementary School show: approximately 13.6% of all children measured were in the OVERWEIGHT category. Approximately 28.8% of all children measured were identified as OBESE. Whitten Elementary:Overweight Males K-38% 2-43% 4-41% Females K-32% 2-30% 4-68%
 116. 2.School Health Index Module 8, Family and Community Involvement: Elementary, Middle, and High School-Collaboration between schools and parents & community identified as an area needing improvement. All schools need to increase families_ opportunities to learn about health and safety topics.
 117. Free and reduced Price Meal Eligibility for the 2012-2013 School year at Whitten Elementary was 0.0% paid, 0.0% reduced, and 100% free.
 118. Lee County Unemployment Rate: 2012-27.3%
 119. Lee County percent of population in poverty: 2012-38.2%
 120. Anna Strong Intermediate School (formerly Anna Strong Middle)Body Mass Index Data SY 2011-2012 Show appropriately 25.7% of all students measured were in the OVERWEIGHT category

Anna Strong Middle School:

121. School Health Index Module 8, Family and Community Involvement: Elementary, Middle and High School - Collaboration between schools and parents & community identified as an area needing improvement. All schools need to increase families opportunities to learn about health and safety topics.
122. Free and Reduced price Meal eligibility for Anna Strong Middle School 2012 was 93%.

Goal The District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the 2013-2014 school year there will be a decrease of the average BMI for students by _% as evaluated by the annual BMI screening.

Intervention: To impact the school nutrition environment, promote student health, and reduce childhood obesity.				
Scientific Based Research: PL 108-265, June 30, 2004; ADE Nutrition/Physical Activity Standards; Ark Code: 20-7-133, 20-7-134, And 20-7-135; Reverse the Trends: Create a Healthy School Nutrition Environment for Students, National Food Service Management Institute, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement the district wellness policy as follows: The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to	Lori Ginn, Wellness Chair, Nellie Freeman, Child Nutrition Coordinator and Building Nurses	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> o Administrative Staff o Central Office o District Staff o Teachers 	ACTION BUDGET: \$

<p>create a culture in our schools that consistently promotes good nutrition and physical activity. The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. Goals: In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to 1. Employing school nurses who shall be responsible for ensuring that each school fulfills the requirements of this policy; 2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum; 3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity; 4. Strive to improve the</p>				
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<p>quality of physical education curricula and increase the training of physical education teachers; 5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12; 6. Not use food or beverages as rewards for academic, classroom or sports performances; 7. Ensure that drinking water is available without charge to all students; 8. Establish class schedules, and bus routes that don't directly or indirectly restrict meal access; 9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas; 10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitation established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar; 11. Abide by the current allowable food and beverage portion standards; 12. Meet the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria; 13. Restrict access to vending machine foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule; 14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV. 15. Provide professional development to all district</p>				
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<p>staff on topics of nutrition and/or physical activity; 16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students. Advisory Committee To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed at each school in addition to the district committee. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule. The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal and district staff.</p> <p>Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness</p>				
<p>Time will be allotted based on ADE and OSR of time for physical education and physical activity on all three campuses. Evidence of implementation will be master schedules.</p>	<p>Lori Ginn, District Wellness Chair</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Community Leaders 	<p>ACTION BUDGET: \$</p>

Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness			<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants ○ Teachers 	
Appropriate professional development in good nutrition and physical health including updated training in CPR and other state mandated training will be provided to staff. Action Type: Equity Action Type: Professional Development Action Type: Wellness	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$
Health fairs will be planned in conjunction with family nights to improve parental involvement in promoting good health and nutrition. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Lori Ginn, Wellness Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$
PROGRAM EVALUATION FOR WELLNESS: 1. To ensure implementation of the wellness policy, meetings are held by the district wellness committee. The School Health Index is completed in all schools annually. All students are scheduled into a physical activity classes to encourage them to be physically fit. Each building's wellness committee members are continuing to encourage awareness of the importance of a healthy diet and being physically fit and will continue to monitor implementation of these strategies. (2) The School Health Index and BMI results will be	Lori Ginn, Wellness Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$

used to determine areas of needed improvement. Menus will be reviewed and adjustments will be made as needed. The building wellness committee will continue to encourage awareness of the importance of a healthy diet and being physically fit and will continue to monitor implementation of these strategies. Students learn about healthy lifestyles and diet in health classes and all students will participate in physical activities through PE classes. Student progress in these classes will be monitored by the teachers. (3) Students are impacted by the implementation of the wellness policy by being provided nutritious meals at breakfast and lunch, healthy snacks when appropriate, and participate in scheduled physical activity which in turn helps the students be more ready to learn by being physically fit. Students and parents are more aware of the need for a healthy lifestyle. Action Type: Program Evaluation Action Type: Wellness				
LCSD will promote a safe, healthy drug free environment by continuing to implement safe and drug free curriculum in grades K- 8. Action Type: Parental Engagement	Building Counselors	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ District Staff ○ Teachers 	ACTION BUDGET: \$
Based on the Provisional 2 status of the LCSD we will pay the expenses to provide school meals without charge to	Nellie Freeman	Start: 07/01/2013 End:	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	NSLA (State-281) - \$56000.00

all students. (3100) Action Type: Equity		06/30/2014		Purchased Services: <hr/> ACTION BUDGET: \$56000
The district will employee a Social Worker Kimberly Edwards, FTE 1.00, to provide services and resources to students and parents. Salary 27,000.00; benefits 7,560.00; registration/meals/travel 1,000.00; materials and supplies 2,000.00.(2113) Action Type: Collaboration Action Type: Wellness	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ District Staff	NSLA (State-281) - Purchased Services: \$1000.00 NSLA (State-281) - Materials & Supplies: \$2000.00 NSLA (State-281) - Employee Benefits: \$7560.00 NSLA (State-281) - Employee Salaries: \$27000.00 <hr/> ACTION BUDGET: \$37560
COMPREHENSIVE NEEDS ASSESSMENT: After review of the data concerning health and wellness, we determined a need of increased urgency in promoting physical activity, nutrition and wellness across the curriculum. We will develop protocols at the district level and select	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$

interventions and coordinate with various state and local funding. Action Type: Collaboration Action Type: Equity				
Lee County School District will support the needs of each campuses for nurses by providing two additional nurses Celcia Baker FTE 1.00 and Vacant FTE 1.00. (2130) Salary 45,104.00; benefits 13,156.00; registration/meals/travel 2000.00 and material & supplies 4,000.00. Action Type: Wellness	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ District Staff	NSLA (State-281) - Purchased Services: \$2000.00 NSLA (State-281) - Materials & Supplies: \$4000.00 NSLA (State-281) - Employee Benefits: \$13156.00 NSLA (State-281) - Employee Salaries: \$45104.00 <hr/> ACTION BUDGET: \$64260
Total Budget:				\$157820

Priority 7: The Lee County School District has been Identified by the indicators with the ESEA state flexibility waiver as a Priority School for the 2012-2013 School Year. LCSD will implement with fidelity the timeline for Priority School Districts and schools under the ADE approved Flexibility Waiver.

Supporting Data: 149. Scholastic Audit Standard 1 measures the extent to which the school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards. At Lee High School, the 2007 Audit revealed that 86% of the indicators listed in standard 1 were rated as having little or no development in the school/district. At Anna Strong Elementary School, the Audit

revealed that 86% of the indicators listed in standard 1 were rated as having little or no development in the school/district. At Lee High School the Audit findings were that 86% of the indicators reflected little or no development or implementation, 14% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.

150. Scholastic Audit Standard 2 measures the extent to which the school utilizes multiple evaluation and assessment strategies to continuously modify instruction to meet student_s needs and support proficient student work. At Lee High School, the 2007 Audit revealed that 74% of the indicators reflected little or no development or implementation, 13% of the indicators reflected limited development or partial implementation, 13% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 50% of the indicators reflected little or no development or implementation, 50% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.
151. Scholastic Audit Standard 3 measures the extent to which the School_s instructional program actively engages all students by using effective, varied, and researched-based practices to improve student performance. At Lee High School, the 2007 Audit revealed that 87% of the indicators reflected little or no development or implementation, 13% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 38% of the indicators reflected little or no development or implementation, 62% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.
152. Scholastic Audit Standard 4 measures the extent to which the School/District functions as an effective learning community and supports a climate conducive to performance excellence. At Lee High School, the 2007 Audit revealed that 82% of the indicators reflected little or no development or implementation, 18% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 18% of the indicators reflected little or no development or implementation, 82% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.

153. Scholastic Audit Standard 5 measures the extent to which the School/District works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and development needs of students. At Lee High School, the 2007 Audit revealed that 80% of the indicators reflected little or no development or implementation, 20% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 0% of the indicators reflected little or no development or implementation, 80% of the indicators reflected limited development or partial implementation, 20% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.
154. Scholastic Audit Standard 6 measures the extent to which the School/District provides researched based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning. At Lee High School, the 2007 Audit revealed that 92% of the indicators reflected little or no development or implementation, 8% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 58% of the indicators reflected little or no development or implementation, 42% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.
155. Scholastic Audit Standard 7 measures the extent to which the School/District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity. At Lee High School, the 2007 Audit revealed that 82% of the indicators reflected little or no development or implementation, 18% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 27% of the indicators reflected little or no development or implementation, 73% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.
156. Scholastic Audit Standard 8 measures the extent to which there is evidence that the school is organize to maximize all available resources to support high student and staff performance. At Lee High School, the 2007 Audit revealed that 80% of the indicators reflected little or no development or implementation, 20% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna

Strong Elementary School, the Audit revealed that 10% of the indicators reflected little or no development or implementation, 90% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.

157. Scholastic Audit Standard 9 measures the extent to which the School/District develops implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning. At Lee High School, the 2007 Audit revealed that 81% of the indicators reflected little or no development or implementation, 19% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation. At Anna Strong Elementary School, the Audit revealed that 19% of the indicators reflected little or no development or implementation, 81% of the indicators reflected limited development or partial implementation, 0% of the indicators reflected fully functional and operational level of development and implementation, and 0% of the indicators reflected exemplary level of development and implementation.

158. In reviewing the Scholastic Audits of all three campuses, the district found some common findings that could be lead and coordinated by district personnel. 1. The district curriculum committee will be restructured and outside consultants will be hired to align the curriculum in literacy and math. 2. A district level professional development committee was formed to evaluate PD currently provided in the district and create both long and short term plans for professional development.

Goal LCSD will meet their AMO goals for the schools of Lee County School District.

Benchmark Benchmark 1: During the 2012-2013 school year, all schools will make amo progress as determined by the Arkansas Department of Education.

Intervention: 1: The district will provide administrative support and services to ensure that all children are exposed to high-quality academic curriculum, and instructional materials that are aligned with challenging state academic standards.

Scientific Based Research: English, Fenwick W. (2000). Deciding What to Teach and Test. Thousand Oaks, CA: Corwin Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The District will support professional development activities designed to ensure that the Local curriculum is aligned with the Arkansas Frameworks. Included in this action would be paying stipends to teachers and specialists to do curricular alignment activities or to attended	Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Computers ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$

related professional development during non contracted time. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Professional Development			o Teachers	
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Clemons, Teresa	Teacher	Federal Programs District Advisory Committee
Classroom Teacher	Graves, Sandra	Elementary Teacher	Federal Programs District Advisory Committee
Classroom Teacher	Greer, Ruth	Teacher	Federal Programs District Advisory Committee
Community Representative	Audrisch, Pat	Community Representative	Federal Programs District Advisory Committee
Community Representative	Hall, Rose	Community Representative	Federal Programs District Advisory Committee
Community Representative	Keasler, Suzy	Community Representative	Federal Programs District Advisory Committee
Community Representative	Moore, Sue	Community Representative	Federal Programs District Advisory Committee
Community Representative	Owensby, Betty	Community Representative	Federal Programs District Advisory Committee
District-Level Professional	Brown, Dori		

Lee County School District

Disciplinary Actions by District (2012-2013)

Location District	District Description	ISS	OSS (Non-Injury)	Expelled	Expelled for Weapons	Corporal Punishment	Other	No Action	ALE (Full Year)	Expelled for Drugs	Expelled (Non-Injury)	Expelled (Injury)	OSS (Injury)	ALE (part yr)
3904000	LEE COUNTY SCHOOL DISTRICT	335	362	0	0	47	0	1	0	0	0	0	0	0

Disciplinary Infractions by District (2012-2013)

Location District	District Description	Drugs	Alcohol	Tobacco	Truancy	Student Assault	Staff Assault	Knife	Handgun	Rifle	Shotgun	Club	Gangs	Vandalism	Insubordination	Disorderly Conduct	Explosive	Other	Bullying	Fighting
3904000	LEE COUNTY SCHOOL DISTRICT	3	0	0	19	2	3	0	0	0	0	0	0	1	330	138	0	34	23	192

Lee County School District

Enrollment by Grade (2011-2012) Based on October 1st Counts

District LEA	District Description	Kindergarten	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	GED	Ungraded	Total Students
3904000	LEE COUNTY SCHOOL DISTRICT	78	65	57	72	80	69	80	76	60	85	74	65	87	0	3	951

Enrollment by Grade (2012-2013) Based on October 1st Counts

District LEA	District Description	Kindergarten	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	GED	Ungraded	Total Students
3904000	LEE COUNTY SCHOOL DISTRICT	85	72	58	69	66	67	67	81	77	66	72	74	66	0	0	920

Enrollment by Grade (2013-2014) Based on October 1st Counts

District LEA	District Description	Kindergarten	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	GED	Ungraded	Total Students
3904000	LEE COUNTY SCHOOL DISTRICT	82	72	64	58	55	62	67	68	79	81	61	65	67	0	0	881

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

FY14 as of February 28, 2014			
Beginning Balance <u>7/1/2013</u> 239,693	<u>Revenue</u> 4,234,663	<u>Expenditures</u> 4,261,211	Ending Balance <u>2/28/2014</u> 213,145
FY14 Budget			
Beginning Balance <u>7/1/2013</u> 239,693	<u>Revenue</u> 6,958,849	<u>Expenditures</u> 6,926,448	Projected Balance <u>6/30/2014</u> 272,095
FY13			
Beginning Balance <u>7/1/2012</u> 2,656,434	<u>Revenue</u> 5,263,643	<u>Expenditures</u> 7,680,384	Projected Balance <u>6/30/2013</u> 239,693
FY12			
Beginning Balance <u>7/1/2011</u> 1,761,891	<u>Revenue</u> 8,092,204	<u>Expenditures</u> 7,197,662	Ending Balance <u>6/30/2012</u> 2,656,434

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

2

General Operating Funds:

1000 | 1001 | 1011 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 |
 2246 | 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000

Revenue:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
11110	PROPERTY TAXES-CURRENT	2,201,009	0	2,002,952	1,594,523	408,430
11120	PROPERTY TAX-40% BY 6/30	710,122	2,508,431	817,532	39,606	777,925
11130	PROPERTY TX-40% 7/1-12/31	0	0	0	0	0
11140	PROPERTY TAX-DELINQUEST	51,520	87,047	85,000	62,209	22,791
11150	EXCESS COMMISSION	28,368	872	850	0	850
11160	LAND REDEMP-IN STATE SALE	70,940	125,946	126,000	66,076	59,924
11200	SALES AND USE TAX	0	0	0	0	0
11400	PENALTIES/INTEREST ON TAX	0	0	0	215	(215)
11500	INTER. UNAPP PROPERTY TAX	0	0	0	0	0
12800	REV IN LIEU OF TAXES	15,144	16,219	16,200	0	16,200
13400	SAVE THE CHILDREN	55,199	46,132	0	0	0
15100	INTEREST ON INVESTMENTS	2,743	618	580	487	93
16110	SCHOOL LUNCH PROGRAM	0	0	0	0	0
16212	PROV 2 STUDENT MEALS	0	0	0	0	0
16215	A LA CARTE INCOME	0	0	0	0	0
16220	ADULT	0	0	0	0	0
16300	SPECIAL FUNCTIONS	0	0	0	0	0
16400	PERF FREE BASED REIMB	0	0	0	0	0
16900	OTHER FOOD SVS REVENUE	0	0	0	0	0
16910	PEPSI FUND	0	0	0	0	0
17100	ADMISSIONS	0	0	0	0	0
17110	ATHLETICS-GATE	0	0	0	0	0
17200	SALES	183	0	0	60	(60)
17300	ORG MEMBERSHIP DUES/FEES	0	0	0	0	0
17400	PUPIL FEES-LOCKERS/FINES	0	0	0	0	0
17500	CONTRACTED SERVICES	0	0	0	0	0
17900	OTHER STDNT ACTIVITY REV	0	0	0	0	0
19130	LEA BUILDGS & FACILITIES	20,918	20,941	20,880	18,051	2,829
19140	EQUIPMENT & VEHICLES	0	0	0	454	(454)
19200	PRIVATE CONTRIBUTIONS	0	0	0	0	0
19800	REFUNDS OF PRIOR YR EXPEN	0	88,459	0	18,856	(18,856)
19900	MISC REV FR LOCAL SOURCES	7,225	4,701	3,500	29,298	(25,798)
21100	CNTY GENERAL APPORTIONMNT	0	0	0	0	0
21200	SEVERANCE TAX	0	0	0	0	0
28000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
31101	FOUNDATION FUNDING	3,641,400	3,176,218	2,925,196	1,867,086	1,058,110
31102	ENHANCED EDUCATIONAL	0	0	0	0	0
31103	URT COLLECTION ADJUSTMENT	136,019	160,547	150,000	0	150,000
31400	TRANSPORTATION AID	22,358	0	0	0	0
31460	DECLINING ENROLLMENT	332,237	101,933	133,997	133,997	0
31900	OTHER	21,211	64,674	0	59	(59)

Fiscal Distress Report
 March 28, 2014

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

3

General Operating Funds:

1000 | 1001 | 1011 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 | 2246 | 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000

Revenue:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
32226	HIGH PRIORITY INCENTIVES	224,589	151,975	0	0	0
32250	AR PATHWISE MENTOR PROG.	2,600	4,400	0	5,736	(5,736)
32253	PIOIOT TEACHER EVAL.	0	0	0	0	0
32256	PROF.DEVELOPMENT(ACT 59)	0	0	0	0	0
32290	09 GREATER GRAD PROJ	0	0	0	0	0
32310	HAND CHILD-SUPV/EXTEND YR	3,986	3,729	0	0	0
32314	SP ED EXT YEAR	0	0	0	0	0
32361	GT-SCH IMP AND PROF DEV	50	150	0	0	0
32370	ALT LEARNING ENVIRONMENT	0	0	0	0	0
32381	NSLA (ACT 59)	0	0	0	0	0
32415	SVAC	0	0	0	0	0
32430	VOC SPEC NEEDS PROJECT	0	0	0	0	0
32460	YOUTH APPRENTICESHIP	0	0	0	0	0
32480	VOC NEW PGM START-UP	0	0	0	0	0
32520	MATCHING (STATE)	0	0	0	0	0
32710	AR BETTER CHANCE(ABC)GRNT	495,748	530,782	534,600	387,342	147,258
32735	EARLY CHILDHOOD-PARENT	0	0	0	0	0
32790	EARLY CHILDHOOD PROGRAMS	0	0	0	0	0
32912	GENEREAL FACILITIES	13,616	10,212	6,808	6,808	0
32915	DEBT SERVICE FUNDING	4,494	1,357	71	71	0
32923	ACADEMIC FAC TRANSITIONAL	0	0	0	0	0
32924	FACILITIES PARTNERSHIP	0	0	0	0	0
32990	OTHER GRANTS&AID FR STATE	0	0	0	0	0
41200	WILDLIFE REFUGE	0	0	0	0	0
41300	REV IN LIEU OF TAXES	0	0	0	0	0
42100	FOREST RESERVE	30,526	0	0	0	0
42200	FLOOD CONTROL	0	0	0	0	0
42300	MINERAL LEASES	0	0	0	0	0
42400	FEDERAL GRAZING	0	0	0	0	0
42500	IMPACT AID	0	0	0	0	0
45110	ESEA CH1 COMP(R) 100-297	0	0	0	0	0
45114	ESEA CH1 CPTL EXPENS-PRVT	0	0	0	0	0
45119	TITLE I ARRA	0	0	0	0	0
45121	TITLE I ESEA PART D	0	0	0	0	0
45124	ARRA ESEA SFSF	0	0	0	0	0
45129	EDUCATION JOB FUNDING	0	0	0	0	0
45130	ESEA CH2 ELEM/SEC ED ACT	0	0	0	0	0
45174	DHS SOCIAL WORKER	0	0	0	0	0
45177	TRANSPORTATION COSTS	0	0	0	0	0
45310	VOC BASIC GRNT-ENTITLEMNT	0	0	0	0	0
45325	TITLE II-D	0	0	0	0	0

Fiscal Distress Report
March 28, 2014

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

4

General Operating Funds:

1000 | 1001 | 1011 | 1246 | 1365 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2009 | 2011 | 2012 | 2013 | 2015 | 2019 | 2099 | 2218 | 2222 | 2240 | 2244 |
 2246 | 2271 | 2300 | 2340 | 2365 | 2376 | 2385 | 2392 | 2394 | 2903 | 4000

Revenue:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
45326	ENHANCED ED TECHNOLOGY GR	0	0	0	0	0
45510	SL 4 LUNCHESES-TYPE A	0	0	0	0	0
45511	LUNCH REIMB DHS	0	0	0	0	0
45512	FULL PRICE LUNCH	0	0	0	0	0
45520	BREAKFAST REIMB. ADE	0	0	0	0	0
45521	BRKFT REIMB DHS	0	0	0	0	0
45530	BREAKFAST	0	0	0	0	0
45540	SNACK REIMB ADE	0	0	0	0	0
45541	SNACK REIMB DHS	0	0	0	0	0
45550	FOOD SERVICE EQUIP ASSIST	0	0	0	0	0
45561	REGULAR COMMODITIES (DHS)	0	0	0	0	0
45562	FFV COMMODITIES	0	0	0	0	0
45586	ARRA LUNCH EQUIPMENT	0	0	0	0	0
45613	VIB PASSTHROUGH	0	0	0	0	0
45621	ARRA IDEA SP ED	0	0	0	0	0
45801	ARRA NEW CONSTSTRUCTION	0	0	0	0	0
45802	ARRA MODERNIZATION	0	0	0	0	0
45803	ARRA RENOVATION	0	0	0	0	0
45910	MEDICARE CATASTROPHIC COV	0	0	0	0	0
45913	ARMAC-MEDICAID ADM CLAIM	0	0	0	0	0
45925	TITLE II-A	0	0	0	0	0
45971	DRUG EDUCATION	0	0	0	0	0
45977	TITLE VI	0	0	0	0	0
45990	OTHER REST.FED THRU STATE	0	0	0	0	0
48000	REVENUE IN LIEU OF TAXES	0	0	0	0	0
51100	BONDED INDEBTEDNESS	0	0	0	3,729	(3,729)
51999	AUDIT ADJUSTMENT	0	(1,853,453)	0	0	0
52400	TRANS FROM DEBT SERV FUND	0	0	0	0	0
52500	TRANS FROM CAPITAL OUTLAY	0	0	0	0	0
52600	TRANS FROM FEDERAL GRANTS	0	0	0	0	0
52700	TRANS FROM STUDENT ACTVTY	0	0	0	0	0
52800	TRANS FROM FOOD SERVICE	0	0	0	0	0
52900	INDIRECT COST	0	11,753	134,683	0	134,683
53100	SALE OF EQUIPMENT	0	0	0	0	0
53400	COMPEN-LOSS FIXED ASSETS	0	0	0	0	0
Total Revenue		8,092,204	5,263,643	6,958,849	4,234,663	2,724,186

Fiscal Distress Report
 March 28, 2014

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

5

General Operating Funds:

1000|1001|1011|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

Expenditures:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
61110	CERT SALARY	3,136,562	3,232,031	3,591,003	2,043,585	1,547,418
61111	CERT ADDITIONAL DUTIES	0	0	0	3,000	(3,000)
61120	CLS SALARY	830,396	1,134,515	900,786	555,730	345,056
61121	CLS ADDITIONAL	0	0	0	10,167	(10,167)
61210	TEMP-CERTIFIED	4,500	0	0	12,114	(12,114)
61220	TEMP-CLASSIFIED	34,233	18,218	23,416	6,409	17,007
61300	OVERTIME	0	0	0	0	0
61320	OVERTIME-CLASSIFIED	3,485	1,750	0	0	0
61510	CRT STIPEND	296,695	162,075	0	0	0
61511	BONUS CERT	0	0	0	0	0
61520	CLASS STIPEND	0	0	0	0	0
61521	BONUS CLASS	0	0	0	0	0
61610	WORKSHOP	2,000	0	0	600	(600)
61620	WORKSHOP	0	0	0	250	(250)
61700	SUBSTITUTES	0	0	0	0	0
61710	CERT SUBSTITUTES	66,573	15,660	0	8,205	(8,205)
61720	CLS SUBSTITUTES	59,388	242,983	149,223	70,656	78,567
61810	CERT UNUSED SICK	12,100	23,580	24,000	3,309	20,691
61820	CLS UNUSED SICK	425	1,525	0	1,075	(1,075)
61900	OTHER SALARIES	0	0	0	0	0
61920	CLS OTHER PAY	0	0	0	0	0
62110	CERT GROUP INS	0	0	0	0	0
62120	CLS GROUP INS	0	0	0	0	0
62210	CERT SOC SEC	244,165	206,743	224,130	124,657	99,473
62220	CLS SOC SEC	59,412	77,327	68,938	35,393	33,545
62260	CERT MEDICARE	56,813	48,398	52,418	29,153	23,264
62270	CLS MEDICARE	13,972	18,420	15,431	8,277	7,154
62310	CERT TCH RET-CONT	538,099	492,666	499,880	293,118	206,762
62320	CLS TCH RET - CONT	126,184	174,643	144,960	79,987	64,973
62420	TUITION REIM-CLASSIFIED	0	0	0	0	0
62510	CERT UNEMPLOY COMP	10,431	10,944	0	1,463	(1,463)
62520	CLS UNEMPLOY COMP	8,402	13,958	0	1,951	(1,951)
62610	CERT WKR'S COMP	8,076	26,517	25,355	0	25,355
62620	CLS WKR'S COMP	10,076	44,196	26,881	0	26,881
62710	CERT HEALTH BENEFITS	238,141	117,169	74,449	54,554	19,895
62720	CLS HEALTH BENEFITS	123,450	60,694	45,016	27,133	17,883
62820	CLS PUB RET CONT	3,313	3,626	3,576	1,992	1,584
Salaries & Benefits Totals		5,886,891	6,127,638	5,869,463	3,372,779	2,496,684

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

6

General Operating Funds:

1000|1001|1011|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

Expenditures:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
63130	BOARD OF ED SERVICES	0	0	0	0	0
63200	PROFESSIONAL-DEVEL.	0	0	0	0	0
63210	INSTRUCTIONAL	0	0	0	0	0
63220	SUB-TEACHER-NON-EMPLOYEE	370	0	5,000	0	5,000
63230	ED CONSULTING	0	0	0	0	0
63310	PD/REG CER	1,750	17,800	2,150	6,041	(3,891)
63320	PD/REG CLS	90	13	250	1,571	(1,321)
63370	ARCHITECT FEE	0	0	0	0	0
63371	CONSTRUCT MGR FEE	0	0	0	0	0
63410	PUPIL SERVICES	2,500	8,295	0	0	0
63420	STATISTICAL SERVICES	0	0	0	0	0
63440	LEGAL SERVICES	0	0	0	0	0
63441	LEGAL	107,887	0	0	0	0
63445	LEGAL RESEARCH & OPINIONS	4,513	8,230	14,435	28,071	(13,636)
63450	MEDICAL	0	0	0	0	0
63470	ARCHITECTURAL	0	0	0	0	0
63490	OTHR PROFESSIONAL SERVICE	0	0	0	0	0
63530	SOFTWARE MAINT & SUPPORT	0	0	0	0	0
63590	OTHER TECHNICAL SERVICES	0	0	0	0	0
63900	OTHER PURC PROF/TECH SVS	56,985	81,265	62,143	67,671	(5,528)
64100	UTILITY SERVICES	0	0	0	0	0
64110	WATER/SEWER	28,423	26,949	26,700	13,664	13,036
64210	DISPOSAL/SANATATION	0	0	0	535	(535)
64240	LAWN CARE	5,691	6,305	7,000	1,540	5,460
64310	BLDG & EQUIP REPAIR	118,185	165,152	21,710	36,340	(14,630)
64320	REPAIR EQ&VEHH	1,392	1,657	2,000	338	1,662
64400	RENTALS	0	0	0	50	(50)
64420	RENTAL EQ&VEH	80,633	82,332	25,400	8,981	16,419
64430	RENTAL EQUIPMENT	0	0	0	13,288	(13,288)
64500	CONSTRUCTION SERVICES	0	0	0	0	0
64900	OTHER PURC PROPERTY SVS	7,315	4,323	0	555	(555)
65000	OTHR PURCH.SERVICES	0	0	0	0	0
65210	PROPERTY INSURANCE	104,381	122,577	118,465	118,465	0
65220	LIABILITY INSURANCE	7,919	7,919	8,000	0	8,000
65240	FLEET INSURANCE	15,212	12,000	14,017	14,017	0
65250	ACCIDENT INS FOR STUDENTS	0	0	10,476	10,476	0
65290	OTHER INSURANCE	12,000	11,640	0	0	0
65300	COMMUNICATIONS	0	0	0	0	0
65310	TELEPHONE	2,758	32,278	33,000	24,329	8,671
65320	POSTAGE	4,000	3,885	4,000	3,753	247
65330	CABLE/INTERNET	800	795	1,000	277	723
65400	ADVERTISING	6,060	6,957	7,000	6,367	633
65500	PRINTING & BINDING	3,387	3,569	5,000	4,022	978
65810	TRAVEL-CER	10,122	14,039	500	2,746	(2,246)

Fiscal Distress Report
March 28, 2014

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

7

General Operating Funds:

1000|1001|1011|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

Expenditures:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
65820	TRAVEL-CLS	630	2,559	1,750	1,119	631
65830	TRVL CERT-OUT DISTRICT	0	0	0	0	0
65870	TRAVEL-NON-EMPLOYEE	11,340	4,237	0	269	(269)
65900	MISC PURC SVS	0	0	0	0	0
65910	SVS PURCHASED LOCALLY	0	0	0	0	0
66100	GEN SUPPLIES	200,687	262,596	106,509	128,435	(21,926)
66101	CURRICULUM SUPPLIES	9,000	9,000	0	0	0
66102	PARENT/COM.ACTIVITIES	3,150	1,705	0	0	0
66107	LOW VALUE EQUIP.	0	0	0	0	0
66210	NAT.GAS	75,651	75,821	78,000	59,247	18,753
66220	ELECTRICITY	180,003	253,341	251,163	145,676	105,486
66240	OIL	0	0	0	0	0
66260	GASOLINE/DIESEL	57,000	124,685	104,015	54,746	49,269
66290	OTHER	0	0	0	0	0
66300	FOOD	3,528	1,000	0	0	0
66301	MILK	0	0	0	0	0
66302	BREAD	0	0	0	0	0
66400	BOOKS & PERIODICALS	0	0	0	0	0
66410	TEXTBOOKS	7,705	7,497	8,000	17,387	(9,387)
66420	LIBRARY BOOKS	0	0	0	0	0
66430	PERIODICALS	0	0	0	0	0
66500	TECHN SUPPLIES	331	573	0	117	(117)
66510	SOFTWARE	2,455	18,649	0	0	0
66520	TECH(OTHER)	672	0	5,000	925	4,075
66527	LOW VALUE EQUIP/TECH.	694	265	0	0	0
66900	OTHER SUPPLIES & MATERIAL	0	0	0	0	0
67100	LAND & IMPROVEMENTS	0	0	0	0	0
67200	BUILDINGS	0	0	0	0	0
67201	HVAC	0	0	0	0	0
67202	ELECTRICAL	0	0	0	0	0
67203	PLUMBING	0	0	0	0	0
67204	MASONRY	0	0	0	0	0
67205	ROOF	0	0	0	0	0
67206	SLAB	0	0	0	0	0
67207	FLOOR COVERING	0	0	0	0	0
67208	DOORS	0	0	0	0	0
67209	WINDOWS	0	0	0	0	0
67210	ACOUSTICAL CIELINGS	0	0	0	0	0
67212	SITE CONCRETE	0	0	0	0	0
67213	FINISHES	0	0	0	0	0
67300	EQUIPMENT	0	0	0	0	0
67310	MACHINERY	0	0	0	0	0
67320	VEHICLES	4,000	33,542	0	0	0
67330	FURNITURE & FIXTURES	0	0	0	1,764	(1,764)

Fiscal Distress Report
March 28, 2014

Arkansas Department of Education
Lee County School District
2013-2014 Unrestricted Funds Report

8

General Operating Funds:

1000|1001|1011|1246|1365|2000|2001|2002|2003|2004|2005|2006|2009|2011|2012|2013|2015|2019|2099|2218|2222|2240|2244|2246|2271|2300|2340|2365|2376|2385|2392|2394|2903|4000

Expenditures:

Account	Account Description	FY12 Unrestricted Funds Actuals	FY13 Unrestricted Funds Actuals	FY14 Unrestricted Funds Budget	FY14 Actuals as of 2/28/14	Variance in Unrestricted Funds FY14 Actuals and FY14 Budget
67340	TECHNOLOGY EQUIP	4,447	7,785	5,000	4,709	291
67390	OTHER EQUIPMENT	0	0	0	0	0
67500	TECHN EQUIP	0	0	0	0	0
68100	DUES AND FEES	3,136	1,580	2,765	71,785	(69,020)
68300	INTEREST	5,075	7,917	5,038	18,700	(13,663)
68400	INDIRECT COST	0	0	0	0	0
68900	MISC EXPENDITURES	158,893	47,014	46,500	18,168	28,332
68999	ALLOCATED CHARGES	0	0	0	0	0
69100	REDEMPTION OF PRINCIPAL	0	75,000	75,000	0	75,000
69310	TO SALARY FUND	0	0	0	0	0
69312	STATE FOUNDATION	0	0	0	0	0
69320	TO OPERATING FUND	0	0	0	0	0
69321	TRANSFER TO 2000	0	0	0	0	0
69330	TO BUILDING FUND	0	0	0	0	0
69340	TO DEBT SERVICE FUND	0	0	0	0	0
69350	TO CAPITAL OUTLAY FUND	0	0	0	0	0
69360	TO FEDERAL GRANTS FUND	0	0	0	0	0
69370	TO STUDENT ACTIVITY FUND	0	0	0	0	0
69380	TO FOOD SERVICE FUND	0	0	0	0	0
69400	PROGRAM FUNDING RETURN	0	0	0	2,286	(2,286)
69500	TRANSITS	0	0	0	0	0
69620	PROV 2 STUDENT MEALS	0	0	0	0	0
Other Expenditure Totals		1,310,771	1,552,745	1,056,984	888,432	168,552
Overall Expenditure Totals		7,197,662	7,680,384	6,926,448	4,261,211	2,665,237

District:LEE COUNTY SCHOOL DISTRICT	Superintendent:WILLIE MURDOCK
School:LEE HIGH SCHOOL	Principal:CLYDE NOEL
LEA:3904011	Grades:07-12
Address:523 FORREST AVE.	Enrollment:436
MARIANNA, AR 72360	Attendance (3 QTR AVG):91.72
Phone:870-295-7130	Poverty Rate:100.00

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	220	223	98.65	263	269	97.77
Targeted Achievement Gap Group	220	223	98.65	262	268	97.76
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	202	205	98.54	238	244	97.54
Hispanic						
White	11	11	100.00	13	13	100.00
Economically Disadvantaged	220	223	98.65	262	268	97.76
English Language Learners						
Students with Disabilities	20	21	95.24	19	19	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	100	209	47.85	53.67	91.00	74	134	55.22	61.96	93.00
Targeted Achievement Gap Group	100	209	47.85	51.31	91.00	74	134	55.22	60.25	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	145	360	40.28	53.67	91.00	74	134	55.22	61.96	93.00
Targeted Achievement Gap Group	137	349	39.26	51.31	91.00	74	134	55.22	60.25	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	93	191	48.69	53.67		68	122	55.74	62.08	
Hispanic				67.95					79.17	
White	2	11	18.18	41.67					50.00	
Economically Disadvantaged	100	209	47.85	51.55		74	134	55.22	60.56	
English Language Learners										
Students with Disabilities	0	19	0.00	22.62					19.64	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	125	247	50.61	56.87	92.00	56	134	41.79	52.90	81.00
Targeted Achievement Gap Group	125	247	50.61	55.42	92.00	56	134	41.79	50.83	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	288	505	57.03	56.87	92.00	56	134	41.79	52.90	81.00
Targeted Achievement Gap Group	282	491	57.43	55.42	92.00	56	134	41.79	50.83	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	117	224	52.23	56.69		51	122	41.80	51.83	
Hispanic				69.70					79.17	
White	1	12	8.33	51.76					58.33	
Economically Disadvantaged	125	247	50.61	55.75		56	134	41.79	51.07	
English Language Learners										
Students with Disabilities	4	17	23.53	35.18					31.55	

School Plan

[Print Version](#)

LEE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission statement of Lee Senior High School is to provide a quality education by promoting the intellectual, social and ethical development of all students for the betterment of the individual, the community, and the world.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: SI_8

Table of Contents

- Priority 1:** Improve students' literacy skills
Goal: All students will meet the State AMO Growth of 50.89 in literacy.
- Priority 2:** Improve students' Mathematics
Goal: All students will meet the State AMO Growth of 61.18 in math.
- Priority 3:** Positive School Environment
Goal: To build character in all students and to provide viable options for students when they are faced with decisions that might lead to drug use and/or violent behavior.
Goal: To provide effective instruction and support that will increase the graduation rate of Lee Senior High School.

Priority 6: Health and Wellness

Goal: Lee Senior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index on routine annual student screening. Increase collaboration between the school and community in support of positive lifestyle changes/choices.

Priority 8: Leadership and Accountability

Goal: All students will meet the State AMO Growth in Math and Literacy.

Priority 10: Alternative Learning Environment

Goal: Continue to provide access to an alternative learning environment with a focus on successful completion of high school and increasing student academic performance.

Priority 12:

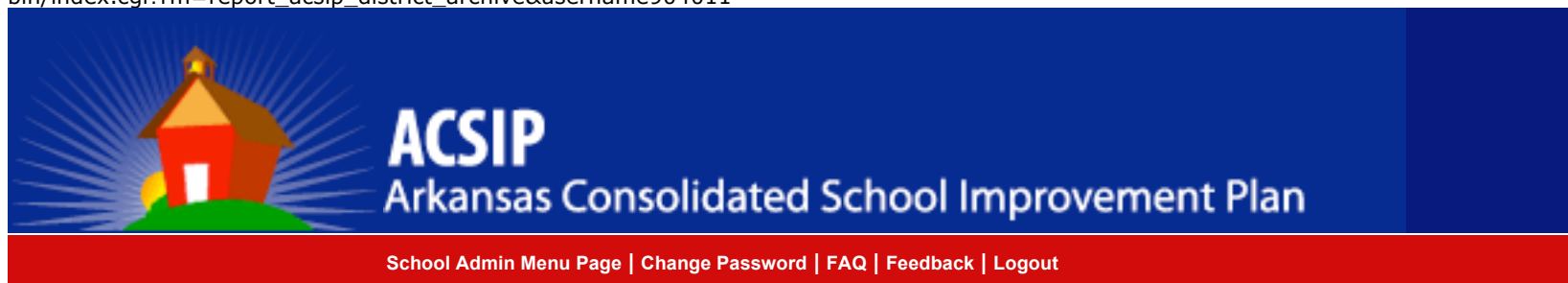
Goal: To Implement with fidelity the timeline as set by the ADE.

Priority 13: Priority Improvement Plan

Goal: Lee High School (LHS) will meet the requirements as outlined in the Arkansas's ESEA Flexibility Request and exit Priority Status by the 2014-2015 school year,

Goal: 1 CHANGE LEADER PRACTICE (Turnaround Principles 1,2,3) By June 4, 2014, Principals will attend and participate in 50% of the weekly PLC's and provide feedback to instructional facilitators for identifying and providing professional learning needs as determined by the sign in sheets, agendas, and minutes. Goal:2;2 By June 4,2014, 300 of required Classroom Walkthroughs(CWT's)will be completed by principals as indicated by teachscape reports.

Goal: STUDENT PROGRESS AND ACaved by Internet Explorer 11" Subject: ACSIP Date: Mon, 31 Mar 2014 06:58:28 -0500 MIME-Version: 1.0 Content-Type: multipart/related; type="text/html"; boundary="-----_NextPart_000_0034_01CF4CAE.9EDC1E40" X-MimeOLE: Produced By Microsoft MimeOLE V6.1.7601.17609 This is a multi-part message in MIME format. -----_NextPart_000_0034_01CF4CAE.9EDC1E40 Content-Type: text/html; charset="iso-8859-1" Content-Transfer-Encoding: quoted-printable Content-Location: http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district_archive&username904011



School Plan

Print Version

LEE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

The mission statement of Lee Senior High School is to provide a quality education by promoting the intellectual, social and ethical development of all students for the betterment of the individual, the community, and the world.

Grade Span: 7-12

Title I: Title I Schoolwide

School Improvement: SI_8

Table of Contents

Priority 1: Improve students' literacy skills

Goal: All students will meet the State AMO Growth of 50.89 in literacy.

Priority 2: Improve students' Mathematics

Goal: All students will meet the State AMO Growth of 61.18 in math.

Priority 3: Positive School Environment

Goal: To build character in all students and to provide viable options for students when they are faced with decisions that might lead to drug use and/or violent behavior.

Goal: To provide effective instruction and support that will increase the graduation rate of Lee Senior High School.

Priority 6: Health and Wellness

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Goal: Lee High School (LHS) will meet the requirements as outlined in the Arkansas's ESEA Flexibility Request and exit Priority Status by the 2014-2015 school year,

Goal: 1 CHANGE LEADER PRACTICE (Turnaround Principles 1,2,3) By June 4, 2014, Principals will attend and participate in 50% of the weekly PLC's and provide feedback to instructional facilitators for identifying and providing professional learning needs as determined by the sign in sheets, agendas, and minutes. Goal:2;2 By June 4,2014, 300 of required Classroom Walkthroughs(CWT's)will

be completed by principals as indicated by teachscape reports.

Goal: STUDENT PROGRESS AND ACHIEVEMENT (Turnaround Principles 4,5). By June 4,2014 each content TLI assessments will increase the number of students scoring proficient and advanced to 65% as determined by TLI data.

Goal: STUDENT SAFETY AND DISCIPLINE (Turnaround Principles 6) By June 4, 2014,there will be a 40% decrease in the number of office discipline referrals submitted to the principal as indicated by APSCN discipline data.

Goal: PARENT AND COMMUNITY ENGAGEMENT Turnaround Principles 7) By June 4, 2014, Lee Senior High School will have 60% of parent involved in their students'education as determined by agenda, sign in sheet, minutes,parent contact logs,parent teacher conferences, school/ community events and parent workshops.

Goal: Changing Teacher Practice By June 4, 2014,80% of teachers will teach the district's curriculum through planning appropriately for students, demonstrate understanding of content aligned with CCSS and State Standards and designed to engage students in meaningful work and improve student achievement.

Priority 1: Students will improve their literacy skills.

1. The administration of the EOC Literacy examination to the 11th grade in 2010 for EOC Literacy showed the combined Population scored 39% proficient or advanced. The African American subgroup 39%, Economically Disadvantaged Three year (2009) for EOC Literacy showed 35.8%% of the combined Population proficient. 35.2%% of African-American, 35.3%% Economically disadvantaged, and 9.4% of students with disabilities were proficient.
2. A review of the 3 year data for the ITBS Grade 9 Literacy shows the African American subgroup scored below the 50th percentile in vocabulary and reading comprehension. The Caucasian subgroup scored below the 50th percentile in vocabulary and reading comprehension. Grade 9 was administered the Stanford 10 in 2008. The results showed that 25% of the African American subgroup tested were at or above the 50% percentile in Reading Comprehension and and Language. In the Caucasian subgroup of those tested 50% were at the 50th percentile in Reading Comprehension and 30% in Language. Off those tested 0% of the Hispanic subgroup were at or above the 50th percentile in Reading Comprehension or Language. Economically Disadvantaged scored below the 50th percentile in vocabulary and reading comprehension. Stanford Test for 2009 Asian/Pacific Islander subgroup 100% are AT/ABOVE the national 50th Percentile in Reading and Language. African American subgroup 21% are AT/ABOVE the national 50th Percentile in Reading and 24% in Language. Hispanic subgroup 33% are AT/ABOVE the national 50th Percentile in Reading and 50% in Language. Caucasian subgroup 60% AT/ABOVE the national 50th Percentile in Reading and 75% in Language.
3. The following data shows the academic achievement of the 10th students who were administered the Plan Test over a three (3) year period. English National 16.9 Local 13.8 2009-2010 Local 14.1 2008-2009 Local 14.2 2007-2008 Mathemaics National 17.4 Local 15.6 2009-2010 Local 15.5 2008-2009 Local 14.9 2007-2008 Reading National 16.9 Local 14.6 2009-2010 Local 13.7 2008-2009 Local 13.4 2007-2008 Science National 18.2 Local 16.7 2009-2010 Local 15.8 2008-2009 Local 15.8 2007-2008 Composite National 17.5 Local 15.3 2009-2010 Local 14.9 2008-2009 Local 14.7 2007-2008
4. In 2007-08, the graduation rate at Lee Senior High School was 82.2%. Lee Senior High had a graduation RATE OF 71.1% IN 2008-09 school year. This is below the state average which was 73.90% Lee Senior High

Supporting Data:

- had a graduation rate of 54% in 2009-2010 compared to a state rate of 70% Lee Senior High School had a graduation Rate of 69.6% in 2010-2011 school year compared to the state rate of 70%
5. According to the 2012 ESEA Accountability Reported showed that Lee Senior High School (7-12) All Students and Targeted Achievement Gap Group had a projected score of 58.15 and 56.28 respectively.

Goal	All students will meet the State AMO Growth of 50.89 in literacy.
Benchmark	To improve reading comprehension, writing skills across the curriculum, and written responses to open-ended questions. Also to improve all students' proficiency rates in reading and writing and strive to reach 45.43 percent proficiency for All Students and for Targeted Achievement Gap Group to meet Annual Objective Measurement. In particular, we strive to reach 45.52 percent proficiency for our African American subgroup and 32.29 percent proficiency for Students with Disabilities subgroup to meet AMO by focusing on the following weak areas identified by the August 2012 item-by-item analysis: vocabulary, open response writing, and inferences in content passages.

Intervention: Intervention 1 Standards-Based Instruction				
Scientific Based Research: What Work? Research into Practice by Dr. Chrisyina Van Barneveld (Faculty of Education,Lakehead University,August 2008 monograph # 15 Read 180 Improving Student Literacy in the Phoenix Union High School district by Richard N. White,M. Bruce Haslam,and Gina M. Hewes,July 7, 2006. "The Challenge of Content-Area Reading: A Conversation with Donna Ogle" by Marcia D'Arcangelo in Educational Leadership, Reading and Writing in the Content Areas Pages 12-15, November 2002, Volume 60 Number 3 Fisher, Douglas, Frey, Nancy and Williams, Douglas, "Seven Literacy Strategies That Work." Copyright 2002 EBSCO Publishing. "They Can Because They Think They Can," by Richard T. Vacca article in Educational Leadership, February 2006 "Getting Started: Manageable Literacy Practices, by Gay Ivey-Reading Writing in Content Area, Educational Leadership. November 2002, Volume 60, Number 3, pp 20-23. "Building Academic Vocabulary" Robert J. Marzano and Debra J. Pickering Association for Supervision and Curriculum Development, Alexandra, Virginia USA Copyright 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
2 ACADEMIC PERFORMANCE: Teachers will work collaboratively to develop performance tasks and assessments to measure progress towards standards. Collaborative planning time will focus on using and developing rubrics as well as analyzing student work. After analysis, teachers will maintain documentation of student work that meet the standards and highlight the exemplary work to serve as a model of what is expected. The data will be utilized to improve materials, resources, and instructional programs.	Hayden/Stanley, Principal; Dorisey Brown, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

Documentation: Electronic Copy on file at Central Office. See audit report Standard 2 Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				
In order to provide high quality differentiated professional development to staff, a site based team will access the professional needs for their school. They will utilize needs assessments and evaluations to develop a year long professional development plan. Documentation: Agenda, Certificates, blue-sheets, etc. Action Type: Professional Development	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
22 Lee High School will employ four (4) Supplemental Vocational teachers and one supplemental core area teacher to provide opportunities for students to participate in career/technical instruction. A study (Bottoms and Feagin 2002) revealed students who received career/technical instruction have higher achievement than students who did not complete this type of program. Another study (Boesel, Hudson, Deich, and Masten, 1994) revealed that students who completed career/technical instruction and a strong academic core were more motivated to learn and are better prepared for work and further study. A comprehensive integration of vocation education and core subject matter will strengthen our comprehension and analysis skills. (Teachers: Dedrick Ingram (FTE=1.00), Carmen Phelps (FTE=1.00), Earl Young (FTE=1.00), and Shari McClinton (FTE=1.00).	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff 	ACTION BUDGET: \$

Action Type: Alignment				
26 The ACSIP Team Committee(District-Wide Professional Learning Community) will conduct a peer-review of all ACSIP Plans. Action Type: Collaboration Action Type: Program Evaluation	Hayden/Stamley, Principal; Mary Jones and Dorisey Brown, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
33 Lee High School will hire a HIGHLY QUALIFIED Para-professional to work with the certified special education teacher to provide individual/small group assistance for all CWD students on their Benchmark/Academic performance skills, or in the maintenance, practice and training of life skills (Regina Lee FTE 1:00).(1220) Action Type: Special Education	Hayden/Stamley, Principal; Special Education Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers 	NSLA (State-281) \$5007.00 - Employee Benefits: NSLA (State-281) \$15204.00 - Employee Salaries: ACTION BUDGET: \$20211
36 A Distance Learning Lab is provided to allow students the opportunity to enroll in a variety of courses. A lab manager will be hired to maintain the computer lab as well as work with the instructors that teach the various classes. Students enrolled in these classes will require access to printers. Materials and supplies will be purchased for all printing necessities. The Distance Learning Lab license will be renewed in order to continue this program. Action Type: Technology Inclusion	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
20 TRANSITION ACTIVITIES: See Anna Strong Middle School's Plan for Early grades. Transitioning activities from 6th grade to high school are planned. These activities include meeting with parents and students to discuss/explain course work and requirements for high school	Hayden/Stamley, Principal;Howard Smith, Counselor	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

graduation. Action Type: Program Evaluation				
3 The Instructional Facilitator will purchase materials and supplies to enhance the literacy classrooms in order to provide a rich environment and a variety of strategies to differentiate instruction.(i.e. expandable file jackets, Common Core Genre Study Suite Bundle ,Reader's Notebook Advanced.) Action Type: Alignment	Dorisey Brown, Literacy Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
15 Parents of the students requiring an Academic Improvement Plan based on the Literacy Exam and 8th grade Benchmarks will be notified during parent teacher conferences. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
6 The Learning Institute (TLI) interim assessments will be used in Literacy. The TLI process allows teachers to concentrate on vertical and horizontal alignment, creates a focus on Common Core State Standards , and gives both teachers and students immediate feedback to focus remediation. Students will be assessed 5 to 6 times throughout the year. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Dorisey Brown Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
28 An Instructional Facilitator (Dorisey Brown 1.0) will provide job-embedded professional development and mentoring across the curriculum to all teachers and	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$2000.00 Supplies:

<p>staff.materials such as books for book study(Essential Questions, students engagement strategies,),ink ,chart paper,dry erasers markers,folders, pencils,pens, and notebooks.</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p>				<p>Title I - Employee Salaries: \$53964.00</p> <p>Title I - Employee Benefits: \$13375.64</p> <hr/> <p>ACTION BUDGET: \$69339.64</p>
<p>18 Literacy teachers will participate with the Learning Institute in order to align, pace, assess, and remediate learning. The student data will be used to immediately remediate student learning as well as to guide further instruction. The district leadership team along with teachers will assist with vertical and horizontal alignment. SCANTRON SHEETS and SCANTRON Scanner will be purchased to provide immediate results from the interim assessments.</p> <p>Action Type: Alignment</p> <p>Action Type: Equity</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Technology Inclusion</p>	Mrs.Dorisey Brown. Instructional Facilitator	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>5 Each teacher will meet the (6) six hours of technology training as required by the Arkansas Department of Education.</p> <p>Action Type: Technology Inclusion</p>	Hayden/Stamley, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>12 The Lee High School Leadership Team, along with parents and community members, conduct a Peer review as well as a planning session for revisions to the plan.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Parental Engagement</p>	Hayden/Stamley, Principal	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>

38 Purchase Two (2) Toner cartridges for each classroom teacher to enhance classroom instruction. (\$80.00 X 35) Action Type: Technology Inclusion	Hayden/Stanley, Principal; Carol Hart, Media Specialist	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Lee Senior High School will purchase 14 Fourteen Smartboards at a unit price of \$4,317.96 per unit. The smartboards will be used for instructional purposes aligned to the content and state frameworks assigned to each teacher. The smartboards will serve as both an instructional tool for students and teachers to provide technology driven instruction to students and job embedded technology and content professional development for teachers. Action Type: Technology Inclusion	Principals Hayden, Stanley, W. Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014		Title I - Capital Outlay: \$60451.41 ACTION BUDGET: \$60451.41
31 TIMELY AND EFFECTIVE REMEDIATION: Students will be given an opportunity to recover credit in literacy, math, social studies, and science by attending Evening school. Action Type: Equity	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
13 The teachers will develop and submit weekly lesson plans to the principal that identify the specific objective(s) to be taught, instructional strategies to be used, number of the content strand, The Common Core State Standards and assessment method to be used to prepare students to be proficient in the class. , on the end -of-course-exam, and AP examination. Action Type: Alignment	Hayden/Stanley, Principal; Instructional Facilitators; Classroom teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
9 ACADEMIC PERFORMANCE: Lee Senior High School will assess academic progress and continue implementation of best instructional strategies through common	Hayden/Stanley, Principal; Instructional Facilitators;	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$

collaboration time with the staff. School leadership will collaborate with LearningForward consultants to gain a deeper understanding on monitoring instructional strategies during Focus Walks. Monitoring of instructional strategies will occur through the review of lesson plans, Standard Based-Bulletin Board displays in classrooms/ hallways, analysis of classroom activities and assessments required of all students. Action Type: Alignment	Classroom teachers		<ul style="list-style-type: none"> Teachers 	
10 PROGRAM EVALUATION: Conduct documented walk throughs/Focus walks daily and/or weekly to observe interventions. Hold meetings at the end of the session with pertinent staff, providers, and ADE to review interventions and appropriate adjustments. Action Type: Program Evaluation	Mr. Clyde Noel, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
In order to maintain a HIGHLY QUALIFIED STAFF, Lee High School will set aside funds for PROFESSIONAL DEVELOPMENT designed to impact content knowledge, improve classroom management, develop teaching strategies and assessment techniques, as well as improve methods of presenting instruction to increase students' performance on the EOC, Iowa and Benchmark exams. This PD will be facilitated by Learning Forward and ADE school improvement specialist. Action Type: Collaboration	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
7 REMEDIATION: Due to the high number of students performing basic and below on the benchmark, EOC, and/or failing literacy classes. Lee Senior High School will	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

implement a literacy remediation class during 8th period. The remediation time in literacy will incorporate co-teaching strategies to enhance the instructional process used to prepare the students to pass the Benchmark and end-of-course content test. As a tool to address students' differentiated instructional needs, APEX online curriculum was purchased. Action Type: Collaboration				
32.To improve math and literacy ,the social studies classes will purchase materials and supplies to reinforce content reading and writing. Action Type: Alignment	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
30 The principals , instructional facilitators,and a teacher will conduct walk throughs/focus walks of all teachers to determine if instruction is aligned with CCSS.(Common Core State Standards) Action Type: Alignment Action Type: Program Evaluation	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
17 Purchase a magazine subscription for U.S. News and World Report to provide an extended level of enhanced reading and writing in the Social Studies Classes and books for journalism. Action Type: Collaboration	Mr. Clyde Noel, Principal; Mrs. Mary Knight, Social Studies Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
41 HQT: Salaries above the state minimum required and a raise will be paid to all certified staff.The amount allocated is a reduction by 20% of the amount allocated in the 2012-2013 ACSIP.	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
43 Lee High School teachers (including special education) will hold weekly collaborative meetings in all content areas	Mrs. Dorisey Brown Instructional Facilitator	Start: 07/01/2013 End:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

to focus on creating well-developed lessons, studying professional text, and analyzing data to drive instruction with a focus on improving student achievement. \$ [Modify] [Delete] Action Type: Special Education		06/30/2014	<ul style="list-style-type: none"> Teachers 	
44. The Learning Institute (TLI) interim assessments will be used in Literacy. The TLI process allows teachers to concentrate on a vertical and horizontal alignment, creates a focus on Common Core State Standards, and gives both teacher and students immediate feedback to focus remediation.	Hayden/Stanley, Principal; Dorisey Brown, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
45. The results of the 2012-2013 classroom walk throughs showed that approximately 75% of the teachers' instruction was aligned to the state frameworks. In 2013-2014, we expect an increase of 10% of instruction to be ALIGNED to the CCSS utilizing the IPOD/Ipad software and written observations. Action Type: Alignment Action Type: Program Evaluation	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
	Mrs. Murdock, Prin. Noel	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Lee Senior High School will do a book study for Professional Practice (A Framework for Teaching),The handbook for Enhancing Professional Practice,(Charlotte Danielson) and The Understanding by Design Guide (Grant Wiggins and Jay Mc Tighe).These books will seek to define what teachers should know and be able to do in the exercise of their profession. The training	Hayden/Stanley, Principal, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

will be done through PLC's and Arkansas Ideas. Each participant will receive a book . Documentation: agendas, sign-in sheets, hand-outs				
Lee County School District will hire a literacy interventionist that will provide remediation for students who scored below basic, basic or a low proficient. Jeanne Shields, FTE-1.00	Mrs. Murdock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	Title I - Employee Salaries: \$44430.00 Title I - Employee Benefits: \$11334.00 ACTION BUDGET: \$55764
Title I Funds will be used to pay annual payments on the lease of technology, copiers, binders, printers, etc. which are networked to classrooms to assist teachers with instructions. Action Type: Technology Inclusion	Mrs. P. Stanley, Principal; Mrs. M. Hayden, Principal; Mr. W. Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	Title II-A - Purchased Services: \$25000.00 Title I - Purchased Services: \$25000.00 ACTION BUDGET: \$50000
Professional Development will be provided such as , High Yield Strategies ,Classroom Management, and other related instructional areas as determined by our Needs Assessment. Action Type: Professional Development Action Type: Program Evaluation	Supt. Willie Murdock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	Title II-A - Purchased Services: \$47936.00 ACTION BUDGET: \$47936
Total Budget:				\$303702.05
Intervention: Intervention 3 Parental Involvement				
Scientific Based Research: U.S. Department of Education "Reading Tips for Parents" June 2002 "Parent Involvement in High Schools: A Failure to Communicate" by Halsey, Pamela. American Secondary Education Vol. 1, #34 Fall 2005				
Actions	Person Responsible	Timeline	Resources	Source of Funds

1 Employ a parent facilitator (certified teacher) to oversee the Parent Involvement. Documentation: Contract on file at Central Office Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
2 Provide assistance to parents in registering their children prior to the beginning of the school. This allows the parent to have input in the development of a four-year educational plan for the student. Documentation: Sign-in Sheets Action Type: Parental Engagement	Parent Facilitator; Howard Smith, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
3 Hold public meeting/open house to provide teachers and parents an opportunity to communicate concerns they may have about the education of the student(s). Teachers will develop activities that illustrate the lessons being taught in the classroom with practical application in everyday life that will lead to facilitation of parents as learning partners. Documentation: Sign-in-sheets Action Type: Collaboration Action Type: Parental Engagement	Parent Facilitator; Howard Smith, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
4 PARENT/TEACHER CONFERENCES: The school calendar will provide two (2) days dedicated to parent conferences. Other conferences will be scheduled and held as needed. Documentation: Sign-in sheets Action Type: Collaboration Action Type: Parental Engagement	Hayden/Stanley, Principal; Howard Smith, Counselor, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
5 The principal will inform all parents about the current improvement status of Lee Senior High School on or before August 1, 2013, by letter, Open Forum, Church/Community Meetings, and or Newspaper. Documentation: Copy of letter on file. Date the letter went out.	Hayden/Stanley, Principal; Howard Smith, Counselor; Dorisey Brown and Mary Jones, Instrctuional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

Documentation: Copy of letter on file. Date the letter went out. Action Type: Collaboration Action Type: Parental Engagement				
8 Purchase materials, supplies, certificates, and other items to be used or given to parents during their visit to the school (not a part of ACT 397 of 2009). Doc.: Signed Purchase Orders Action Type: Parental Engagement	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
10 Hold Parent Involvement meetings every second Tuesday of the month. Doc.: Minutes, Sign-in, or letter to parents Action Type: Parental Engagement	Mr. Clyde Noel, Principal; . Anne Anderson, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
11 Provide a "PARENT VOLUNTEER RESOURCE BOOKLET" that will involve parents in various areas of interest at LHS. " Doc. Volunteer List (Names) with areas of interest. Action Type: Parental Engagement Action Type: Program Evaluation	Parent District Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
12 Maintain and purchase needed materials for a Parent Center in the school for parents to visit, check out /or use materials, books, and other supplies.(laminator,film,paper,and ipad-3) Doc. Visitation Log for Signatures Action Type: Parental Engagement	Hayden/Stanley, Principal; Parent District Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
13 Lee High will have a parent "Meet and Greet" session for all parents in grades 9th through 12th. In this meeting, parents will be given information as to how to monitor their child's progress standards and academic assessments. Materials and	Hayden/Stanley, Principal Smith, Counselor; ; Teacher	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

training will be given to parents to work with their child/children at home to improve academic achievement. Doc. Sign-sheets Action Type: Parental Engagement				
6 Purchase materials and supplies that will be used to carry out elements of the Parent Involvement Plan that are required by Act 397 of 2009. Documentation: Signed-purchase orders Action Type: Parental Engagement	Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
14 Create a PARENT COMPACT between the school, Principal, parent, student at Lee High School. Doc.: Copy of compact signed by those involved on record; Action Type: Parental Engagement	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
15 Provide a "Parent Round-Up" honoring parents and volunteers who attended all parent-teacher conferences and/or provided some kind of volunteer service in the school. Doc.: Sign-in sheets Announcement in local paper (copy) Action Type: Parental Engagement	Parent Facilitator; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
9 Provide FAMILY INFORMATIONAL PACKET with information about the school (planning period of teacher, testing dates, attendance policy, brochures and other items that are of informational value to the parent. Documentation: Completed packet on file Action Type: Parental Engagement	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
17 SEMINAR FOR PARENTS: Throughout the school year, parents will be able to attend various informational meetings and training sessions concerning vocational/career opportunities as well as college readiness and scholarships to assist in the learning of their child. Materials and supplies will be	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$

purchased to support these programs. Action Type: Parental Engagement				
16 PROFESSIONAL DEVELOPMENT/PARENT INVOLVEMENT WORKSHOP: The school will provide for the cost of registration, travel, and lodging for the parent facilitator and parents of the school to attend Parent Involvement training or a yearly conference. Doc.: Request to travel and other forms completed Action Type: Parental Engagement	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
7 RESOLVING/PARENTAL CONCERNS: Recommendations for changes in the student's school policy handbook or other concerns are presented in writing and submitted to the handbook policy committee at the school or superintendent's office. The handbook policy committee (administrative staff, parents, students, and community representatives) meets to discuss concerns. The committee votes to delete, add, or make changes to handbook. Documentation: Handbook changes	Hayden/Stanley, Principal; Handbook Committee	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
18 Lee Senior High School will organize a Parent organization that will foster parent and community involvement within the school. Documentation: Sign-in Sheet Action Type: Collaboration	Hayden/Stanley, Principal; Parent Facilitator; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
20 Lee High School will serve "light refreshments" at parent events as a way of encouraging parents of Title I students to participate in school activities. Documentation: Sign-in sheets, Agenda's,	Principals M. Hayden, P. Stanley, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	Title I - Materials & Supplies: \$2500.00 ACTION BUDGET: \$2500

21 Lee Senior High School will appoint a parent/community facilitator (volunteer) that will coordinate parent involvement programs and activities that will enhance the communication between the teachers, principals, and parents. Action Type: Collaboration Action Type: Parental Engagement	Hayden/Stanley, Principal; , PTA/PTO President	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
22 All faculty and staff of Lee Senior High School will receive training on requirements of the parent involvement plan.	Hayden/Stanley, Principal; Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$2500

Intervention: Intervention 4 To enhance reading and writing skills and increase ability to perform well on standardized English test (11th Grade Literacy, Benchmark, Advanced Placement Language and Literature)

Scientific Based Research: The National Council of Teachers of English "Resolution on the Importance of Journalism Courses and Program in English Curricula." (2004). <="" 1188181.htm?="" media="" category="" positions="" over="" about="" www.nct.org="">

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Purchase classroom sets of high level interest books, magazines, professional reading materials, short stories, novels, biographies, and dictionaries (teacher's editions, tapes and videos) to be used to supplement reading and writing in the content areas. Doc.: Purchase Orders signed Action Type: Special Education	Hayden/Stanley, Principal; Carol Hart, Media Specialist; Dorisey Brown and Mary Jones, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Novels aligned to the research based state standards will be purchased for classroom instruction for grades 7-12. Selection of these texts will be based on recommendations made by the ADE literacy consultant and Learning Forward. Action Type: Technology Inclusion	Dorisey Brown, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

To move students toward a more digital intergrated curriculum, 2- 2o device iPad labs (7,059.00 each) and one additional 30 laptop mobile computer lab (6,500.00) will be purchased to support the instruction of writing and research across the curriculum. Action Type: Technology Inclusion	Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Saturday School/Extended Day (SEE District Plan for Personnel and Funding)

Scientific Based Research: National Center For Education Evaluation and Regional Assistance. (2004). When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program New Findings Executive Summary. (Online) Retrieved August 31, 2007, from <http://ies>

Actions	Person Responsible	Timeline	Resources	Source of Funds
1 Students targeted as needing academic services based on test scores and classroom performance, will receive academic instruction in the areas of math and literacy through participation in a Summer Camp Program. Staff will include: 1 cafeteria manager - \$15 per hour 1 Cook - \$10 per hour ,1 site coordinator \$50 per hour 8 Teachers rate of pay \$45 per hour bus drivers at district rate of route pay Total hours per day 5 hours for teachers, cooks 6 hrs, transportation(drivers) 2 hours. A total of 13 days. Documentation: Student Rosters with benchmark, TLI and EOC data (1592) Action Type: Collaboration Action Type: Professional Development	Willie Murdock, Superintendent; Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants 	Title I - Materials & Supplies: \$3326.26 Title I - Employee Salaries: \$48082.50 Title I - Employee Benefits: \$10409.90 ACTION BUDGET: \$61818.66
3 Provide for the purchase of instructional materials for Saturday School program.	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Computers District Staff 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teaching Aids 	
<p>Action 1: The District will hire certified teachers, a site coordinator, paraprofessionals, cafeteria manager and workers, and bus drivers to staff and operate After School Program</p> <p>Documentation: contract on file in Central Office. Rate of Pay: Site Coordinator-Mary Jones-\$50.00 an hour Teachers: \$ 45.00 an hour Cabel Noone James Ichihana Ian Wilder Kathy Zhou Dorisey Brown Jaclyn Markovich Tim Kennedy Patricia Temple Ashley Jones Paraprofessional: \$20 an hour Lillie Ivory Cafeteria Manager: \$15.00 an hour Dorothy Moton Cafeteria Worker: \$11.00 an hour Bus Drivers: 3.31 rate@ 35 miles for 43 total day-37 days tutoring, 6 days field lessons</p> <p>Transportation: \$24907.75 Field Lessons-\$5.000.00 Total Total</p>	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>Students targeted as needing academic services based on test scores and classroom performance, will receive academic instruction in the areas of math and literacy through participation in an After School program . Staff will include: 1 cafeteria manager - \$15 per hour 1 Cook - \$11 per hour ,2 site coordinator \$50 per hour 11 Teachers rate of pay \$45 per hour and 3 paraprofessionals Total hours per day 5 hours for teachers, cooks 6 hrs, hours. A total of 49 days of instruction and 6 field lessons. Documentation: Student Rosters with benchmark, TLI and EOC data (1511)</p> <p>Action Type: Professional Development</p>	Principal Stanley/ Hayden	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	<p>NSLA (State-281) \$6000.00</p> <p>- Purchased Services:</p> <p>NSLA (State-281) \$1500.00</p> <p>- Materials & Supplies:</p> <p>NSLA (State-281) \$26141.00</p> <p>- Employee Benefits:</p> <p>NSLA (State-281) \$93362.00</p> <p>- Employee</p>

				Salaries:
				ACTION BUDGET: \$127003
Students targeted as needing academic services based on test scores and classroom performance, will receive academic instruction in the areas of math and literacy through participation in a Summer School Program. Staff will include: 1 cafeteria manager - \$15 per hour 1 Cook - \$11 per hour ,2 site coordinators - \$50 per hour 11 Teachers rate of pay \$45 per hour. Total hours per day 5 hours for teachers, cooks 6 hrs, A total of 21 days. Documentation: Student Rosters with benchmark, TLI and EOC data (1592)	Principa, P. Stanley	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$3000.00 Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$68837.00 Title I - Employee Benefits: \$19275.00 ACTION BUDGET: \$92612
The Lee High School partners with EACC to offer an articulated program of study in which students may earn concurrent credit. This establishes expectations and supports student engagement in the learning process including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning.	Principal,Stanley/ Hayden	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Purchased Services: \$2000.00 ACTION BUDGET: \$2000
Total Budget:				\$283433.66
Intervention: 8. APEX Learning/ Digital Software and Online Remediation				
Scientific Based Research: Scientific Based Research: Siboney Learning Group (2005), Reading Research Summary, http://www.orchardsoftware.com/info.shtml ; Siboney learning group (2005) Research Summary Booklet, http://www.orchardsoftware.com/info.shtml . The Lee County School District has also done internal independent research on the Orchard computer assisted instruction system. Using an XY scatter plot we have found a consistently strong positive correlation between student post-test results on the Orchard system and student literacy EOC test results. Our Pearson correlations for literacy				

at this school was 0.77 (0.00 is no correlation and 1.00 is a perfect correlation). This research is available upon request.

Actions	Person Responsible	Timeline	Resources	Source of Funds
3 During the school year, students are assessed in English using the APEX Program. The program will be used to (1) identify deficient academic areas, (2) provide interventions, and (3) provide remedial instruction for students not performing at the proficient level on the end-of-course examinations in math and literacy. (4.) provide credit recovery for students who fail first semester. Action Type: Program Evaluation	Mr. Clyde Noel, Principal; Mr. Mitchell, Lab Attendant; Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
6 Purchase needed Materials (ink, etc.) to run-off reports and other items that are used to effectively monitor a child's progress in the lab.	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
7 Lee High school will organize a committee to review and make recommendations for computer software for the 2013-2014 school year. Action Type: Collaboration Action Type: Technology Inclusion	Hayden/Stanley, Principal; Committee Members	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
1 Provide for the purchase of batteries and other items that are needed for the up-keep or maintenance of calculators and other equipment that is used by the student in the classroom everyday. Action Type: Technology Inclusion	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Lee Senior High School will implement Learning Forward Consultants (CORRECTIVE ACTION)

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
4 The district will hire an external provider,	Phylisia Stanley-	Start:		Title I - \$112981.00

<p>(Learning Forward) to assist the principal with turn around principals, increase student achievement. Learning Forward will: Establish school and district level leadership teams to build capacity of school and district. Work with Arkansas Department of Education (ADE) School Improvement Specialist (SIS) and ADE School Support Team (SST) to determine the effectiveness of school leadership. Develop and maintain promising leadership. Work with school leadership, ADE, SIS, ADE SST and Learning Forward Center for results to develop a three year PIP as a component of the Arkansas Consolidated School Improvement Plan (ACSIP.) Assist Lee Senior High School in meeting Interim Measurable Objectives (IMOs) as set forth in the PIP. Use a systematic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the External Provider completes its partnership with the district. Be present and working with staff on a weekly basis. Report weekly progress to ADE oversight team through ADE SIS and to the district superintendent. Consultants: Dr. Raymond Simon-12 days Janinne Riggs- 44 days Estelle Matthis- 44 days Cheryl Krehbiel- 43 days Function 2210 Action Type: Program Evaluation</p>	Principal	07/01/2013 End: 06/30/2014		<p>Purchased Services:</p> <hr/> <p>ACTION BUDGET: \$112981</p>
<p>1 ACADEMIC PERFORMANCE: Teachers will work collaboratively to develop performance tasks and assessments to measure progress toward standards. Collaborative planning time will focus on using and developing rubrics as well as analyzing student work. <u>After analysis, teachers will maintain</u></p>	Mr. Clyde Noel, Principal	Start: 07/01/2013 End: 06/30/2014		<p>ACTION BUDGET: \$</p>

documentation of student work that meets standards and highlight the exemplary work to serve as a model of what is expected. The data will be used to improve materials resources and instructional programs. \$ Action Type: Collaboration				
3 Lee High School will provide Professional Development funds for in-service, travel, materials and supplies. purchase service , fees and payments toward substitutes teachers necessary to meet the state challenging academic requirements for students and staff to become highly qualified.Lee High School will provide training , stipend, travel, and supplies for teachers and staff not highly qualified to become highly qualified, Training will be provided by Sara Conway(Apex)Training development will be based on need assessment, ADE, and external provider recommendation. Action Type: HQT-Section 2141 Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$50000.00 <hr/> ACTION BUDGET: \$50000
6 SCHOOL CLIMATE: Learning Forward will work with teachers, leaders, parents, and the community to ensure that the main priority is academics. Action Type: Collaboration	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
5 PROFESSIONAL DEVELOPMENT: Provide on-going professional development and support activities for all literacy and mathematics teachers to enhance instruction that is aligned with the Common Core State Standards. Action Type: Collaboration	Mr. Clyde Noel, Principal; LearningForward consultants	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Action Type: Professional Development				
2 All teachers will participate in professional development focusing on intensive strategies for reading passages and integrating various forms of writing into their curriculum using rubrics for grading which address content, style, sentence formation, usage, and mechanics. LHS will provide training for the use of rubrics. Action Type: Professional Development	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Action 7: Lee High School will support classroom instruction by providing 11th grade students with a Field Lesson to Mud Island: Memphis,Tn that will tie real world to academics.	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff 	ACTION BUDGET: \$
Total Budget:				\$162981

Intervention: Literacy Strategic Action Plan for 2012-2013.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
_Action 1: According to the Lee High School's Strategic Plan (literacy, math and Professional developmentmt, Learning Forward) and staff needs assessment surveys, professional development will be provided as needed for both math and literacy.	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
_ Action 2:Develop a curriculum map aligned to Common Core for all grades _ Teachers: Develop during PLC. Utilize for daily lesson planning. _ Coach: Assist in development during PLC; Monitor to ensure lesson plans align to maps. _ Principal: Become familiar with curriculum maps and have a copy as a reference.	Principal/Facilitator/Teacher	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Action 3: Follow a daily literacy routine that includes	Hayden/Stanley, Principal;	Start:		

Do Now, vocabulary, opening (set/launch), lesson(teach)and closure (summarize). _ Teachers: Develop time schedule lesson routine in collaborative planning meeting; Written lesson plan reflects the lesson routine. _ Coach: Facilitate meeting where teachers develop a schedule for the lesson routine. _ Principal: Monitor teachers' implementation of routine through CWT,focus walks and/ or informal observations.	Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
_ Action 4: Complete two full mock EOC exams/Benchmark exams for grades 7-12 (one in the fall and one in the spring).	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
_ Action 4: Complete two full mock EOC exams/Benchmark exams for grades 7-12 (one in the fall and one in the spring). _ Teachers: Develop mock test using TLI during PLC, review data and discuss within two weeks of the exam. Review the skills needed _ Coach: Assist in development of mock exam. Facilitate analysis of data and maintain year to year records; Proctor exam to ensure testing security. _ Principal: Provide time for exam and partner with staff to discuss expectations and importance.	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
_ Action 5: Use TLI interm assessments for grades 7-12 (4 times per year)Teachers will create 4 additional assessments in between each. _ Teachers : Teachers will be responsible for grading and tracking within 2 weeks, remediation will be completed as needed, discuss attention areas and provide feedback and solutions, celebrate student success. _Coach : Assist in administering TLI exams, facilitate data analysis, ensure scantrons are returned to Central Office for data collection. _ Principal : Ensure administration of exam is completed in a timely manner, partner with staff to explain expectations and importance of testing, and reinforce positive results	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Action 6: Use STAR assessment to track reading	Hayden/Stanley, Principal:	Start:			

growth(Media Specialist) Teachers: Literacy teachers will schedule time for test completion,literacy teachers will share reading data with students, teachers will work with students to develop goal plans and award for students progress. _ Coach : Ensure that literacy teachers are scheduled for a testing time, maintain records of all reading levels and mid- year and post year results, and assist with intervention of lower level readers. _ Principal: Be familiar with average reading levels and progress and ensure literacy teachers are scheduled for a testing time.	Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
_ Action 7: PLC meetings will be held weekly to discuss instructional strategies and practices. _ Teachers: teachers will discuss strategies being used in class and progress on Common Core Standards,bring student work to discuss deficiencies in learning,View videos for instructional practices and feedback at least once a month. _ Coach: Record classroom teachers and prepare guiding questions for discussion,be aware of specific areas of focus and develop growth plans to ensure students and teachers success,and attend PLC meeting to discuss expectations and monitor teacher correction through CWT observations to ensure progress is being made, _Principal : Attend video viewings to provide feedback and suggestions,be aware of specific areas of focus and develop growth plans to ensure student and teacher success,and attend PLC meetings to discuss expectations and monitor teacher correction through CWT observations to ensure progress is being made.	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Total Budget:					\$0

Priority 2: Students will Improve their Mathematics Skills.

- Supporting Data:
- Algebra -1 2010 combined population 31% were proficient,31% of the African American population,0% of the Caucasian population,39% of the Economically Disadvantaged of students with disabilities were proficient or above. Algebra 1 2011 combined population 68% were proficient. 64% of the African American population, 2% of the Caucasian population, 67% of the Economically Disadvantaged, of students with disabilities were proficient or above. Algebra 1 2012 data shows that Lee Senior High School was a Achieveing School in

math. The AMO growth was met in all ESEA subgroups. A 3 year analysis showed the weakest area for the subgroups were Solving Equations and Inequalities.

2. Geometry EOC 2010 shows 50% of the combined population is proficient or Advanced 50% of the Economically Disadvantaged is proficient or Advanced, and 49% of African American is proficient. Geometry EOC 2011 shows 34% of the combined population is proficient, 29% of the Economically Disadvantaged is proficient, and 34% of African American is proficient. The weakest area is Triangles (types, similarity, and equalities). Geometry EOC 2012 shows 55% of the combined population is proficient or advanced, 55% of the Economically Disadvantaged is proficient, and 55% of African American is proficient.
3. The graduation rate for Lee Senior High for 2009-2010 was 54% which is below the state average of 70%. The graduation rate for Lee Senior High for 2010-2011 was 69.6% which is below the state average of 70%. Lee Senior High School met the graduation rate of 79.34. The 2012-2013 target graduation rate is 81.41.

Goal All students will meet the State AMO Growth of 61.18 in math.

Benchmark During the 2012 and 2013 school year, 7th grade scored 40% and 8th grade scored 41% on the Benchmark Exam, Geometry students scored 56% on the Geometry EOC. Algebra 1 students scored 58% on the Algebra 1 EOC. The average score for math was 52.90%. This school year 2013-2014 all students must meet the state AMO Growth of 61.18 in math.

Benchmark During 2013-2014 school year all students in math will meet the State AMO growth of 66.40 in math.

Intervention: Intervention 1 Standards-Based Instruction

Scientific Based Research: "TECH-KNOW: INTERGRATING ENGAGING ACTIVITIES THROUGH STANDARDS-BASED LEARNING; by Ernst, Jeremy V., Taylor, Jerianne S., Peterson, Richard E., Technology Teacher 07463537, October 2005, Vol. 65, Issue 2 1 "Teaching Reading in Mathematics and Science" by Barton, Mary Lee, Heidema, Clare, and Jordan, Deborah-Reading Teaching Mathematics Vocabulary in Context, Portsmouth, NH, Heinemann: Keeley, page, and Rose Cheryl (2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
3 The teachers will develop and submit to the principal weekly lesson plans that identify the specific objective(s) to be taught, instructional strategies to be used, number of the content strand, Student Learning Expectation (SLE), and the assessment method to be used. Documentation: Lesson Plans on file in Principal's Office. Action Type: Alignment	Stanley/ Hayden, Principal; Instructional Facilitators; Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
4 The teachers will post the instructional objective(s) with the SLE numbers for each	Hayden/Stanley, Principal	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

class and/or period daily. Documentation: Objective posted on board, T.V. Monitor, or Over-head Projector. Action Type: Alignment		End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	
5 The teachers will provide focused and engaged instruction that will address the stated objectives in the regular and advanced placement classes to prepare students to be proficient in the class, on the end-of-course test, and AP Examination. Documentation: Action Type: Alignment	Hayden/Stamley, Principal; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
6 PROGRAM EVALUATION: The principal and instructional facilitators will conduct weekly classroom walk throughs/Focus Walks of all teachers to determine if instruction is aligned with state frameworks utilizing pilot software and/or written observation. We will use the pilot software to collect the baseline data for the 2013-2014 school year. Documentation: Principal's report; a copy of observation report provided to teacher Action Type: Alignment Action Type: Program Evaluation	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
9 Weekly departmental meetings will be held to collaborate on teaching strategies and monitor behavior management modifications. Documentation: Sign-in sheets and minutes of the meetings Action Type: Collaboration	Hayden/Stamley, Principal; Doeisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
8 Lee County School District will employ an instructional facilitator to provide job embedded professional development to teaching staff designed to improve the delivery of classroom instruction. The facilitator will also serve as mentors to all teachers, helping to develop their knowledge and skills for the purpose of maintaining a	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	NSLA (State-281) - \$2000.00 Materials & Supplies: NSLA (State- \$13379.00

highly qualified staff.(Mary Jones FTE=1.00)(2210) Documentation: Contract on File				281) - Employee Benefits: NSLA (State-281) - \$53964.00 Employee Salaries: <hr/> ACTION BUDGET: \$69343
12 The ACSIP Team Committee will conduct a peer-review of all ACSIP Plans. Action Type: Collaboration Action Type: Program Evaluation	Accountability Coordinator;; District Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	<hr/> ACTION BUDGET: \$
1 Parents of the students requiring an Academic Improvement Plan based on the Geometry and Algebra-1 EOC , and 7th and 8th grade Benchmarks will be notified during or before parent teacher conferences.All students who scored Basic or Below Basic must attend the after school program or enroll in a remediation class. Action Type: AIP/IRI	Hayden/Stamley, Principapl	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
14 In order to maintain a highly qualified staff, SET-ASIDE 10% of all funds for staff professional development designed to impact content knowledge, improve classroom management, expand teaching strategies, and enhance the variety of assessment techniques used. It will further employ methods of crosschecking presentation source activities while increasing the probability of greater student performance on class and/or end-of-course examinations. Action Type: Professional Development	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

15 All teachers will write and distribute a course syllabus aligned to pacing guides that will be given to parents/students/office on the first day of school Action Type: Alignment	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
16 TEACHER EVALUATION: During the 2013-2014 school year, Lee High School will pilot the State Teacher Evaluation Model from the Arkansas Department of Education Office of Teacher Quality.	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
17 Due to the high number of students performing basic and below on the benchmark, EOC, and/or failing Math classes, Lee High School will implement remediation classes to enhance the instructional process used to prepare the students to pass the Benchmark, end-of-course test. Action Type: Collaboration	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
2 The Instructional Facilitators and teachers will attend the reading and math Conferences 2013-2014 school year. The Math Conference is November 6-8, 2013 in Louisville, Kentucky (4 teachers and a math facilitators will be attending. The Literacy Conference is November 20-22, 2013 in Boston ,Mass.(3 teachers and the school principal will be attending) Documentation: Copy of P.O. and travel request, Action Type : Collaboration Action Type : Professional Development Action Type: Equity	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff 	Title II-A - Purchased Services: \$16975.78 <hr/> ACTION BUDGET: \$16975.78
18 Lee High School teachers (including special education) will hold weekly collaborative meetings in all content areas to focus on creating well developed lessons, studying professional text as well as analyzing data to drive instruction with a focus on	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

improving student achievement. Action Type: Special Education				
13 The Learning Institute (TLI) interim assessments are used in 7th and 8th grade math, literacy, and science ,Algebra-1 ,and Geometry. The TLI process allows teachers to concentrate on a vertical and horizontal alignment, creates a focus on Arkansas Student Learning Expectations, and gives both teacher and students immediate feedback to focus on remediation.Students will be assessed 6 or 8 times throughout the year.	Hayden/Stamley, Principal; Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
The instructional facilitator will purchase material and supplies to enhance the mathematics,literacy,science,and social studies classrooms in order to provide a rich environment and a variety of strategies to differentiate instruction.(,chart paper, and wireless printer,and 20 ipads .) Action Type: Professional Development	Principal Hayden/ Stamley, Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	Title VI State - Materials & \$10280.31 Supplies: <hr/> ACTION BUDGET: \$10280.31
Purchase updated TI-83 calculators for mathematics and science classes. (32 x \$130.00). Action Type: Technology Inclusion	Hayden/Stamley, Principal; Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Central Office 	ACTION BUDGET: \$
Lee High School will purchase technology, supplies, and software for classroom instruction. (2230) Action Type: Technology Inclusion	Principal Stamley/ Hayden	Start: 01/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • District Staff • Teachers 	NSLA (State- 281) - \$33344.07 Materials & Supplies: <hr/> ACTION BUDGET: \$33344.07
Total Budget:				\$129943.16
Intervention: Intervention Computer Based Software				

Scientific Based Research: Siboney Learning Group (2005), Reading Research Summary, <http://www.orchardsoftware.com/info.shtml>; Siboney learning group (2005) Research Summary Booklet, <http://www.orchardsoftware.com/info.shtml>. The Lee County School District has also done internal independent research on the Orchard computer assisted instruction system. Using an XY scatter plot we have found a positive correlation between student post-test results on the orchard system and algebra EOC test results. Our Pearson correlation for math at this school was 0.50 (0.00 is no correlation and 1.00 is a perfect correlation). This is research is available upon request.

Actions	Person Responsible	Timeline	Resources	Source of Funds
3 Continue to utilize the Lab in English, mathematics, physical science, and biology. This learning lab is a computer-based program that is designed to increase reading, writing and math skills for all students. Doc.: Class Schedule Action Type: Equity Action Type: Technology Inclusion	Jimmy Mitchell, Title I Lab Attendant; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Action 4 Provide telephone support, maintenance, and service of equipment for Learning Labs. Action Type: Technology Inclusion	Jimmy Mitchell, Title I Lab Attendant	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
5 During the school year students are assessed in English and Mathematics using the lab by taking a pretest, mid-year test, and post-test. The results of the pre-test will be used to track the success of students by: (1) identifying deficient academic areas, (2) providing interventions, and (3) providing remedial instruction for students not performing at the proficient level on the end-of-course exams in literacy and mathematics. The software will generate a prescription of learning based on the results of the students' pre-tests. Documentation: Test results Action Type: Program Evaluation	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
7 The classroom instructor provides hands on assistance and monitors the progress of	Hayden/Stanley, Principal; Jimmy	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

the students as they work through assignments on the computer.	Mitchell, Lab Attendant; Teachers	End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	
2 Purchase supplies (ink, paper, cleaners, folders, etc.) necessary for the operation and support of all the lab activities. 2 Labs Doc.: Signed Purchase Order Teacher's Requisition	Hayden/Stamley, Principal; Jimmy Mitchell, Lab Attendant; Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
6 Purchase recommended materials and supplies (25 computers) to maintain a computer based instructional program. Action Type: Technology Inclusion	Mr. Clyde Noel Principal, Ms. Mary Jones, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Performance Assessments 	ACTION BUDGET: \$
1 Lee County School District will Employ a Computer Lab Attendant to facilitate use of the Lab program. This will allow all teachers to enhance their instruction with technology and provide POINT-IN-TIME REMEDIATION for all students. Jimmy Mitchell (FTE=1.00)(2210)Doc. Copy of Contract on file Central Office	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		Title I - Employee \$27214.00 Salaries: Title I - Employee \$7606.34 Benefits: ACTION BUDGET: \$34820.34
8 Provide professional development for the lab attendant and teachers through the computer Based Program/technical support personnel to ensure the attendants' and teachers' ability to successfully manage the Lab program. Action Type: Professional Development	Orchard Consultant, Mr. Clyde Noel, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Central Office Outside Consultants 	ACTION BUDGET: \$
9 Provide for the purchase of batteries and	Principal Mr. Clyde	Start:		

other items that are needed for the up-keep or maintenance of calculators and other equipment that is used by students in classrooms everyday.	Noel, Specialist, Teachers	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$34820.34

Intervention: Intervention 4 Curriculum Alignment

Scientific Based Research: Demans, F. (2000). "Using technology to prepare all students for success in Algebra" Columbus, OH: The Ohio State University. Marzano, R.J., Pickering, DJ. & Pollock, J. e. (2001). "Classroom Instruction that Works" ASCD, Alexandria, VA Robinson, D. H. & Kiewa, K.A. (1995). Visual argument: Graphic organizers are superior to outlines in improving learning from text. Journal of Educational Psychology.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2 Provide an opportunity for math teachers to meet once weekly in order to discuss, review, plan, and demonstrate teaching techniques or strategies that were successful in the classroom. Documentation: Sign-in-sheets, Agenda, etc. Action Type: Collaboration Action Type: Professional Development	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
1 Pacing Guides for Algebra 1 and Geometry provide new or veteran teachers with a list of skills to be taught and a timeline to teach these skills in each subject area. Documentation: Unit Completed Action Type: Professional Development	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
3 Post daily in the classroom the instructional objective(s) for each class and/or period. Documentation: Objective posted on board, T.V. monitor, or overhead projector Action Type: Alignment	Hayden/Stanley, Principal; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Science Instruction will be standards Based

Scientific Based Research: Scientific Based Research: Ivey, g. (2007) Getting Started: Manageable Literacy practices. Educational Leadership. 60 (3). 20-23; Mctighe, J. & B O'Conner, K. (2005). Seven Practices for Effective Learning. Educational Leadership. 63 (3). 10-17; Johnson, C (2006). Effective Professional development and change in Practice: Barriers Science Teachers Encounter and Implications for Reform. School science & Math. 106(3). 10-161.

Actions	Person Responsible	Timeline	Resources	Source of Funds
3 Provide an opportunity for science teachers to meet once weekly in order to discuss, review, plan, and demonstrate teaching techniques or strategies that were successful in the classroom Action Type: Collaboration	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
5 Lee High School will purchase (20) twenty computers and 7 classroom sets of student response systems to enhance learning and up-date the technology for the science department. Action Type: Technology Inclusion	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
2 PROFESSIONAL DEVELOPMENT/INSTRUCTION FROM HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS/SCHOOLWIDE REFORM STRATEGIES: Appropriate professional development and professional materials will be provided for teachers in Science to remain informed of research based strategies and improve classroom instruction Action Type: Professional Development	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
7 The Learning Institute (TLI) interim assessments will be used in Science. The TLI process allows teachers to concentrate on a vertical and horizontal alignment, creates a focus on Arkansas Student Learning Expectations, and gives both teachers and students immediate feedback to focus remediation. Students will be assessed 5 to 6 times throughout the year. Action Type: Alignment	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	ACTION BUDGET: \$
8 The science teachers will provide focused instruction that will address the stated objective in the regular and advanced placement classes to prepare students to be proficient in the class, on the end-of-course-	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$

exam, and AP Examination. Action Type: Collaboration			<ul style="list-style-type: none"> Teachers 	
9 The science teachers will develop and submit to the principal weekly lesson plans that identify the specific objective(s) to be taught, instructional strategies to be used, number of Common Core State Standards (CCSS), and assessment method to be used. Action Type: Alignment Action Type: Technology Inclusion	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
6 Science teachers will participate with the Learning Institute in order to align, pace, assess, and remediate learning. The student data will be used to immediately remediate student learning as well as to guide further instruction. The district leadership team along with teachers will assist with vertical and horizontal alignment. SCANTRON SHEETS will be purchased to provide immediate results from the interim assessments \$ Action Type: Collaboration	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	ACTION BUDGET: \$
10 PROGRAM EVALUATION: Conduct documented walk throughs/Focus walks daily and/or weekly to observe interventions. Hold meetings at the end of the session with pertinent staff to review interventions and appropriate adjustments. Action Type: Program Evaluation	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
1 Lee High School will purchase supplementary materials (other than provided by the company) and supplies--(consumeable items) to allow science teachers to enhance lab activities. Action Type: Alignment Action Type: Equity	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Lee High School Math Strategic Plan				
Scientific Based Research:				

Actions	Person Responsible	Timeline	Resources	Source of Funds
_ Develop a curriculum map aligned to Common Core for all grades using TLI curriculum maps Teachers : Develop during curriculum day,utilize for daily lesson planning, evaluate effectiveness quarterly and make shifts in the maps based on what teachers are learning about the Common Core ,students' performance,and their need for mastery. Coach : Assist in development during PLCs and monitor to ensure units of study and lesson plans are aligned to maps. _ Principal: Become familiar with curriculum maps and have a copy as a reference	Hayden/Stamley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
_ Complete a full mock EOC exam for Algebra, Geometry, and 7th and 8th at the beginning of school and in March for diagnostic information. _ Teachers : Develop mock test using TLI during PLC, Review data and issues within 2 weeks of the exam. _ Coach : Assist in development of mock exam, facilitate analysis of data and maintain year to year records, and proctor exam to ensure security _ Principal : Provide time for exams ,partner with staff to discuss expectations ,importance ,and logistics ,review the data and engage in data analysis to redesign instructional plans and tutorials.	Hayden/Stamley, Principal; Dorisey Brown and Mary Jones,Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
* Develop and use a variety of assessment strategies to regularly evaluate student growth standard by standard. _ Teachers: Develop informative assessments for learning and give students precise feedback consistently and regularly (tickets out the door, concept maps, similarities and differences charts). Teachers will use protocols for examining student work and making instructional decisions based on what they are learning _ Coach: Facilitate teachers using informative assessments along the way, assist teachers in designing differentiated lessons, working with collaborative groups and grouping students based on their needs, facilitate the use of protocols to examine student work, and assist teachers in using data walls effectively. _ Principal : Conduct walk throughs no less than 3 times a week and conduct systematic classroom observations to give teachers precise feedback and to collect artifacts and data as to how teachers	Hayden/Stamley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

are using informative assessments to design instruction and schedule time with teams of teachers and individual teachers to conference no less than 4 times a year.				
<p>_ Develop and use a variety of assessment strategies to regularly evaluate student growth standard by standard. _ Teachers: Develop informative assessments for learning and give students precise feedback consistently and regularly (tickets out the door, concept maps, similarities and differences charts). Teachers will use protocols for examining student work and making instructional decisions based on what they are learning _ Coach: Facilitate teachers using informative assessments along the way; assist teachers in designing differentiated lessons, working with collaborative groups and grouping students based on their needs, facilitate the use of protocols to examine student work, and assist teachers in using data walls effectively. _ Principal : Conduct walk throughs no less than 3 times a week and conduct systematic classroom observations to give teachers precise feedback and to collect artifacts and data as to how teachers are using informative assessments to design instruction; schedule time with teams of teachers and individual teachers for a conference no less than 4 times a year.</p>	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>_ Chart student progress and use data to design differentiated instructional plans, plan remediation and extension of learning for students ,group and regroup students and shape unit lesson plans. _ Teachers: Assist students in establishing goals for themselves, monitor their own learning, collecting artifacts of evidence of their learning and growth and take personal responsibility for their learning, coach students to host student led parent conferences, create charts to monitor students_ growth standard by standard ,and host regular conversations about student performance. _ Coach: Facilitate teachers establishing systems for student led conferences</p>	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
<p>_ TLI used for interim assessments for grades 7-12 (6-7 modules) _ Teachers will be responsible for grading and tracking within 2 weeks (uploading OR), remediation will be completed as needed. discuss attention areas and provide</p>	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators;	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

feedback and solutions, and plan field lessons to celebrate students who scored proficient and advanced on the TLI assessments. _ Coach: Assist in administering TLI exams, facilitate data analysis, ensure scantrons are returned to Central Office for data collections. _ Principal: Ensure administration of exam is completed in a timely manner, partner with staff to explain expectations and importance of testing, and reinforce positive results.	Teachers			
Lesson Design: First week of school, rituals and routines, investment, culture building and diagnostics (computer lab, diagnostic ACT, algebra and geometry released items. _ Teachers : Gradual integration of material with rituals and routines, decide on uniform rituals and routines for math department during PLC, plan uniform ACT diagnostic as a standard using examview _ Coach : Assist in development and planning during PLCs, monitor to ensure similar implementation in all math classrooms, and assist in examining and breaking down diagnostic data. _ Principal: Monitor teachers_ implementation of classroom structures and management through first week lesson plans, CWT, and/or informal observations.	Hayden/Stanley, Principal; Dorisey Brown and Mary Jones, Instructional Facilitators; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

- Priority 3: Lee High School will provide a comprehensive program for grades 9-12 to disrupt or prevent the use of tobacco, alcohol, other drugs, and violent behavior.
- Supporting Data:
- 2008-2009 showed a total of 472 disciplinary referrals were recorded for Lee Senior High School. 2009-2010 showed a total of 178 disciplinary referrals were recorded for Lee Senior High School. Gang..... 1 student Insubordination..... 60 students Disorderly conduct 9 students Other..... 4 students Fighting..... 1 student Tardy..... 1 student Disrespectful..... 7 students Rude..... 8 students Continuous rule violation.... 27 students Inappropriate Hall Behavior.. 3 students Inappropriate Class Behavior. 47 students Profanity..... 9 students Stealing..... 1 student
 - 2007-2008 showed a total of 36 disciplinary referrals were recorded for Lee Senior High School. According to the APNA (Arkansas Prevention Needs Assessment) Survey with 10th and 12th grade students at Lee High School, the following information shows a higher number of disciplinary concerns in the school than the state: Grade 10 School State 2005-06 Suspended from school 35.3 14.3 Been Arrested 8.2 7.4 Feel Safe at School 17.4 9.9 2006-07 Suspended from school 65.22 14.78 Been Arrested 26.09 19.11 Feel Safe at School 30.43 9.23 2007-2008 Suspended from school 50.8 14.8 Attack or Harm 20.0 18.0 I feel Safe at school 52.5 54.3

Grade 12 2007-2008 Suspended from School 36.2 10.6 Attack to Harm 21.1 14.6 Feel safe at school 22.6 25.5 2005-06 Suspended from School 22.7 10.0 Been Arrested 20.9 7.5 Attack to Harm 29.5 15.9 Safe at School 47.7 12.3 2006-07 Suspended from School 36.84 11.41 Been Arrested 21.05 8.17 Attacked to Harm 21.05 16.14 Safe at School 26.32 12.13 2008-2009 Suspended from school:

3. According to the Arkansas Adequate Yearly Progress: School Improvement Report in 2005-06 we were at 40.6% scored proficient or above. In 2006-07, 48.9% scoring proficient or above, we met AYP using Safe Harbor. In 2007-08 only 35.7% of those students tested were proficient or above. The (3) three year performance for Lee Senior High School is 35.9% proficient or above.
4. The graduation rate of Lee Senior for 2007-2008 was 82.1%. The graduation rate of Lee Senior High for 2008-2009 was 71.1%. The graduation rate for Lee Senior High School for 2009-2010 is 54%.

Goal To build character in all students and to provide viable options for students when they are faced with decisions that might lead to drug use and/or violent behavior.

Benchmark By 2013, there will be a 20% decrease in the number of disciplinary referrals for tobacco, alcohol, and/or other drugs and a 20% decrease in the number of disciplinary referrals for staff/student assault and/or weapons.

Intervention: Intervention 1 "Too Good for Drugs and Violence"				
Scientific Based Research: U.S. Department of Health and Human Services, National Institutes of Health, and National Institute on Drug Abuse "Preventing Drug Use Among Children and Adolescents" February 2003 Schwartz, W. "An Overview of Educational Strategies to Reduce School Violence" Teacher College, Columbia University. New York, New York				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1 Implement a research-based curriculum and other activities and programs in Grades 7-12 designed to equip students with the knowledge, skills, and attitudes they need to remain safe and drug-free. Doc.: Purchase a Prevention Curriculum Action Type: Equity Action Type: Parental Engagement	Hayden/ Stanley, Principal, Dr. Howard Smith, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers Teaching Aids 	ACTION BUDGET: \$
2 Provide Lee High School's new and veteran teachers with professional development training in the use of the I-SAFE (Internet Safety) program. Doc.: Sign-in sheet and agenda Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Carol Hart, Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$

3 Use materials from the I-SAFE program to instruct students on the various aspects of Internet safety. Doc.: Sign-out sheet for materials Lesson Plans on file Principal's office Action Type: Collaboration Action Type: Program Evaluation	Principal: Hayden/ Stanley Media Specialist Carol Hart; Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
4 Provide professional development and training for the school's security personnel, principal, and dean of students related to safety, order, and discipline in the school. Documentation: Registration documentation, certificate from workshop. Action Type: Professional Development	Principal Hayden/Stamley; Security Personnel	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
9 The Lee County School District will develop and implement mechanisms necessary to RECRUIT, HIRE, and RETAIN HIGHLY QUALIFIED PERSONNEL in all core subject areas, in particular minority staff, as well as, recruitment of teachers in high shortages areas such as special education, math, and science.	Principal : Hayden/ Stanley	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
10 Lee Senior High School will set aside funds from Title I for any child or children within its building that is homeless. These funds will be allocated to meet the basic needs such as clothing, supplies, and health care so that these children may participate more fully in school. Action Type: Wellness	Principal Hayden/ Stanley Nurse Cecelia Baker; Counselor Howard Smith	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
11 Lee County School district in partnership with the Marianna Police Department TO hire a District Resource Officer. (Funding in District plan)	Hayden/ Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: Implement strategies to reduce the number of suspension.				

Scientific Based Research: Salend, S.J., Sylvester, S. "Understanding and addressing oppositional and defiant classroom behaviors." Teaching Exceptional Children, 37, 32-29.

Actions	Person Responsible	Timeline	Resources	Source of Funds
1 The district will select, educate staff and implement appropriate behavior management strategies and individual student behavior plans. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Mrs. Willie Murdock, Superintendent ; Mrs. Lori Ginn, Special Education Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
3 The district will purchase supplemental material and supplies to be used for classroom instruction. Action Type: Alignment Action Type: Special Education	Mrs. Lori Ginn, Special Education Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal To provide effective instruction and support that will increase the graduation rate of Lee Senior High School.

Benchmark The graduation rate of students at Lee Senior High School will be at or above the state graduation rate.

Intervention: Supplemental School Programs				
Scientific Based Research: "See YA After School" NEA Today, May 2004: Vol. 22, Issue 6 . "Why Teachers Matter" American School Board Journal, March 2006, p. 58.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1 Lee High School will provide ACT prep classes and/or ACT prep workshops for 12th grade students to help increase their performance score on the ACT. Two free vouchers for any 12th grade student enrolled in the workshop. Doc.: Student rosters	Hayden/ Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
8 Lee High School's coaches will work with the core area teachers to provide a Supplemental Instructional Program (SIP) for athletes. These	Hayden/Stamley, Principal; Howard Smith, Counselor;	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Computers District Staff School Library 	ACTION BUDGET: \$

individual or group activities will occur three times weekly with the intent of improving or maintaining the academic performance of the athlete(s). Action Type: AIP/IRI	Malinda Dobbins, Coach	06/30/2014	<ul style="list-style-type: none"> Teachers Teaching Aids 	
7 The school staff (mentors) will monitor the academic performance of all students who are enrolled in support programs by tracking performance (GPA) weekly or monthly, on homework, classroom behavior and other academic performance. Action Type: Program Evaluation	Hayden/ Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$
4 The District will maintain an Alternative Learning Environment for students who are at risk of not graduating from high school due to family circumstances, low achievement, low attendance, behavioral problems or other issues which could keep a student from graduating high school. Action Type: Equity	Mr. Tom Howard, Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
9 Lee High school will focus on the implementation of a Learn-Over-Lunch (LOL) program. This program will provide intensive academic support for struggling learners.	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
3 Lee High School will focus on the implementation of fully functional PLC's in the areas of social studies, science, and vocational. Action Type: ADE Scholastic Audit	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Lee Senior High School will provide support for students in making healthy lifestyle choices

- Supporting Data:
1. School Health Index Module 8, Family and Community Involvement: Collaboration between the school and parents, and community was an area identified as needing improvement. All schools need to increase families opportunities to learn about health and safety topics.
 2. Body Mass Index Data SY 2008-2009- 35.3% of the tenth grade male students were Healthy or underweight.

32.4% were over weight/obese. Female students 48.8% were Healthy or Underweight. 19.5% were Overweight and 31.7% were Obese. Body Mass Index Data SY 2007-2008 for Lee Senior High School Grades 9th, 10th, 11th. Total population male students 126 of that 51.7% are healthy/underweight. 15% were at risk. 33.3% were overweight. Body Mass Index Data SY 2006-2007 for Lee Senior High School Grades 9th, 10th, and 11th. Total population of female students 134. Female students 46.3% were healthy and underweight.

3. Free and reduced Lunch price 2009-2010 was 100% Free. Free and reduced Price Meal Eligibility for 2008-2009 for Lee Senior High was 100%. Free and reduced Price Meal Eligibility for 2007-08 for Lee Senior High was 100%.
4. Unemployment rate for Lee County 2007 was 9.6. 2005 was 20.4%: 2004 was 11.5%:
5. Percentage of population in Lee County in poverty: 2005 39.4%

Goal	Lee Senior High School will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index on routine annual student screening. Increase collaboration between the school and community in support of positive lifestyle changes/choices.
Benchmark	By the school year of 2013-2014 there will be a decrease of the average Body Mass Index (BMI) for students by 1/2% as evaluated by the annual Body Mass Index Screening.

Intervention: 1. Administration Support for Wellness				
Scientific Based Research: Pateman, B. (2004) Healtheir Students, Better Learners. Educational Leadership, 61, 70-74).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1 Involve parents in physical activity and nutrition through homework, national school lunch program menus, parent-teacher organization meetings, presentations, and professional development activities. Professional development will focus on physical activity, nutrition education, and health risk indicators that compromise students' abilities to perform academically. Documentation: Agenda/sign-in sheets Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
2 The Nutrition and Physical Activity Committee of	Hayden/Stanley,	Start:		ACTION \$

Lee Senior High will work as part of the ACSIP Committee to frequently monitor goals and evaluate the effectiveness of the interventions by reviewing data results and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.) ACSIP will be modified as needed. Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Principal	07/01/2013 End: 06/30/2014		BUDGET:
3 Lee High School will provide support to staff in implementing the wellness policies by providing resources and professional development on how to improve the overall school nutrition environment and will promote a health and physical activity curriculum. Action Type: Professional Development Action Type: Wellness	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff 	ACTION BUDGET: \$
7-12 students will have their BMI calculated by the school nurse at the beginning of the school year to see if the interventions have had an affect on students	Cecilia Baker, School Nurse	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: Lee Senior High School will implement other restructuring actions consistent with state law that improve academic achievement in the school and result in helping the school with the hiring of a new principal.

- Supporting Data:
1. According to the 2009-2010 Arkansas Department of Education AYP Report, Lee Senior High School was given a School Improvement Status of State Directed (SD-7). According to the 2010-2012 Arkansas Department of Education AYP Report, Lee Senior High School was given a School Improvement Status of State Directed (SD-8).
 2. Test results of the three-year period provides strong support to the need to provide additional professional development to address those areas of needs.(to increase parent involvement in the education process).

Goal All students will meet the State AMO Growth in Math and Literacy.

Benchmark The State AMO Growth for Literacy is 45.43% and the State AMO Growth for Math is 62.67%.

Benchmark Lee High School will improve students' learning by aligning the curriculum and assessments to the standards.

Intervention: Restructuring Actions with a focus on Leadership, Academic Performance, Learning Environment, Curriculum and Assessment alignment and Efficiency.

Scientific Based Research: Marzano, Robert J., What Works in Schools. Translating Research, ASCD: Alexandria, LA C 2008.
 Zemelman, S. Daniels, H., Hyde. A. (1988) Best practice-New standard for teaching and learning in America's Schools. 2nd edition;
 Gregory, Gallel and Carolyn Chapman. (2002) Differentiated instructional Strategies-one size doesn't fit all. Tomlinson, carol A (2001) How to differentiate instruction in mixed ability classrooms. 2nd edition. On-Site Staff Development: Design Your Professional Development Program from the Association for Supervision and Curriculum Development (ASCD) 1703 N. Beauregard Street, Alexandria, VA 22311 USA

Actions	Person Responsible	Timeline	Resources	Source of Funds
5 Due to the high number of students performing basic and below on the benchmark, EOC, and/or failing literacy/math classes, Lee Senior High School will schedule the remediation time in literacy/math and incorporate strategies to enhance the instructional process used to prepare the students to pass the Benchmark, end-of-course test or receive credit recovery. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
8 All staff of Lee High School will be provided a training session on building capacity for LEADERSHIP. This session will be geared toward "shared" leadership as a basic concept of management.	Hayden/Stanley, Principal; Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
9 Lee High School will implement strategies learned during the Arkansas Leadership Academy Institute and will evaluate its success by student achievement on ADE required test. Action Type: Program Evaluation	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$

11 ACADEMIC PERFORMANCE: Lee High School will implement a Response to Intervention Plan (Arkansas' Closing the Gap Model) and the professional learning plan (Learningforward) that addresses curriculum, instruction, assessments, and appropriate student interventions.	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Teachers 	ACTION BUDGET: \$
12 EFFICIENCY: Lee High School will address the recommendations of the report over a period of 3 to 5 years; however the focus for year three (2012-2013) will address standard 7-Efficiency-Leadership and indicators: (7.1a) Leadership has developed and sustained a shared vision. (7.1b) Leadership decisions are focused on student academic performance and are data driver and collaborative. The focus for 2013-2014 will continue on Efficiency-Leadership indicators:(7.1c) There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills. (7.1d) There is evidence that the school leadership team disaggregates data for use in meeting the needs of diverse population, communicates the information to staff and incorporates the data systemically into the school plans. (7.1f) Leadership will ensure that the time is protected and allocated to focus on curricular and instructional issues.	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
13 ACADEMIC PERFORMANCE: Teachers will work collaboratively to develop performance tasks and assessments to measure progress towards standards. Collaborative planning time will focus on using and developing rubrics as well as analyzing student work. After analysis, teachers will maintain documentation of student work that meets the standards and highlight the exemplary	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

work to serve as a model of what is expected. The data will be utilized to improve materials, resources, and instructional programs. Documentation: Electronic Copy on file at Central Office. See audit report Standard 2 Action Type: ADE Scholastic Audit Action Type: Collaboration				
Lee High School has been identified Academic Distress School year 9 due to the number of students tested as well as the graduation rate. In the restructuring plan for the school, Outside experts have been chosen to advise the school. Learning Forward Consultants will implement the school improvement program. They will work with administrators and teachers by providing on-site coaching, consulting, and professional development to bring about higher standards for students and support data-driven instruction. Action Type: Collaboration	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants 	Title I - Purchased \$130917.00 Services: <hr/> ACTION BUDGET: \$130917
6 LEADERSHIP: Lee High School will provide leadership training and facilitate the leadership team process for all faculty by establishing a calendar of leadership meetings and facilitating a process for all faculty, staff, and students to contribute ideas, questions, and concerns for consideration. Action Type: ADE Scholastic Audit Action Type: Collaboration	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
3 LEARNING ENVIRONMENT: Lee High school will continue to provide training based on the scholastic audit results for all faculty members. Action Type: ADE Scholastic Audit	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$130917

Priority 10: Alternative Learning Environment

- Supporting Data:
1. Lee Senior High School's graduation rate for the past 3 years has been: School School State 2009--2010 54% 70% 2010--2011 69.6% 70% 2011--2012 84.9% 80%
 2. The administration of the EOC Literacy examination to the 11th grade in 2010 for EOC Literacy showed the combined Population scored 39% proficient or advanced. The African American subgroup 39%, Economically Disadvantaged.
 3. The math three (3) YEAR AVERAGE SHOWS (2007-2010) 48.3% OF THE COMBINED POPULATION WERE proficient, 47%% OF African-American Population is proficient, 40% of the Caucasian, and 48.3% of the Economically Disadvantaged populations were proficient.

Goal Continue to provide access to an alternative learning environment with a focus on successful completion of high school and increasing student academic performance.

Benchmark Our goal is to provide an alternative place of success for students in the high school who are having problems in the regular class settings.

Benchmark Provide an opportunity for those students who have not received a high school diploma to complete requirements for a diploma

Intervention: Implementation of a scientific based alternative learning environment designed to improve or provide motivation for student to complete and/or stay in high school.

Scientific Based Research: Greene, J. P., and Winters, "Public High school Graduation and College readiness Rates 1991-2002. Marzona, R. J., Pickering, D.J. and Pollock, J. E. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.

Actions	Person Responsible	Timeline	Resources	Source of Funds
3 The Lee County Alternative Education Environment will have access to all academic, social, and physical activities including the district's Gifted and Talented Program (G.T.) and Special Education Services that are provided by the Lee County School District. Action Type: Alignment	Hayden/Stamley, Principal, Lori Ginn Special Education Coordinator; John Jones, GT Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
9 Utilize the counselors at the high and middle school level to work in career planning appropriate scheduling and class placement. Action Type: Alignment	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
8 PARENT INVOLVEMENT MEETINGS:	Hayden/ Stamley,	Start:	<ul style="list-style-type: none"> Administrative 	

The Alternative Learning Environment will host the same meetings as the schools for the parents of students enrolled. We will have first day activities, open house, award assemblies, and parent/teacher conferences will be held for students and parents. Action Type: Collaboration Action Type: Parental Engagement	Principal	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff District Staff Teachers 	ACTION BUDGET: \$
4 The Alternative Learning Environment will provide guest speakers and field trips to support further academic student accomplishment. Action Type: Collaboration	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
All students enrolled in the Alternative Learning Environment will have the option to participate in extracurricular activities. Action Type: Alignment	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
1 PROGRAM EVALUATION: To determine the degree of effectiveness of instruction across the curriculum, CWT's will be used at the Alternative Learning by the principal. Action Type: Program Evaluation	Hayden/Stamley, Principal; ALE Director	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The Lee County School District will hire an ALE Director to work with all ALE students with their instructional and behavioral needs. FTE-1.00(vacant).(1950) Action Type: Equity	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ALE (State-275) - Employee Benefits: \$13617.00 ALE (State-275) - Employee Salaries: \$48630.00 ACTION BUDGET: \$62247

Money transfer from NSLA to ALE to cover the cost of ALE for the school year 2013-2014.	Hayden/Stamley, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The Lee County School District will hire an instructional facilitator to assist the teacher with enhancing instructional needs of students FTE-100.(vacant)(1950) Action Type: Equity	Willie Murdock, Superintendent;; Hayden/Stamley, Principal;	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants 	ALE (State-275) - Employee \$13617.00 Benefits: ALE (State-275) - Employee \$48630.00 Salaries: ALE (State-275) - Materials & Supplies: \$2500.00 ACTION BUDGET: \$64747
Lee County School district will hire a Highly Qualified teacher for the instructional needs of all students.FTE,1.00 (vacant)(1950)	Supt. Willie Murdock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ALE (State-275) - Employee \$13617.00 Benefits: ALE (State-275) - Employee \$48630.00 Salaries: ALE (State-275) - Materials & Supplies: \$2500.00 ACTION BUDGET: \$64747
The Lee County School District will hire a paraprofessional to assist the teachers	Supt. Willie Murdock	Start: 06/30/2013	<ul style="list-style-type: none"> Administrative Staff 	ALE (State- \$21443.00

with enhancing instructional needs of students.FTE 1.00 (1950)Vacant Action Type: Professional Development		End: 07/01/2014	<ul style="list-style-type: none"> District Staff Teachers 	275) - Employee Salaries: ALE (State-275) - Employee Benefits: \$6005.00 ACTION BUDGET: \$27448
Total Budget:				\$219189

Priority 12: Based on the ADE flexibility waiver for priority schools, Lee Senior High School will create a priority intervention plan.

Supporting Data:

Goal To Implement with fidelity the timeline as set by the ADE.

Benchmark

Intervention:				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Lee High School Leadership Team will work closely with learning forward and the SIS-State Improvement Specialist to create a needs assessment and data evaluation.	Mrs.Murdock,Supt	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 13: Based on the ADE flexibility waiver for priority schools, Lee Senior High School will create a priority Intervention Plan. Lee High School will use the Indistar to develop the internal processes to address student achievement.

Supporting Data:

1. Because Lee Senior High School has been designated as a Priority Improvement Status. The data use will be taken from the IMO report and the district and building ESEA AMO reports from Normes.
2. LEADER AND TEACHER PRACTICE/EFFECTIVENESS Leadership must initiate a process of clearly defining the school's desired goals for organizational effectiveness. Leadership must immediately develop and implement a process to monitor the effectiveness and implementation of actions in ACSIP (2012 Scholastic Audit, Standard 9). The ACSIP, Individual Professional Growth Plans, professional development, Classroom

Walkthroughs, focus walks and formal evaluations must form a coherent system. The intent of system must be to build instructional capacity, to create an effective learning environment and to increase student achievement. Leadership must use the data from walkthroughs, focus walk and formal evaluations to determine the professional development needs of all teachers. Leadership must monitor implemented lessons and provide immediate feedback (2012 Scholastic Audit, Standard 5, classroom observation, CWTs, lesson plans). Most instruction observed is not student-centered. Most content delivery is limited to the lower level of Bloom's. Minimal feedback is provided to teachers following classroom observations and feedback does not result in improved instructional practice. Few teachers accept responsibility for their role in student success or failure. The principal must become the instructional leader of the school (2012 Scholastic Audit, Standard 3,4,7 classroom observation, CWT data). Lee High School does not have a fully aligned, written curriculum. The implemented curriculum in SPED is publisher resource based. The implemented curriculum in most classrooms does not reflect the rigor of Arkansas Frameworks or Common Core State Standards. Teachers are not accountable to anyone for the curriculum they choose to implement (2012 Scholastic Audit, Standard 1, 3, classroom observation, lesson plans). Professional Development must be provided on high-probability, research-based instructional strategies that address the needs of all students. The principal must assist teachers in identifying instructional growth needs and then provide assistance necessary to ensure all teachers make continuous progress in their ability to deliver high level instructional strategies (2012 Scholastic Audit, Standard 1, CWTs, observations, lesson plans). Teachers do not collaborate to design assessments. PLC time is not utilized to collaborate for the purpose of designing authentic assessments such as project-based tasks. Re-teaching and additional practice are most often whole-group and not differentiated according to individual students' unique learning needs. Leadership decisions are seldom based on data or focused on changing instruction to improve student achievement (2012 Scholastic Audit, Standard 2,3,7 agendas, lesson plans, observation, CWTs, ACTAAP, TLI module results). Most students cannot articulate the academic expectation in assigned classes. Most objectives posted are vague and not specific. Most exemplary work is not accompanied with a rubric or specific feedback so that students know why the work is exemplary (2012 Scholastic Audit, Standard 2, classroom observation, CWTs, lesson plans). Teachers seldom meet to discuss student work. Teachers have not received training in protocols for analyzing student work. Most teachers are not proficient at using data to determine student needs and instructional next steps (2012 Scholastic Audit, Standard 3, observations, agendas). All teachers must provide for student use of integrated technology to promote creative, higher-order thinking and give students alternative ways of showing what they know. Leadership must also provide training for teachers (2012 Scholastic Audit, Standard 3,7, observation, lesson plans, PD offerings). Limited support is given for the physical, cultural, socio-economic, and intellectual needs of students. Considerations of students' cultural backgrounds and needs are not evident (2012 Scholastic Audit, Standard 4).

3. **STUDENT ACHIEVEMENT** The principal and teachers must accept their role in the academic success or failure of all students (2012 Scholastic Audit, Standard 1,3,7,8, classroom observation). Materials to support a variety of student learning styles and individual student differences were not evident. There is no formal plan for the allocation of resources at the school. Materials to support a variety of student learning styles and individual student differences are not evident in all classrooms (2012 Scholastic Audit, Standard 3,7

classroom observation).

4. PARENT AND COMMUNITY Lee High does not have a systematic strategy for disseminating information to all stakeholders. Student success is seldom shared with community and business partners. Structures must be in place to ensure on-going, cohesive collaboration among families, community and the school. Non-school stakeholders should be made aware of ongoing revisions in the ACSIP and be given opportunities to provide input (2012 Scholastic Audit, Standard 4,5,8 observation, ACSIP, agendas, minutes). The school and local school board seldom engage in discussions or take action on issues directly related to student academic performance and school improvement initiatives (2012 Scholastic Audit, Standard 7, agendas, minutes).

Goal	Lee High School (LHS) will meet the requirements as outlined in the Arkansas's ESEA Flexibility Request and exit Priority Status by the 2014-2015 school year,
Benchmark	Meet 2013 AMOs- All Students---62.67% Targeted Achievement Gap Group---63.97% African American----- ---61.75% Hispanic-----100% caucasasian-----100% Economically Disadvantaged-----64.39% Students with Disabilities-----40.48%
Benchmark	Meet 2014 AMOs All Students---66.40% Targeted Achievement Gap Group---67.57% African American----- --65.58% Hispanic-----100% caucasasian-----100% Economically Disadvantaged- -----67.95%% Students with Disabilities-----46.43%
Benchmark	Meet 2015 AMOs All Students-----70.13% Targeted Achievement Gap Group---71/17% African American----- -----69.40% Hispanic-----100% caucasasian-----100% Economically Disadvantaged-----71.51% Students with Disabilities-----52.38%

Intervention: Lee High School will Meet the requirements for ESEA Flexibility				
Scientific Based Research: Indistar,Wise Ways,Scholastic Audit Recommendations				
Actions	Person Responsible	Timeline	Resources	Source of Funds
LCHS has contacted ASBA to train for Community Study Circles. Action Type: Collaboration	Lafayette Smith, Parent Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders 	ACTION BUDGET: \$
Lee Senior High School will purchase 2-30 item laptops with storage carts for the purpose of assisting students with calculating, organizing, maintaining classroom notes, downloading e-textbooks and completing electronic assessments. Action Type: Program Evaluation Action Type: SIF 1003(a) 12-13	Hayden/Stanley, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers District Staff Outside Consultants Teachers 	Title I 1003(a) - \$65000.00 Capital Outlay: <hr/> ACTION BUDGET: \$65000

Action Type: Technology Inclusion				
<p>LCHS will conduct a comprehensive needs assessment. Learning Forward was analysis and hired as the external provider for Flexibility to help with the process of a complete needs assessment.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Collaboration</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p>	Willie Murdock, Superintendent	<p>Start: 07/01/2013</p> <p>End: 06/30/2015</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
A stakeholders meeting was conducted for the community to discuss the school's strengths and challenges in September. The February school board meeting addressed the Academic Distress status.	C. Noel, W. Murdock	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>		ACTION BUDGET: \$
<p>Allocation or reallocation of human resources aligned with identified needs will be provided by the district in the spring for the 2013-14 school year.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: Alignment</p>	Willie Murdock, Superintendent	<p>Start: 07/01/2013</p> <p>End: 06/01/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
<p>YEAR ONE PLAN: (1) Compile a comprehensive needs assessment to drive the planning process. (2)Prepare the principals to become the instructional leaders in their building. (3)Scaffold a Leadership Team to compile a needs assessment, problem solve using data to reduce barriers to learning and lead the implementation of instructional practices. (4) Establish systems that help sustain and monitor progress through procedures, forms, teams, communication, training, schedules and calendars, allowing improvement initiatives to start, have interim measurement and be continuous over time. (5)Using PLCs, meetings, and Professional Development provide staff with job-embedded support targeting high-yield strategies. (5)Begin</p>	Leadership, Learning Forward, ADE	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$

<p>the process of curriculum writing and alignment to Common Core. (6) Work at the district level concerning policy and school board education.</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Professional Development</p> <p>Action Type: Program Evaluation</p> <p>Action Type: Technology Inclusion</p>				
<p>YEAR TWO:(as we are updating our needs assessment)LEADERSHIP/TEACHER PRACTICE:(1) Align our teacher support and leadership practice to the TESS. (2) Support for new staff from expected turnover (3) Daily CWT and classroom observation by building leadership. (4) Scaffold the Leadership Team for capacity. (5) Master Schedule to allow collaboration to include all departments. STUDENT ACHIEVEMENT: (1) Compile a building calendar to cycle data and schedule collaboration. (2) Writing Curriculum and Units of Study (3) Align TLI to curriculum. (4) Secure technology to support PARCC-like instruction (5) Examine options for SPED. PARENT AND COMMUNITY: (1) Increase positive contacts with parents. STUDENT SAFETY/DISCIPLINE: (1) Teacher attendance. (2) Implement and monitor building guidelines for behavior. GRADUATION RATE AND % TESTED: (1) training and support for new counselor</p> <p>Action Type: ADE Scholastic Audit</p> <p>Action Type: AIP/IRI</p> <p>Action Type: Alignment</p> <p>Action Type: Collaboration</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p>	<p>Leadership, Learning Forward, ADE</p>	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion				
<p>YEAR THREE:(as we are updating our needs assessment):(1) Align our teacher support and leadership practice to the TESS. (2) Daily CWT and classroom observation by building leadership (5) Scaffold model with Leadership Team for capacity. (6) Master Schedule built for collaboration. STUDENT ACHIEVEMENT: (1) building calendar reflects cycles of data and collaboration. (2) Implementation of Curriculum and Units of Study and instructional teams planning together to adjust according to data(3) TLI/NWEA should be aligned to enable the data to forecast/predict student performance (4) Students using technology to support PARCC-like instruction (5) Beginning implementation for SPED. PARENT AND COMMUNITY: (1) Increase positive contacts with parents. (2) Offer opportunities for parents/community STUDENT SAFETY/DISCIPLINE: (1) Teacher attendance. (2)Implement positive behavior procedures. GRADUATION RATE AND % TESTED: (1) Training for appropriate staff (2) build capacity for a system of checking student rosters throughout the year</p> <p>Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Leadership, Learning Forward, ADE	Start: 07/01/2014 End: 06/30/2015	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Total Budget:				\$65000

Goal	1 CHANGE LEADER PRACTICE (Turnaround Principles 1,2,3) By June 4, 2014, Principals will attend and participate in 50% of the weekly PLC's and provide feedback to instructional facilitators for identifying and providing professional learning needs as determined by the sign in sheets, agendas, and minutes. Goal:2;2 By June 4,2014, 300 of required Classroom Walkthroughs(CWT's)will be completed by principals as indicated by teachscape reports.
Benchmark	By October 18, 2013, Principals will attend and participate in 21 PLC's as determined by agendas, sign in sheets, and minutes.
Benchmark	By December 20, 2013, Principals will attend and participate in 42 PLCs as determined by the sign in sheets ,agendas, and minutes.
Benchmark	By March 14, 2014 ,Principals will have attended and participated in 63 PLCs as determined by the sign in sheets,agendas, and minutes.
Benchmark	By June 4,2014, Principals will have attended and participated in 84 PLCs as determined by the sign in sheets,agendas.
Benchmark	By October 18, 2013, Principals will conduct 75 CWT's with specific and timely feedback.
Benchmark	By December 20, 2013 ,Principals will conduct 150 CWT's with specific and timely feedback.
Benchmark	By March 14, 2014 ,Principals will conduct 225 CWT's with specific and timely feedback.
Benchmark	By June 4, 2014 , Principals will conduct 300 CWT's with specific and timely feedback.

Intervention:				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Principals will schedule and conduct Classroom Walkthroughs and Informal observations.	Principals Stanley / Hayden. Mary Jones, Instructional Facilitator	Start: 08/20/2013 End: 06/04/2014		ACTION BUDGET: \$
Principal will enter CWT data into Teachscape. List of Evidence: 1.Teachscape Action Type: Program Evaluation Action Type: Technology Inclusion	Principal Stanley/Hayden Classroom Teachers	Start: 08/20/2013 End: 10/18/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Computers Performance Assessments 	ACTION BUDGET: \$
Principals will schedule and conduct feedback conferences with classroom teachers. List of Evidence: 1.Schedules 2. Feedback 3. Forms	Principals Stanley / Hayden. Mary Jones, Instructional Facilitator	Start: 08/20/2013 End: 10/18/2013	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Computers 	
Principals will share the data with instructional facilitators , central office staff ,school leadership team and in PLC's meetings. List of Evidence: 1. Agendas 2. Minutes 3. Sign Sheets	Principals Stanley / Hayden. Mary Jones, Instructional Facilitator	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
Principals will use the data to identify, plan and provide professional learning to improve teacher practices and students outcomes. List of Evidence: 1. Agendas 2. Minutes 3. Sign Sheets	Principal Stanley/ Hayden Classroom Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
Principals will monitor and evaluate implementation of professional learning provided to improve teacher practices . List of Evidence: 1. CWT's 2. Informal Observation	Principal Stanley/ Hayden Classroom Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
Leadership will use the CWT's data,informal observations , conferences data and feedback from teachers to reflect upon and expand leadership practices. List of Evidence: 1. Feedback Forms 2. Teachscape Data	Principal Stanley/ Hayden Classroom Teachers	Start: 08/20/2013 End: 10/18/2013	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
Principals will attend , participate and provide timely feedback to instructional facilitators and teachers. List of Evidence: 1. Agendas 2. Minutes 3. Sign Sheets	Principal Stanley/ Hayden Classroom Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Computers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal	STUDENT PROGRESS AND ACHIEVEMENT (Turnaround Principles 4,5). By June 4,2014 each content TLI assessments will increase the number of students scoring proficient and advanced to 65% as determined by TLI data.
Benchmark	By October 18, 2013 each content TLI assessment will show an increase of 16.25% of total students tested.
Benchmark	By December 20, 2013 each content TLI assessment will show an increase of 32.50% of total students tested.
Benchmark	By March 14, 2014 each content TLI assessment will show an increase of 48.75% of total students tested.
Benchmark	By June 4, 18, 2014 each content TLI assessment will show an increase of 65% of total students tested.

Intervention: IIB01-Units of instruction include pre/posttests to assess student mastery of standards-based objectives.SA 2.Ia				
Scientific Based Research: Sam Redding,handbook on Restructuring and Substantial School Improvement.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will analyze student data in PLC's. List of Evidence: 1. Agendas 2. Minutes 3. Sign-In Sheets 4. Data	Teachers/Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Achievement data will be used to provide student learning for enrichment and remediation. List of Evidence: 1. TLI Data 2. Teacher's Assessments	Teachers/Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
AIP's will be developed for student's not scoring proficient and advanced on state assessments. List of Evidence: 1. AIP's 2. Conferences with Parents	Teachers/Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will celebrate student's academic success. List of Evidence: 1. Display boards 2. TLI Data	Teachers/Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
The counselor will conference and provide information to ensure students are college and career readiness. List of Evidence: 1. Schedules 2. Conference Forms 3. Training	Teachers/Counselors	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Students will assume responsibility for their learning by tracking progress on edline and TLI assessments. List of Evidence: 1. Edline 2. TLI	Teachers/Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will provide timely feedback to improve student's academic progress. List of Evidence: 1.	Teachers/Facilitators	Start: 08/20/2013	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION \$

Feedback Forms 2. CWT's 3. Conference Forms		End: 06/04/2014	• Title Teachers	BUDGET:
Teachers will develop and use standard-based bulletin boards to improve student's mastery of content. List of Evidence: 1. Display boards 2. Lesson Plans	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIB02 -Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by unit of instruction.SA 2.la

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
Data from assessments is analyzed in PLC meetings and weaknesses are identified in order to guide instruction for the following unit.	Department Chairpersons	Start: 07/01/2013 End: 06/01/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IID06-Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.SA 2.la,2.lh,9.2a,9.2b,9.6c

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Leadership Team will set a learning goal of 5% growth for specific skills after analyzing TLI data each quarter.Growth will be determined by either the following TLI module results or classroom assessments.	Leadership Team	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Write IMOs to chart our progress toward goals.	Leadership Team	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IID10-Instructional Teams use student learning data to identify students in need of instructional support or enhancement.SA 2.ld,2.lh,9.2a,9.2b				
Scientific Based Research: Sam Redding -The Mega System Deciding Connecting .A hand book for Continous Improvement within a Community of the School.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Compile a building calendar to cycle a process that targets student needs for the purpose of instructional support or enhancement. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment	M. Jones, D. Brown	Start: 07/01/2013 End: 06/30/2015	<ul style="list-style-type: none"> District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: IIIA06-All teachers test frequently using a variety of evaluation methods and maintain a record of the results. SA,2.lc,3.la,3.lb				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Facilitators will analyze student questions with the staff at the 1/7 faculty meeting in order to identify the level of questions required for high student engagement.	Jones/ Brown Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
20 minutes of faculty meetings for the month of January will be devoted to professional learning over student questioning and increasing rigor,Staff members will evaluate the level of questioning for upcoming lessons and create questions above the analysis level of bloom's.	Jacklyn Markovich	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
There will be 10% increase in the level of student questioning as determined by assessments turned in with weekly lesson plans.	Clyde Noel	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
35% of lesson plans will be include an assessment that is not multiple choice.	Principal, Hayden/ Stanley	Start: 07/01/2013		ACTION \$

		End: 06/30/2014		BUDGET:
45% of lesson plans will have assessments that are not multiple choice.(PARCC/Open Response)	Principal, Stanley/ Hayden	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal	STUDENT SAFETY AND DISCIPLINE (Turnaround Principles 6) By June 4, 2014,there will be a 40% decrease in the number of office discipline referrals submitted to the principal as indicated by APSCN discipline data.
Benchmark	From August 20,2013 to October 18, 2013 there will be a 10% decrease in the number of office discipline referrals to the principals.
Benchmark	From October 21, 2013 to December 20, 2013 there will be a 20% decrease in the number of office referrals to the principals.
Benchmark	From January 7, 2014 to March 14,2014 there will be a 30% decrease in the number of office discipline referrals to the principals.
Benchmark	From March 17, 2014 to June 4, 2014 there will be a 40% decrease in the number of discipline referrals to the principals.

Intervention: IIIC08 All teachers display classroom rules and procedures in the classroom.				
Scientific Based Research: Brophy, J.E. (1996). Teaching problem students. New York: Guilford.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will display and enforce classroom rules in a fair and consistent manner. List of Evidence: 1. Rules Displays 2. Expectations Display	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The leadership Team will monitor student data and make recommendations to address student needs. List of Evidence: 1. Schedule 2. Lesson Plans 3. Data	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Lee High School will develop a process to identify student's services. List of Evidence: 1.	Teachers/ Facilitators	Start: 08/20/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Sign-In Sheets 2. Schedules		End: 06/04/2014	<ul style="list-style-type: none"> Community Leaders Teachers 	
Teachers will establish a culture for learning. List of Evidence: 1. CWT's 2. Observations	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers Title Teachers 	ACTION BUDGET: \$
The counselor will work with students individually and small group to provide support services to ensure students benefit from daily instruction. List of Evidence: 1. Schedules 2. Sign-In Sheets	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will celebrate student's academic and behavior success. List of Evidence: 1. Data	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
An Alternative Learning Environment will be available to provide services. List of Evidence: 1. Schedules 2. Attendance 3. Success Re-interest Rate 4. Behavioral Forms	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$
A school-wide emergency plan will be developed and implemented. List of Evidence: 1. Plans	Teachers/ Facilitators, principals	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal

PARENT AND COMMUNITY ENGAGEMENT Turnaround Principles 7) By June 4, 2014, Lee Senior High School will have 60% of parent involved in their students' education as determined by agenda, sign in sheet, minutes, parent contact

	logs,parent teacher conferences, school/ community events and parent workshops.
Benchmark	By October 18, 2013 15% of Lee Senior High School Parents will be involved in their student's educations. (111B01).
Benchmark	By December 20, 2013 30% of Lee Senior High School Parents will be involved in their student's education. (111B01).
Benchmark	By March 14, 2014 45% of Lee Senior High School Parents will be involved in their student's educations. (111B01)
Benchmark	By June 4, 2014 60% of Lee Senior High School Parents will be involved in their student's educations. (111B01)

Intervention: IIIB01 All teachers maintain a file of communication with parents. (SA 4.1g, 5.1a)				
Scientific Based Research: Marzano, R.J., Pickering, D.J. & Pollocak, J.E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA. Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will log parent communication monthly using the building template. Action Type: Parental Engagement	Principal Stanley / hatden	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Lee High School will provide a school-wide Registration Day. List of Evidence: 1. Attendance Action Type: Parental Engagement	District Leadership	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff District Staff 	ACTION BUDGET: \$
During the first quarter of the school year,LHS will provide an Open House. List of Evidence: 1. Agenda 2. Sign-In Sheet 3. Response to Request 4. Attendance	Principal Stanley/ Hayden Classroom Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Lee High School will have a Parent Advisory Board for parents to have an active voice in the education of their students. List of Evidence: 1. Attendance 2. Lesson Plans Action Type: Parental Engagement	Parent Facilitator/ District Parent Coordinator	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Lee High School will communicate with parents on a regular base (newsletters, websites, and contact logs) List of Evidence: 1. Newsletters 2. Websites 3. <u>Contacts Logs</u> 4. <u>Alert Calls</u>	Parent Facilitator/ District Parent Coordinator	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

			<ul style="list-style-type: none"> Teachers 	
Lee High School use a survey to provide opportunities for parents to volunteer services (field lessons,school events, and during the day) List of Evidence: 1. Attendance 2. Data for Survey 3. Survey Action Type: Parental Engagement	Parent Facilitator/ District Parent Coordinator	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
Parents' workshops are provided for understanding and support of daily instruction of their students. List of Evidence: 1. Agendas 2. Minutes 3. Sign-In Sheets	Parent Facilitator/ District Parent Coordinator	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Goal	Changing Teacher Practice By June 4, 2014,80% of teachers will teach the district's curriculum through planning appropriately for students, demonstrate understanding of content aligned with CCSS and State Standards and designed to engage students in meaningful work and improve student achievement.
Benchmark	By October 18, 2013, 20% of teachers will use highly probability strategies to improve the delivery of daily instruction to students as indicated by CWT's and informal observations data.
Benchmark	By December 20, 2013, 40% of teachers will use highly probability strategies to improve the delivery of daily instruction to students as indicated by CWT's and informal observations data.
Benchmark	By March 14, 2014, 60% of teachers will use highly probability strategies to improve the delivery of daily instruction to students as indicated by CWT's and informal observations data.
Benchmark	By June 4, 2014, 2013, 80% of teachers will use highly probability strategies to improve the delivery of daily instruction to students as indicated by CWT's and informal observations data.

Intervention:				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Teachers will develop and submit weekly lesson plans to principals. List of Evidence 1. Lesson Plans	Teachers	Start: 08/20/2013 End: 10/18/2013	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$
Teachers will implement lesson plans aligned to units of instruction and CCSS. List of Evidence 1. CWT's 2. PLC's 3. Informal Observations	Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Administrative Staff Title Teachers 	ACTION BUDGET: \$
Teachers will use highly effective instructional strategies (such as essential questions and student engagement) during instruction to improve student's achievement. List of Evidence 1.CWT's 2 Informal Observations	Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Teachers Title Teachers 	ACTION BUDGET: \$
Teachers will use formative and interim assessments to check for students understanding and to use assessment results to inform daily instruction. List of Evidence 1. TLI Assessments 2. Teachers' Made Assessments 3. Observations	Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Teachers will participate in weekly PLC planning sessions to ensure that the curriculum is taught and assess as written. List of Evidence 1.Agendas, sign in sheets, and minutes	Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Instructional Facilitators will work with teachers by conducting CWT's, informal observation and provide timely and specific feedback to improve daily instruction. List of Evidence 1.Schedules 2. CWT's 3. Feedback/ observations	Teacchers/ facilitators	Start: 08/20/2013 End: 06/04/2014		ACTION BUDGET: \$
Instructional facilitators will provide professional learning such as modeling and coaching to improve teacher practices,	Teachers/ Facilitators	Start: 08/20/2013 End: 06/04/2014		ACTION BUDGET: \$
Teachers will be in daily attendance and provide bell to bell instruction. List of Evidence 1.APSCN 2.CWT's	Teachers	Start: 08/20/2013 End: 06/04/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Teachers will integrate grades into edline in a timely manner to conference and monitor student progress. List of Evidence 1.Schedules 2.Edline	Teachers	Start: 08/20/2013 End: 06/04/2014		ACTION BUDGET:	\$
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Growth Report

School District: _____ LEE COUNTY SCHOOL DISTRICT _____

School: _____ LEE HIGH SCHOOL _____

Priority School: _____ XX _____

Focus School: _____

School Improvement Specialist: _____ CAMILE "PEPPER" WYLLIA _____

Date: _____ JULY, 2013 _____

1. What evidence indicates a change in teacher and leader practice? What would be the next steps in improving teacher and leadership practices?

Flexibility: Lee High school is a Priority school in Academic Distress. An external provider (Learning Forward) was hired to provide services to the high school building. Arkansas Department of Education (ADE) assigned additional consultants for support with curriculum. Data was examined by the building leadership team, provider and assigned ADE School Improvement Supervisor (SIS) to develop a comprehensive needs assessment. Barriers were identified in weekly reports by provider and ADE. The 2012 Scholastic Audit was performed and reviewed by external provider, ADE SIS and building leadership team. Interim Measurable Objectives were written and included in the PIP. Interim Measurable Objectives (IMOs) were written to establish systems that would build capacity and allow sustainability for change in culture, teacher and leader practice and continuous use of data. A Priority Improvement Plan (PIP) was written and aligned to the Turnaround Principles. Two new principals were hired for the 2013-14 school year (Junior and Senior High).

Leadership Team: The Lee High Leadership Team consists of several teachers, facilitators, counselor and librarian. Meetings were once a month for 45 minutes after school. Agendas will document that meetings were often cancelled by the principal. Agendas reflect that meetings revolved around school building business. A core team was established to meet each week with provider and ADE SIS to begin the self-assessment process with the Indistar system. Core team members along with ADE SIS and provider assessed all required 47 indicators and drafted a PIP. Core Team members were instrumental in establishing quality and professionalism to common collaborative time for math and literacy. **NEXT STEPS:** Next Steps would be to tighten and enforce norms to keep meetings on track. Have agendas prepared before each meeting and hold members accountable. Address Next Steps at the end of each meeting for the next meeting. Principal should be in charge of the meetings and prepared to stay the entire meeting. Principal and team should monitor the PIP and address it as a continual process. Leadership Team work should drive and monitor collaborative time, embedded PD and PLCs. Team members should be examples in the classroom and in their professional life. A district level team should be established to support and monitor building level team work. Evidence for all Interim Measurable Objectives (IMOs) should be collected electronically and stored in the Dropbox created for this purpose. Written statements of progress from the IMOs should be

shared with staff, district, school board and ADE each quarter. There should be a meeting room to display data and be open for all staff and group meetings.

Visibility: The 2012 Scholastic Audit findings showed a need for principal to become the instructional leader for the building. ADE SIS delivered a sample daily/weekly schedule for principals to follow with number of CWT, classroom observation with feedback and PLC attendance. There is no evidence by ADE observation or in the Teachscape system for 2012-13 to show that Classroom Walk Throughs (CWTs) were conducted by either principal. Principals did conduct some classroom observations evidenced by files on-site. The external provider reports reflect that time was spent working with principals on classroom observations and evaluations. **NEXT STEPS:** Mentor newly hired principals with a daily/weekly schedule for time in classrooms and PLCs.

Collaborative time and Professional Development: The external provider and additional assigned ADE consultants supported district and school level curriculum and focused Professional Learning Communities (PLCs), evidenced by agendas and ADE, external provider reports. Providers and ADE SIS attended classroom lessons. The master schedule for 2012-13 allowed for PLCs for many staff. **NEXT STEPS:** Principal, ADE and external provider should monitor the implementation of curriculum and PD.

Systems: Technology presents barriers on all fronts as documented in ADE weekly reports and external provider reports. Evidence presented reflected that district did not monitor the implementation and spending of funds in ACSIP. **Next Steps:** Correct and enable technology to allow systems of communication and reporting to exist in a systemic manner. District should monitor. Principals should communicate and clarify using electronic emails for staff communication and documentation. Enabling technology will allow for a systemic procedure for entering grades, taking attendance and documenting behavior. Principals should monitor. District should have a systemic procedure to monitor the implementation of ACSIP school improvement interventions and spending of money within the ACSIP. Principals should report to district each quarter progress toward Interim Measurable Objectives and ACSIP/PIP goals.

2. What evidence indicates student progress and achievement? What would be the next steps for improving student outcomes?

K-12 curriculum: The Lee County District created a Curriculum position to coordinate the efforts toward organizing a new curriculum and for support of building facilitators. The external provider guided this initiative, as well as, additional assigned ADE consultants. Documentation and evidence is curriculum complete with essential questions, resources and classroom assessments for all staff. ADE SIS and external provider requested plans for Special Education to work with Henderson University STEM Center. No evidence was submitted as to the progress made. **NEXT STEPS:** With a curriculum for all classes now compiled, monitoring and adjusting of the units of study must become a systemic process, evident on calendars, classroom

observation and in the PIP. Principals must lead and monitor this process. How will we measure the impact of the new curriculum on student achievement?

Master Schedule: The high school has a schedule (2012-13) for an 8 period day. **Next Steps:** Consider how the extra period can be utilized for student achievement and how this will be measured. Consider going to a 7 period day allowing time for longer classroom sessions.

SYSTEMS: District Leadership Team met several times as evidenced by calendar and agendas but meetings were business related. Learning Forward (provider) had many meetings with district staff and principals toward school improvement planning and curriculum. **Next Steps:** District should set dates for principals to report out on progress toward their IMO and PIPs. Written statements of progress with evidence supported by data should be required. These reports should also be shared with school board each quarter.

3. What evidence indicates a growth in student safety and discipline? What would be the next steps for improving student safety and discipline?

There is little evidence apparent in the PIP or by ADE and provider reports that student safety and discipline was a priority in the 2012-13 plan. Onsite observation by ADE and Learning Forward documents the need for adult supervision outside the main building during transition between classes. **Next Step:** Form a team/committee to gather safety and discipline data and suggest a plan of action to the Leadership Team. Principals should consider location of staff and classes for safety and discipline. Principals should communicate expectations and procedures for staff.

4. What evidence indicates a growth in parent and community engagement? What would be the next steps for improving parent and community engagement?

Lee School District documented efforts to invite the community by hosting celebrations and events. Calendars, flyers and agendas document that the high school Parent Center offered speakers and classes to educate parents of students. **NEXT STEPS:** Continue efforts with the Parent Center with a targeted plan for parent offerings aligned with ACT 397.

District: LEE COUNTY SCHOOL DISTRICT
 School: ANNA STRONG INTERMEDIATE SCHOO
 LEA: 3904010
 Address: 214 S. ALABAMA ST.
 MARIANNA, AR 72360
 Phone: 870-295-7140

Superintendent: WILLIE MURDOCK
 Principal: CAROLYN LOVE
 Grades: 03-06
 Enrollment: 269
 Attendance (3 QTR AVG): 94.12
 Poverty Rate: 100.00

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	256	261	98.08	256	262	97.71
Targeted Achievement Gap Group	255	260	98.08	255	261	97.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	228	232	98.28	228	233	97.85
Hispanic						
White	21	22	95.45	21	22	95.45
Economically Disadvantaged	255	260	98.08	255	261	97.70
English Language Learners						
Students with Disabilities	42	42	100.00	42	42	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	128	235	54.47	53.67	91.00	104	177	58.76	61.96	93.00
Targeted Achievement Gap Group	128	235	54.47	51.31	91.00	104	177	58.76	60.25	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	407	778	52.31	53.67	91.00	403	696	57.90	61.96	93.00
Targeted Achievement Gap Group	384	743	51.68	51.31	91.00	383	666	57.51	60.25	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	114	213	53.52	53.67		93	161	57.76	62.08	
Hispanic				67.95					79.17	
White	10	15	66.67	41.67					50.00	
Economically Disadvantaged	128	235	54.47	51.55		104	177	58.76	60.56	
English Language Learners										
Students with Disabilities	10	40	25.00	22.62		14	29	48.28	19.64	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	112	235	47.66	56.87	92.00	72	177	40.68	52.90	81.00
Targeted Achievement Gap Group	112	235	47.66	55.42	92.00	72	177	40.68	50.83	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	352	778	45.24	56.87	92.00	287	697	41.18	52.90	81.00
Targeted Achievement Gap Group	328	743	44.15	55.42	92.00	269	667	40.33	50.83	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	99	213	46.48	56.69		63	161	39.13	51.83	
Hispanic				69.70					79.17	
White	9	15	60.00	51.76					58.33	
Economically Disadvantaged	112	235	47.66	55.75		72	177	40.68	51.07	
English Language Learners										
Students with Disabilities	11	40	27.50	35.18		8	29	27.59	31.55	

School Plan

[Print Version](#)

WHITTEN ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Whitten Elementary staff, students, parents, and community partners will collaborate to provide explicit, aligned instruction that ensures student engagement in a safe and organized environment that will prepare students with the necessary foundational college and career readiness skills essential for them to become productive citizens.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: SI_6

Table of Contents

Priority 1: Literacy

Goal: Based on a three year data trend of the ITBS and Qualls Early Learning, Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve listening and vocabulary; and Second grade students will improve vocabulary and comprehension.

Priority 2: Mathematics

Goal: Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve concepts and problem solving; and Second grade students will improve concepts and problem solving.

Priority 3: Positive School Environment

Goal: To improve character in all students and to provide viable options for students when they are faced with decisions that may lead to drug use or violent behavior.

Priority 5: Wellness

Goal: The District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average Body Mass Index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 8: Priority Improvement Plan (PIP)

Goal: Goal: Whitten Elementary will meet the requirements as outlined in the Arkansas ESEA Flexibility Request and exit Priority Status by the 2014-15 school year.

Goal: Students progress/achievement. Turnaround principles 4 and 5.

Goal: Safety/Discipline. Turnaround Principle 6.

Goal: Parent/Community Involvement. Turnaround Principle 7.

Goal: Changing Teacher and Leader Practice. Turnaround Principles 1,2 3

Priority 1: Students will improve listening, vocabulary, and comprehension skills.

1. **Qualls**

In 2012, 85 students were tested on the Qualls (QELI) Exam. 32/85 were developed in General Knowledge. 26/85 students were developed in oral communications. 63/85 students were developing averted by Internet Explorer 11" Subject: ACSIP Date: Mon, 31 Mar 2014 06:59:09 -0500 MIME-Version: 1.0 Content-Type: multipart/related; type="text/html"; boundary="----=_NextPart_000_0041_01CF4CAE.B6C8B0E0" X-MimeOLE: Produced By Microsoft MimeOLE V6.1.7601.17609 This is a multi-part message in MIME format. -----=_NextPart_000_0041_01CF4CAE.B6C8B0E0 Content-Type: text/html; charset="iso-8859-1" Content-Transfer-Encoding: quoted-printable Content-Location: http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district_archive&username904005

Supporting
Data:



School Plan

Print Version

WHITTEN ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Whitten Elementary staff, students, parents, and community partners will collaborate to provide explicit, aligned instruction that ensures student engagement in a safe and organized environment that will prepare students with the necessary foundational college and career readiness skills essential for them to become productive citizens.

Grade Span: K-2

Title I: Title I Schoolwide

School Improvement: SI_6

Table of Contents

Priority 1: Literacy

Goal: Based on a three year data trend of the ITBS and Qualls Early Learning, Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve listening and vocabulary; and Second grade students will improve vocabulary and comprehension.

Priority 2: Mathematics

Goal: Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve concepts and problem solving; and Second grade students will improve concepts and problem solving.

Priority 3: Positive School Environment

Goal: To improve character in all students and to provide viable options for students when they are faced with decisions that may lead to drug use or violent behavior.

Priority 5: Wellness

Goal: The District will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average Body Mass Index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 8: Priority Improvement Plan (PIP)

Goal: Goal: Whitten Elementary will meet the requirements as outlined in the Arkansas ESEA Flexibility Request and exit Priority Status by the 2014-15 school year.

Goal: Students progress/achievement. Turnaround principles 4 and 5.
Goal: Safety/Discipline. Turnaround Principle 6.
Goal: Parent/Community Involvement. Turnaround Principal 7.
Goal: Changing Teacher and Leader Practice. Turnaround Principles 1,2 3

Priority 1: Students will improve listening, vocabulary, and comprehension skills.

1. **Qualls**

In 2012, 85 students were tested on the Qualls (QELI) Exam. 32/85 were developed in General Knowledge. 26/85 students were developed in oral communications. 63/85 students were developing in oral communications and 58/85 students were Developing in Math Concepts. 25/85 students were Not Developed in Work habits and 23/85 were Not Developed in attention behavior. In 2011, The Qualls data shows that 67 students were tested. 57 atudents scored 85% on the developing and developed classifications on the General Knowlegse. 60 students scored 89% on the oral communication. 57 students scored 85% on the Written Language. 53 students scored 63% on the Math Concepts. 53 students scored 79% on Work Habits. 52 students scored 84% on Attentive Behavior.

2. In 2013 the Kindergarten students were not assessed for the ITBS Basic Skills Test. In 2012 the Kindergarten students were not assessed for the ITBS Basic Skills Test. In 2011 67 Kindergarten students were administered the Iowa Test of Basic Skills. 48.5% in reading and 79.1% in lang. of the combined population. 51.7% in reading and 77% in lang. of the African American subgroup. 41.2% in reading and 76.9% in lang. of the Economically Disadvantaged subgroup.

Supporting Data:

3. **Iowa Test First Grade**

In 2012 67 First grade students were administered the IOWA Test of Basic Skills. 26.2% prof./adv. in reading and 30.8% prof/adv. in lang. of the combined population. 29.1% prof./adv. in reading and 32.7% in lang. of the African American Subgroup. 27.4% prof./adv. in reading and 32.3% in lang. of the Economically Disadvantage Subgroup. In 2011 63 First grade students were administered the Iowa Test of Basic skills. 36.5% prof./adv.in reading and 27% in lang. of the combined population. 38.6% in reading and 29.8% in Lang of the African american subgroup. 33.9% in reading and 25.4% in lang. for the Economically Disadvantaged subgroup. In 2010, the SAT-10 was administered to the 1st grade students. 32% of the students scored proficient/advanced.

4. **Iowa Test Second Grade**

In 2012 59 Second grade students were administered the Iowa Test of Basic Skilss Exam. 41.2% prof./adv. in reading and 5.1% in lang. of the Combined population. 40.9% in reading and 1.9% in lang. of the African American Subgroup. 40.0% in reading and 3.4% in lang. of the Economically Disadvantage Subgroup. In 2011 78 second grade students were administered the Iowa Test of Basic Skills Exam. 26.3% in reading and 9.1% in lang. of the combined population. 27.7% in reading

and 10.6% in lang. for the African American subgroup. 23.2% in reading and 8.6% in lang. for the Economically Disadvantage subgroup.

5. **Attendance Rate**

Whitten Elementary has an attendance rate of 93.62%

6.

Building Needs Assessments

Needs assessment were conducted September 2013 by the Whitten Elementary Leadership Team. Needs Assessments were conducted September of 2012 by the Whitten Elementary Leadership Team in partnership with External support Learning Forward, ADE, GREC Cooperative.

Findings included the building needed consistency in:

1. Instructional practices
2. Lesson Planning
3. Professional Development aligned to need
4. Effective use and utilization of resources at the teachers level
5. Common language across the grade levels
6. Common Schedules

7. **Classroom Walk Through and Look For focus areas**

CWT data will be posted beginning in year 2013-2014.

8. **DRA focus areas**

DRA data will be posted beginning in year 2013-2014.

9. **DIBELS focus areas**

DIBELS data will be posted beginning in year 2013-2014.

Goal

Based on a three year data trend of the ITBS and Qualls Early Learning, Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve listening and vocabulary; and Second grade students will improve vocabulary and comprehension.

Benchmark

In 2013 79 Kindergarten students were administered the Qualls Early Learning Inventory Test (QELI) which shows a percent of students in developmental classifications. Not Developed Work Habits-18% General Knowledge-9% Oral Communications-3% Written Language-4% Math Concepts-3% Attentive Behavior-11% Developing General Knowledge-47% Oral Communication-82% Written Language-56% Work Habits-49% Math Concepts-52% Developed General Knowledge-43% Written Language-39% Math Concepts-52% Work Habits-49% Attentive Behavior-58% General Knowledge-Students possess facts, general information, and

	<p>facts like children of this age typically know. Oral Communication-Students communicate ideas and describe what has been seen or heard. Written Language-Student recognize and write letters or simple words. Math concepts-Students understand and use beginning mathematical ideas and processes. Work Habits-Students are independent in completing task. Attentive Behavior-Students focus on instructions or directions and exercise patience in listening and taking action.</p>
Benchmark	<p>A three year data trend on the ITBS showed that Kindergarten weakness over all was listening and vocabulary. Currently, Whitten is in the Priority Improvement. Kindergarten students were not given the ITBS Test for 2013. Kindergarten students were not given the ITBS Test for 2012. AYP for 2011 is 78% for Literacy which was not met.</p>
Benchmark	<p>A three year average on the ITBS for First grade showed an overall weakness in listening and vocabulary. It shows an overall weakness in reading comprehension. In 2013 the first grade students were administered the ITBS. 41% in reading and 50% in language scored prof/adv. of the combined population. 39% in reading and 51% in language of the African American Population scored prof/adv. In 2012 the First grade students were administered the ITBS. 26.2% in reading and 30.8% in lang. scored prof/adv of the combined population. 29.1% in reading and 32.7% in lang. of the African American Population scored prof/adv. 27.4% in reading and 32.3% in lang. scored prof/adv of the Economically Disadvantaged. AYP for 2011 was 78% for Literacy which was not met.</p>
Benchmark	<p>A three year average on the ITBS for Second grade showed an overall weakness in vocabulary and comprehension. It shows an overall weakness in reading comprehension. In 2012 41.2% in reading and 5.1% in lang. scored prof/adv. of the combined population. 40.9% in reading and 1.9% scored prof/adv in the African American population. 40.0% in reading and 3.4% scored prof/adv of the Economically Disadvantage population. AYP 2011 was 78% in Literacy which was not met.</p>

Intervention: Whitten Elementary will deliver a comprehension program focused on quality instruction in reading, writing, and word study.

Scientific Based Research: Dorn, L.J. & Soffos, C. (2005). Teaching For Deep Comprehension A Reading Workshop Approach. Portland, Maine: Stenhouse Publishers. Increasing reading comprehension of elementary students through fluency-based interventions. Retrieved August 14,2008 from EBSCOhost Web site:<http://web.ebscohost.com> Checking For Understanding, Fisher, Douglas, and Frey, Nancy; ASCD, 2007. Ekwall Shanker Reading Inventory (4th Edition)Shanker, James, and Ekwall, Eldon; Pearson -- Allyn and Bacon, 2009 . PI site: www.pta.org. (1998). The condition of education. National Center for Education Statistics. _ PI site:www.pta.org. (1998). Parent involvement in school related activities. *Pate, P.E., & Andrews, P.G.(2006). Research summary: Parent Involvement. Retrieved Oct, 2006 from <http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274.default.aspx> * Carol Rothenberg and Douglas Fisher, (2007) Teaching English Language Learners A Differentiated Approach,Pearson/ Merrill Prentice Hall; Douglas Fisher and Nancy Frey,(2008) Better Learning Through Structured Teaching A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA USA. Catalog of School Reform Models, Carbo, Marie, U.S. Department of Education,

(2006) Building Background Knowledge for Academic Achievement, Marzano, Robert, ASCD, (2005) Visualizing and Verbalizing, Bell, Nanci, Gander Publishing (2007) Seeing Stars-

Actions	Person Responsible	Timeline	Resources	Source of Funds
8.The District will hire 4 HQT paraprofessionals to provide POINT-IN-TIME REMEDIATION. These paraprofessionals will carry out lessons, class assignments and instructional activities under the direct supervision of a certified teacher. They will work with small groups as well as individual students to reinforce skills, conduct fluency checks, assist with intervention groups, develop and construct educational games, and participate in inservice training to improve academic achievement. (Annie Brown-Salary-16792.00-Fringe Benefits-\$5350.00-FTE:1.00, Bettye Gordon-Salary-\$16,570-Fringe Benefits-\$5302.00-FTE:1.00, Gladys Sloan-Salary-\$16,570-Fringe Benefits-\$5302.00-FTE:1.00, Loretta Gray-Salary \$13155.00-Fringe Benefits-\$4563.00 Documentation: contracts on file at Central Office. Action Type: Equity	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	Title I - Employee Salaries: \$29725.00 Title I - Employee Benefits: \$9866.40 NSLA (State-281) - Employee Benefits: \$10652.00 NSLA (State-281) - Employee Salaries: \$33362.00 <hr/> ACTION BUDGET: \$83605.4
35. All first and second grade students will take the Learning Institute (TLI) test every six weeks. This test was created by the staff at TLI on the Arkansas Frameworks and formatted according to the state mandated NRT. First and second grade teachers will interpret the data to determine professional needs.	Instructional Facilitators-Linda Morgan and Bernice Hill, K-2 Teachers	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$

Teachers will adjust learning for individual students to either remediate or move on. Documentation: Copy of tests, test scores Action Type: Alignment Action Type: Program Evaluation				
25. Teachers in grades 1-2 will develop Academic Improvement Plans(AIP)for identified students in grades 1-2 who scored basic in literacy. Plans will be monitored on a regular schedule by Leadership. All plans will continue to be implemented until students reach goals. Facilitators will assist in the development, implementation and monitoring of the AIPs. (NEEDS ASSESSMENT). Documentation: completed forms Action Type: AIP/IRI Action Type: Equity Action Type: Special Education	Instructional Facilitators- Bernice Hill and Linda Morgan, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	ACTION BUDGET: \$
18. The principal and instructional facilitators will do Classroom Walk Throughs of all teachers weekly to ensure alignment of instruction by utilizing the Ipod Touch or I Pad. Documentation: data collected from Ipod Touch or I Pad. Action Type: Alignment Action Type: Program Evaluation	Brenda Poole, Principal and Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
12. The District will employ one Instructional Facilitator to provide job embedded professional development to all instructional staff. The Facilitator will also serve as a	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	Title I - Materials & \$2500.00 Supplies: Title I - \$56879.00

mentor to all teachers, helping to develop their knowledge and skills for the purposes of increasing student achievement via the development, implementation and the maintaining of highly qualified instruction. Materials and supplies will be purchased as needed (toner, professional text, computer software, etc.) (Bernice Hill)-FTE: 1.00 Documentation: contracts on file at Central Office. Action Type: Collaboration Action Type: Professional Development				Employee Salaries: Title I - Employee \$14010.00 Benefits: ACTION BUDGET: \$73389
11. One second grade teacher will be trained in year-2 Effective Literacy. Training sessions are during the summer and throughout the year. Documentation: training certificates Action Type: Professional Development	GREC Literacy Specialist and Facilitator-Bernice Hill	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff	ACTION BUDGET: \$
10.Two first grade teachers and one Kindergarten teacher will continue ELLA year-1 training during the summer and follow-up training throughout the year. Documentation: training certificates Action Type: Professional Development	Brenda Poole-Principal and Vicki Smith, Instructional Facilitator-GREC	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff	ACTION BUDGET: \$
3. All Whitten Elementary Staff will refer to Enhancing Professional Practice-A Framework For Teaching by Charlotte Danielson. This book will seek to define what teachers should know and be able to do in the exercise of their profession. In this	Linda Morgan and Bernice Hill-Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Teachers	ACTION BUDGET: \$

framework there are 4 domains of teaching responsibility: Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction Domain 4: Professional Responsibilities Each participant will receive a book. Documentation: agendas, sign-in sheets, hand-outs Action Type: Professional Development				
31. Atrium licensing will be continued as the library automation system. Documentation: contract, purchase order Action Type: Technology Inclusion	Herberta Hartness-Media Specialist	Start: 07/01/2013 End: 06/30/2014	○ School Library	ACTION BUDGET: \$
13. The ACSIP team committee will meet monthly to review and update plan. Documentation: Sign-Sheet sheets.	Willie Murdock-Superintendent, Instructional Facilitators, Federal Programs Coordinator, Curriculum Coordinator, and Pri	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff	ACTION BUDGET: \$
18. The Instructional Facilitators will attend professional development sessions offered by the state or local co-op. Documentation: certificate of attendance, agendas Action Type: Collaboration Action Type: Professional Development	Bernice Hill-Instructional Facilitator, Linda Morgan-Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ Outside Consultants	ACTION BUDGET: \$
32. The principal, and instructional facilitators will provide opportunities for teachers to observe a variety of teaching methods for various	Brenda Poole-Principal, Linda Morgan, Bernice Hill-Instructional	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

subjects from colleagues. Documentation: report on what teacher learned. Action Type: Collaboration Action Type: Professional Development	Facilitators, and Teachers			
17. Whitten will offer an intervention computer lab for students in grades K-2. LCSD will hire a lab attendant to oversee the operation of the lab (Elsie Akins=Salary \$27214.00 FRINGE BENEFIT= 7606.34 FTE 1.00). Documentation: contract on file at central office Action Type: Technology Inclusion	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Computers Teachers 	Title I - Employee \$27214.00 Salaries: Title I - Employee \$7606.34 Benefits: <hr/> ACTION BUDGET: \$34820.34
23. Students name will be featured on the ITBS Wall of Fame for students who scored proficient or advanced on the Exam. Students name will be featured also on the 25 Book Campaign Wall of Fame through out the year. Speakers/Authors will be brought in to talk to the students about the importance of reading. The students will have activities/field lessons throughout the year. Action Type: Collaboration Action Type: Parental Engagement	Brenda Poole-Principal and Instructional Facilitators-Linda Morgan and Bernice Hill	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
33.6.11.1.10 The district has complied with the mandatory 20% reduction of actual amount of prior year national school lunch state categorical funds used to supplement teacher salaies above the minimum teacher salary schedule until the	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$

district has no more than 20% of the total of current year national school lunch state categorical funds used as a supplement to teacher salaries above the minimum teacher salary schedule.				
35. Whitten Elementary will purchase books, materials, and supplies needed for teachers to use in their classroom to differentiate for the different needs of the students.	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$5000.00 Supplies: ACTION BUDGET: \$5000
38. To provide RTI Program to students professional text and anchor books will be purchased to build the foundation of materials need to service students.	Bernice Hill-Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ Teaching Aids	ACTION BUDGET: \$
The ACSIP team committee of Whitten Elementary will conduct quarterly peer reviews of the ACSIP plans. All faculty and staff will serve on the ACSIP committee. Documentation: sign-in sheets.	Principal, Faculty & Staff	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
30. Whitten will provide PROFESSIONAL DEVELOPMENT funds for in-service, travel, materials and supplies, purchase services, fees, and payments toward substitute teachers necessary to meet the state challenging academic requirements for students and staff to become highly qualified. Whitten will provide training, stipend, travel, and supplies for teachers and staff not highly qualified to become highly qualified. Training will be provided	Willie Murdock-Superintendent, Brenda Poole-Principal, Facilitator, GREC Specialist, ADE, External Provider, an	Start: 07/01/2013 End: 06/30/2014	○ Central Office ○ District Staff ○ Outside Consultants ○ Teachers	Title I - Purchased \$75000.00 Services: ACTION BUDGET: \$75000

by: Jessica Kaminski-Math-in-Focus (Singapore) GREC-CGI Training mCLASS: Electronic DIBELS Training Specific professional development will be based on needs assessment, ADE, and external provider recommendation. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide				
32. To support instruction in the classroom field lessons will be scheduled for grades K-2 to provide real-world application of lessons taught in the classroom. Function:2210	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Purchased Services: \$5000.00 <hr/> ACTION BUDGET: \$5000
As outline by ADE Specialist, Whitten Elementary will purchase leveled books to update the bookroom.	Brenda Poole-Principal and Bernice Hill-Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Whitten Elementary will inventory current library collection and purchase supplemental material to enhance the newly developed curriculum that is aligned to the new state standards.	Brenda Poole-Principal and Media Specialist	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> School Library Teachers 	ACTION BUDGET: \$
Whitten Elementary Teachers will implement the district curriculum for reading, writing, speaking, listening and language arts which includes research-based strategies, aligned resources and developmentally appropriate materials. Student and	Brenda Poole, Principal; Facilitators	Start: 07/01/2013 End: 06/30/2013		Title I - Materials & Supplies: \$71641.41 <hr/> ACTION BUDGET: \$71641.41

teacher materials and resources will be purchased to support implementation. Funds to purchase including but not limited to leveled text, trade books, phonics materials, teaching resources for implementing the curriculum, center activities, etc.				
An Interventionist (Shelia Reeder) will be hired to provide targeted literacy and mathematics instruction for students scoring basic and below basic. Action Type: Title I Schoolwide	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> District Staff 	NSLA (State-281) - \$11334.00 Employee Benefits: NSLA (State-281) - \$44430.00 Employee Salaries: <hr/> ACTION BUDGET: \$55764
Title I Funds will be used to pay annual payments on the lease of technology copiers, binders, printers, which are networked to each classroom to assist teachers with instruction. Action Type: Technology Inclusion	Brenda Poole, Principal; Willie Marshall, Technology Coordinators	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title I - Purchased Services: \$25000.00 <hr/> ACTION BUDGET: \$25000
Teachers will implement Phonetic Connections, as part of the district curriculum, to deliver quality instruction in word study, phonics, phonemic awareness, and vocabulary. Action Type: Title I Schoolwide	Brenda Poole, Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2013	<ul style="list-style-type: none"> District Staff Teachers 	Title VI State - Materials & Supplies: \$10000.00 Title I - Materials & Supplies: \$5000.00 <hr/> ACTION \$15000

				BUDGET:
Kindergarten students delayed in oral communication and written language based on Qualls, first grade students exhibiting substantial deficiency in reading based on state assessments or through teacher observation and second grade students who scored below basic on their previous year's summative ITBS assessment will participate in an Intensive Reading Intervention (IRI). These students will be progressed monitored using DIBELS until the student reaches proficiency, and monthly thereafter. Facilitators will assist teachers in monitoring the IRIs. Parents of students participating in an IRI will be notified in writing that his/her child is performing below grade level standards in literacy. Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide	Brenda Poole, Principal; Facilitators, Teacher	Start: 07/01/2013 End: 06/30/2013	○ Teachers	ACTION BUDGET: \$
Students targeted as needing academic services based on test scores and classroom performance, will receive academic instruction in the areas of math and literacy through participation in a Summer School/Camp Program. Staff will include: 1 Cafeteria manager--\$15 per hour 1 Cook --\$11 per hour 1 site coordinator--\$50.00 per hour 6 Teachers--\$45 per hour 4	Willie Murdock, Superintendent	Start: 07/10/2013 End: 06/30/2013		Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$42459.00 Title I - Employee Benefits: \$11888.00

Paraprofessional--\$25.00 per hour. Total hours per day--5 hours for 19 days Documentation: Student Rosters with ITBS, TLI, and Classroom Assessment Function: (1592) Action Type: Title I Schoolwide				ACTION BUDGET: \$55847
Professional Development will be provided such as, High Yield Strategies, Classroom Management, and other related instructional areas as determined by our Needs Assessment. Action Type: Professional Development Action Type: Program Evaluation	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants ○ Teachers 	Title II-A - Purchased Services: \$47935.98 <hr/> ACTION BUDGET: \$47935.98
The district will hire an external provider, (Learning Forward) to assist the principal with turn around principals, increase student achievement. Learning Forward will: Establish school and district level leadership teams to build capacity of school and district. Work with Arkansas Department of Education (ADE) School Improvement Specialist (SIS) and ADE School Support Team (SST) to determine the effectiveness of school leadership. Develop and maintain promising leadership. Work with school leadership, ADE, SIS, ADE SST and Learning Forward Center for results to develop a three year PIP as a component of the Arkansas Consolidated School Improvement Plan (ACSIP.) Assist Whitten Elem.	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Outside Consultants 	Title I - Purchased Services: \$82981.00 <hr/> ACTION BUDGET: \$82981

School in meeting Interim Measurable Objectives (IMOs) as set forth in the PIP. Use a systematic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the External Provider completes its partnership with the district. Be present and working with staff on a weekly basis. Report weekly progress to ADE oversight team through ADE, SIS and to the district superintendent. Consultants: Dr. Raymond Simon- 12 days Janinne Riggs- 44 days Estelle Matthis- 44 days Cheryl Krehbiel- 43 days Function 2210 Action Type: Professional Development				
All K-2 grade students will be administered the Diagnostic Reading Assessment (DRA) to show growth in reading and comprehension levels. the DRA will be given at the end of the year, to monitor students progress. Documentation: Student scores. Documentation: DRA scores	Brenda Poole, Principal, Bernice Hill, Instructional Facilitator, Linda Morgan, Instructional Facilitator, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All K-2 students will be administered the Developmental Indicators of Basic Early Learning Skills (DIBELS) assessment and placed in intervention groups if necessary. Progress monitoring will be administered to all students as needed. mCLASS:DIBELS Next software will be purchased to integrate with Wireless Generations's	Brenda Poole, Principal; Bernice Hill, Linda Morgan, Instructional Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

systems of solutions that helps drive effective use of DIBELS data in instructional practices by helping teachers diagnose student's ability to comprehend challenging text and to manage the respond to intervention and provide targeted interventions for students most in need. Translate class and student level reports into individulized instruction for each student. Burst assessment and resources will be purchased to serve as the targeted intervention program. Documentation: Increased DIBELS scores Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
Total Budget:				\$630984.13

Intervention: 2. Pre-school

Scientific Based Research: Preschool Education and Its Lasting Effects: Research and Policy Implications. W. Steven Barnett,Ph.D National Institute for Early Education Research Rutgers, The State University of New Jersey September 2008

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. All pre-school staff will be trained about a well equipped classroom for pre-k students to learn through supervised and organized play. Research based curriculum, materials, and supplies will provide a print rich environment to improve student achievement. Documentation: certificate of attendance. Action Type: Professional Development	Lillie Sexton, Pre-School Coordinator and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Computers ○ Outside Consultants ○ Teachers ○ Teaching Aids 	ACTION BUDGET: \$
2. Whitten Pre-School students will have a seamless TRANSITION from PRE-SCHOOL to	Lillie Sexton, Pre-School	Start: 07/01/2013	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION \$

KINDERGARTEN by visiting the kindergarten classrooms and having the counselor and nurse from the kindergarten building meet with pre-school parents to give out information about requirements for kindergarten entry. Documentation: pictures of tour, sign-in sheets, agenda. Action Type: Parental Engagement	Coordinator	End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	BUDGET:
3. All pre-school teachers will be trained in work sampling assessment. Documentation: certificate of attendance. Action Type: Professional Development Action Type: Program Evaluation	Lillie Sexton, Pre-School Coordinator, teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	ACTION BUDGET: \$
4. The Pre School Coordinator will attend a one day training in handling the ABC budget. Documentation: certificate of attendance. Action Type: Professional Development	Lillie Sexton-Pre-School, Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	ACTION BUDGET: \$
5. Whitten Pre-school Head Teacher and secretary will be trained on Child Outcome Planning and Assessment (COPA). Documentation: certificate of attendance. Action Type: Professional Development Action Type: Program Evaluation	Lillie Sexton-PreSchool Coordinator, teachers, secretary	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	ACTION BUDGET: \$
6. The Pre-School Coordinator will attend an ABC coordinator's training. Documentation: certificate of attendance. Action Type: Professional Development	Lillie Sexton, Pre-School Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff 	ACTION BUDGET: \$
8. All preschool teachers and aides will be trained in the stages of play, the development of play, and promoting play as a vehicle for learning/teaching essential preschool skills. Documentation: certificate of attendance or sign-in sheet and agenda. Action Type: Professional Development	Lillie Sexton-PreSchool Coordinator, teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$
7. The Preschool Coordinator will send parent information kits to parents that includes	Lillie Sexton-PreSchool	Start: 07/01/2013	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$

phone numbers, student handbooks, web page address, tips for parenting, and PARENT COMPACTS. Documentation: information kit. Action Type: Parental Engagement	Coordinator, Teachers	End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	BUDGET:
10. All Whitten Pre-school teachers will be trained on mentoring techniques to more effectively meet the needs of the students and to improve student achievement. Documentation: logged meeting Action Type: Professional Development	Lillie Sexton-PreSchool Coordinator, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	ACTION BUDGET: \$
11. The District will provide mentors and Pathwise Mentoring for all novice teachers for knowledge and experience in working with pre-school students. Documentation: logged meetings. Action Type: Professional Development	Jeanie Helms-Federal Programs, Lillie Sexton-Preschool Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$
12. Pre-K will implement a development appropriate program, aligned to the district curriculum so that students are prepared to enter Kindergarten. Action Type: Program Evaluation	Lillie Sexton-Early Childhood Coordinator and Michelle Branch-Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
13. Pre-K and Kindergarten teachers will meet quarterly to discuss student transitioning strengths and weaknesses. Action Type: Program Evaluation	Lillie Sexton-Early Childhood Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Intervention 5: Parental Involvement

Scientific Based Research: Kimmons, Willie, J. Dr., 2005. A Parenting Guidebook. Indiana: Authorhouse.
<http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274.default.aspx> * Carol Rothenberg and Douglas Fisher, (2007) Teaching English Language Learners A Differentiated Approach, Pearson/ Merrill Prentice Hall; Douglas Fisher and Nancy Frey, (2008) Better Learning Through Structured Teaching A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA USA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
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6. The Parent Facilitator will prepare and distribute PARENT INFORMATION PACKET to parents that includes phone numbers, student handbooks, web page addresses, tips for parents, and PARENT COMPACTS during Open House. Hold an annual Public Meeting and an annual TITLE 1 MEETING. Documentation: information packets. Action Type: Parental Engagement	Brenda Poole-Principal, Kinsey Williams-Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	ACTION BUDGET: \$
5. Whitten principal will provide an Annual Public Meeting, giving a report on the state of the school and an overview of what students will be learning; how students will be assessed; what PARENTS should expect for their child's education; and how PARENTS can assist and make a difference. Documentation: sign-in sheets and agenda. Action Type: Collaboration Action Type: Parental Engagement	Brenda Poole-Principal, Kinsey Williams-Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff ○ Teachers 	ACTION BUDGET: \$
15. The parent facilitator will purchase resource books on effective PARENTING for the parent resource shelf housed in the library and Parent Center. The Volunteer Resource book will be housed in the Parent Center. Documentation: purchase orders and copy of volunteer resource book. Function: 1591 Action Type: Parental Engagement	Brenda Poole-Principal, Kinsey Williams-Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
8. The District will employ a PARENT Facilitator. Documentation: contract on file at Central Office. Action Type: Parental Engagement	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
9. The District will provide a Parent	Brenda Poole-	Start:	<ul style="list-style-type: none"> ○ Administrative 	ACTION BUDGET: \$

Center on Whitten's Campus with PARENTING resources available for checkout. Documentation: the actual room. Resources include: Classroom Libraries instructional materials for parent check out informational brochures make and take materials for parents to assist students. Action Type: Parental Engagement	Principal, Kinsey Williams- Parent Facilitator	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff District Staff 	
16. Concerned PARENTS need to contact the child's teacher for a conference about any concerns. If the parent is not satisfied after this conference, the parent may schedule a conference with the principal to voice his/her concerns. If the parent is not satisfied with this conference, he/she may contact the administrative assistant and/or the superintendent at Central Office to discuss the concerns. This procedure can be found in the student handbook. Documentation: copy of receipt letter sent with handbooks. Action Type: Parental Engagement	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
7. Whitten Parent Facilitator will conduct PARENT INVOLVEMENT MEETINGS TO promote responsible parenting. Documentation: sign-in sheets. Action Type: Collaboration Action Type: Parental Engagement	Brenda Poole-Principal, Kinsey Williams-Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
18.The District will conduct two PARENT/teacher conferences, one per semester for keeping communication open between parents and school. <u>There will be an article in the paper at</u>	Brenda Poole-Principal, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

the end of the school year honoring parents who attend both parent/teacher conferences scheduled by the school. Documentation: sign-in sheets and news paper article. Action Type: Collaboration Action Type: Parental Engagement				
2. The counselor will prepare 4 Awards Day programs. These programs will be at the end of each 9 weeks. All students will receive recognition with at least one certification of achievement. This is supplemental to those required by Act 307. Documentation: notice home, sign-in sheets, program, and purchase order for materials (commercially made certificates of achievement) Function: 1591 Action Type: Parental Engagement	Kinsey Williams-Counselor, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
1. Whitten Elementary School will provide the funds associated with travel for selected staff and/or parents to attend professional development activities that enhances the knowledge and ability to increase parental engagement. All K-2 Faculty and staff will receive training on requirements of parent involvement plan.) Action Type: Parental Engagement Action Type: Professional Development	Brenda Poole - Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Outside Consultants 	<hr/> ACTION BUDGET: \$
13. Parent Facilitator will organize a PTA/PTO to foster parental and community involvement within the school and involve them in decisions affecting the children. Whitten will purchase materials and supplies necessary to update Parent Center and	Kinsey Williams-ParentFacilitator, Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$5500.00 <hr/> ACTION BUDGET: \$5500

provide communication to parents. Documentation: Parent Communication such as: Alert Now, Edline, Newspaper, Radio, Letter mailed out, Email and all other media resources, sign-in sheet, and agenda. Whitten Elementary school will serve "light refreshments" at parent events as a way of encouraging parents of Title 1 students to participate in school activities. Function: 1591 Action Type: Collaboration Action Type: Parental Engagement				
3. Students will have less office referrals and increase academic success in the classroom and on District tests, as well as, state mandated NRT due to increased parental involvement. Documentation: office referrals, student grades, and improved test scores. Action Type: Parental Engagement Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
11. Teachers will send home progress reports or report cards with students every 5 weeks. Action Type: Parental Engagement	Brenda Poole-Principal, teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
4. Whitten will send letters to all parents informing them of the current school improvement status. Documentation: copy of letter	Brenda Poole-Principal and Jeanie Helms-District Compliance Officer	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
19. Whitten staff will provide a Family Literacy Night for grades K-2 to help parents with their child at home. Literacy night will provide instruction to a parent on how to incorporate developmentally appropriate learning	Brenda poole-Principal, Bernice Hill and Linda Morgan-Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	Title I - Materials & Supplies: \$1500.00 ACTION \$1500

activities in the home environment. This is supplemental to those required by Act 307. Documentation: Parent Communication Contact, sign-in sheet, purchase orders for materials (books, bags, manipulatives, etc.) Function:2170 Action Type: Collaboration Action Type: Parental Engagement				BUDGET:
Total Budget:				\$10000
Intervention: 6. Whitten Elementary will provide an After School program for students performing below grade level.				
Scientific Based Research: National Center for Education Evaluation and Regional Assistance 2004. When Schools Stay Open Late: The National Evaluation Of The 21st Century Community Learning Centers Program New Findings Executive Summary. (Online), Retrieved August 31, 2007, from http://ies.ed.gov/ncee/pubs/clc2004_execsumm.asp				
Actions	Person Responsible	Timeline	Resources	Source of Funds

6. The District will hire certified teachers, a site coordinator, paraprofessionals, cafeteria manager and worker, and bus drivers to staff and operate the After School Program for a total of 39 days... Documentation: contracts on file in Central Office. Rate of pay: Site Coordinator-\$50.00 an hour Teachers: \$45.00 an hour Paraprofessionals: \$25.00 an hour Cafeteria Manager: \$15.00 an hour Cafeteria Worker: \$11.00 an hour 5 days field lessons	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	NSLA (State-281) - Purchased \$5000.00 Services: NSLA (State-281) - Materials \$1000.00 & Supplies: NSLA (State-281) - Employee \$12093.00 Benefits: NSLA (State-281) - Employee \$43187.00 Salaries: ACTION BUDGET: \$61280
2. The District will provide an orientation for the site coordinator and teachers prior to implementation of the After School Program. Documentation: sign-in sheets and agenda. Action Type: Professional Development	Michelle Branch-Curriculum Coordinator and brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
7. The District will provide instructional materials needed for the After School Program. Documentation: purchase orders. Function: 2210	Brenda Poole-Principal, Jeanie Helms- Federal Programs	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$600.00 Supplies: ACTION BUDGET: \$600
3. The District will provide a snack for students attending the After School Program.	Nellie Freeman-Food Service Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

4. Students selected to attend the After School Program will improve on local and state mandated tests. This will be done by comparing last year's test scores to this year's test scores. (NRT, chapter test, DIBELS, etc.). Documentation: test scores. Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	ACTION BUDGET: \$
5. The District will provide transportation for students attending the After School Program.	Titus Howell-Transportation Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$61880

Priority 2: Students will improve problem solving skills.

106. This three year DATA TREND shows that incoming Kindergarten students are weak in math concepts. In 2010, 67 students were tested on the Qualls Early Learning Inventory. 64% scored in the Developing/developed in Math Concepts.
107. In 2013 the Kindergarten students were not administered the Iowa Test of Basic Skills. In 2012 the Kindergarten students were not administered the Iowa Test of Basic Skills. In 2011 the Iowa Test of Basic Skills was administered to 67 Kindergarten students. 25.4% were prof./adv. in math in the Combined Population. 24.6% in math in the African American subgroup. 21.2% in math in the Economically Disadvantaged subgroup.
108. In 2013 First grade students were administered the IOWA Test of Basic Skills Exam. In math 63% were adv./prof. in the combined population. In 2012 67 First grade students were administered the Iowa Test of Basic Skills Exam. 24.2% were prof./adv. in math in the Combined Population. 28.6% were prof./adv. in the African American Population. 25.4% were prof./adv. in math in the Economically Disadvantaged. In 2011 63 first grade students were administered the Iowa Test of Basic Skills. 27% in math were prof./adv. of the Combined Population. 29.8% were prof./adv. in math of the African American population subgroup. 28.8% were prof./adv. in math of the Economically Disadvantaged subgroup.
109. In 2013 the second grade students were administered the Iowa Test of Basic Skills Exam. In math 23% were prof/adv. in the combined population. No data was available to one of the 2nd grade classes. In 2012 the second grade students were administered the Iowa Test of Basic Skills Exam. 16.9% were prof./adv. in the Combined Population. 23.1% were prof./adv. in the African American Population. 15.5% were prof./adv. in the Economically Disadvantaged Population. In 2011 78 second grade students were administered the Iowa Test of Basic Skills. 20.5% were prof./adv. in math of the Combined population. 16.4% were prof./adv. in the African American subgroup. 18.3% were

prof./adv. in the Economically Disadvantaged subgroup.
110. Whitten Elementary's attendance rate is 93.62%

Goal	Kindergarten will improve general knowledge, written language, vocabulary, and listening; based on a three year data trend of the ITBS, First grade students will improve concepts and problem solving; and Second grade students will improve concepts and problem solving.
Benchmark	A three year average of the kindergarten Qualls shows that only 25% of the combined population scored developed.
Benchmark	The 2012 ITBS showed an overall weakness in number sense & operations and mathematical connections. In 2012 67 First Grade students were administered the ITBS Math Exam. 24.2% were prof/adv in the Combined Population. 26.8% were prof/adv in the African American Population. 25.4% were prof/adv in the Economically Disadvantaged Population. In 2012 59 Second grade students were administered the ITBS Exam. 16.9% were prof/adv in the combined Population. 15.4% were prof/adv in the African American Population. 15.5% were prof/adv in the Economically Disadvantaged population.
Benchmark	A three year average on the ITBS for Second grade showed an overall weakness in concepts and problems. The 2012 ITBS showed an overall weakness in number sense & operations and mathematical connections.

Intervention: 1. Math in Focus: Singapore Math

Scientific Based Research: National Council of Teachers of Mathematics. (2006). Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence. Reston, Virginia: NCTM.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. K-2 teachers will continue to use the Math in Focus:Singapore Math. Action Type: Alignment Action Type: Collaboration	Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	ACTION BUDGET: \$
3. The New Teachers will be given an overview of Math in Focus(Singapore) by Singapore Consultant Jessica Kaminski. Grades K-2 new teachers will receive training on how to implement Math in Focus by observing a demo lesson, plan lessons, Calendar Math, and use the software that is offered by Singapore(Think Central) Action Type: Professional Development	Brenda Poole-Principal, Instructional Facilitator, and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$

4. The ACSIP team committee will conduct a quarterly peer review of the the ACSIP plans. All Administrative Staff and Facilitators in the district will attend.	Administrative staff and Facilitators	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff	ACTION BUDGET: \$
5. K-2 teachers and special education teachers will receive professional development on how to effectively plan a Math in Focus:Singapore lesson and how to execute the lesson effectively to all students including special education. Documentation: agenda, sign-in sheet, CWT Action Type: Professional Development Action Type: Special Education	Brenda Poole-Principal, Linda Morgan-Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ District Staff ○ Teachers	ACTION BUDGET: \$
1. 1st-2nd grade students will take unit test as well as module test from The Learning Institute of Hot Springs so teachers can gain insight on students learning. Action Type: Program Evaluation	Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ District Staff ○ Teachers	ACTION BUDGET: \$
6. Whitten Elementary will purchase 2 Elmos-document camera for Kindergarten teachers to use for TLI data, and other uses to enhance classroom instruction and provide data to help drive teaching. Action Type: Technology Inclusion	Brenda Poole-Principal and teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Whitten Elementary will purchase 8 replacement bulbs and 8 smart board projector for the smart boards to provide documentation of the programs that are spotlighted. Function 1591 Action Type: Technology Inclusion	Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	○ Central Office	Title I - Materials & Supplies: \$8000.00 ACTION BUDGET: \$8000
Total Budget:				\$8000
Intervention: 6. Whitten Elementary will deliver a comprehensive mathematics program focused on the District Mathematics				

Curriculum including Operations and Algebraic Thinking, Numbers and Operation Base Ten, Geometry, Measurement and Data.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. The District will employ one Instructional Facilitator to provide job embedded professional development to all instructional staff. (Linda Morgan)- Salary-\$53,964-Fringe Benefits \$13,379.00-FTE:1.00 The facilitator will also serve as a mentor to all teachers, helping to develop their knowledge and skills for the purpose of increasing student achievement and create and maintain highly qualified instruction. Purchase manipulatives, materials, ink cartridges, games, jeopardy math games software, Math Big books, and supplies to enhance the lesson.	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff 	Title I - Materials & Supplies: \$2500.00 NSLA (State-281) - Employee Benefits: \$13379.00 NSLA (State-281) - Employee Salaries: \$53964.00 ACTION BUDGET: \$69843
3. The Math /Literacy Instructional Facilitators and teachers will attend Math and Reading Conferences and trainings that are offered to continue to improve instruction. The Instructional Facilitators will attend professional development sessions offered by the state or local co-ops in mathematics/science/reading. Code: 2213 Documentation: certificates of attendance. Action Type: Professional Development	Jeanie Helms-Federal Programs Coordinator, Instructional Facilitator, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title II-A - Purchased Services: \$16975.78 ACTION BUDGET: \$16975.78
2. K-2 students who score basic or below basic on the state mandated	Instructional Facilitator and	Start: 07/01/2013	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$

NRT/CRT must have an Academic Improvement Plan (AIP/IRI). K-2 teachers will access this information from the NORMES website and complete the appropriate plan for individual students. During this process the teachers will analyze NRT data on individual students to meet their needs. These plans will be updated every nine weeks. (NEEDS ASSESSMENT. Documentation: completed forms Action Type: AIP/IRI	teachers	End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	
4. The Instructional Facilitator and teachers will use TLI to create quizzes through the quiz builder assessment tool and to do informative evaluations on students using the TLI module test. TLI module test are given 4-6 times throughout the school year. This will prepare students for their summative evaluation in the spring with the Benchmark Exam and Iowa Test. Action Type: Program Evaluation Action Type: Special Education	Instructional Facilitator and teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
6. Teachers will implement the curriculum for mathematics using programs which include research based strategies, aligned resources and developmentally appropriate materials. Student and teacher materials and resources will be purchased to support implementation. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brenda Poole-Principal, Michelle Branch-Curriculum Coordinator, Linda Morgan-Instructional Facilitator, and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Focus walks will be conducted	Brenda Poole,	Start:		

periodically by the Principal and the Leadership Team to assess the progress of the implementation of the Learning Forward. Documentation: completed focus walks Action Type: Collaboration	Principal, Leadership Team	07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
1. The District will hire one HQT paraprofessional to provide POINT-IN-TIME REMEDIATION. This paraprofessional will carry out lessons, class assignments and instructional activities under the direct supervision of a certified teacher. He will work with small groups as well as individual students to reinforce skills, conduct fluency checks, assist with intervention groups, develop and construct educational games, and participate in inservice training to improve academic achievement. (Willie Lambert-Salary-\$15198.00-Fringe Benefits-\$5005.00-FTE:1.00 Documentation: contracts on file at Central Office.	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014		Title I - Employee \$15198.00 Salaries: Title I - Employee \$5005.00 Benefits: ACTION BUDGET: \$20203
Attend CGI Spring Training Follow-up. *Teachers reserve date of spring CGI follow-up on calendar. *Consult with coop specialist to help teachers incorporate CGI problems and strategies into lessons. PRINCIPAL *Work with district office to secure enough substitutes for teachers to attend spring CGI follow-up. TIME FRAME *On-going Action Type: Professional Development Action Type: Title I Schoolwide	Willie Murdock-Superintendent, Principal, Teachers, and Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Outside Consultants ○ Teachers 	ACTION BUDGET: \$

13. Integration of technology- To prepare students enrichment and extended educational opportunities in math, an updated iPad lab will be used to increase student usage by adding one additional lab. Chargers, presentation connectors, Kindle and Kindle Fire cases will be purchased for use by teachers and students. Function:1591 Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Materials & \$2000.00 Supplies: ACTION BUDGET: \$2000
10. Whitten Elementary will purchase technology, supplies, and software for classroom instruction. (2230)	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014		NSLA (State- 281) - \$33344.07 Materials & Supplies: ACTION BUDGET: \$33344.07
Total Budget:				\$142365.85

Intervention: 7. Strive Academy (Kids College) Software Education City Software

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Strive Academy (Kids College) software and Education City software will be used in a math lab setting where 25 students will have access. Action Type: Equity Action Type: Technology Inclusion	Elsie Akins-Lab Attendent	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ District Staff ○ Teachers	Title I - Materials & \$6000.00 Supplies: ACTION BUDGET: \$6000
2. K-2 students will take a pre-test at the beginning of the school year and then a post-test at the end to see	Elsie Akins- Lab Attendant	Start: 07/01/2013 End:	○ Teachers	ACTION BUDGET: \$

how much growth each student made. Action Type: Program Evaluation		06/30/2014		
3. Materials and supplies need to be purchased for the Title I computer lab (computer cleaning supplies, pencils for students, journals for students, etc.) Function 2210	Angela Moore- Interim District Compliance Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> District Staff 	Title I - Materials & Supplies: \$3500.00 <hr/> ACTION BUDGET: \$3500
Total Budget:				\$9500

Intervention: 8. Parental Involvement

Scientific Based Research: Parent involvement in school-related activities. PD site: Professional learning communities at work. Bloomington, IN: National Education Service. Hock, M., Schumaker, J., & Deshler, D. (2001). *Pate, P.E., & Andrews, P.G.(2006). Research summary: Parent Involvement. Retrieved Oct, 2006 from <http://www.nmsa.org/Research/ResearchSummaries/ParentInvolvement/tabid/274.default.aspx> * Carol Rothenberg and Douglas Fisher, (2007) Teaching English Language Learners A Differentiated Approach, Pearson/ Merrill Prentice Hall; Douglas Fisher and Nancy Frey,(2008) Better Learning Through Structured Teaching A Framework for the Gradual Release of Responsibility, ASCD, Alexandria, VA USA.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. Whitten staff will provide a Family Math Night and take home packs for all K-2 students and their parents to help parents work with students at home. Math Night will provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment. This is supplemental to those required by Act 307. Documentation: Parent Communication such as: Alert Now, Radio, Newspaper, and other Media resources, sign-in sheet, purchase orders for materials (books, bags, manipulatives. etc.) Function: 2170	Brenda Poole- Principal, Linda Morgan-Math Facilitator, & Jeanie Helms- Federal Programs Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500

Action Type: Parental Engagement				
3. Parents will fill out an evaluation form on the Math Night. Data will be used to improve the program for the next year. Action Type: Parental Engagement Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$
1. Students will be given a summer packet to take home at the end of the school year. The packet will be a 2 pocket folder that will include a book, paper, and activities to do daily at home with parent supply list and a summer reading list for the next school year. This will be a transition packet for PK-2. Action Type: Parental Engagement	Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$
Total Budget:				\$1500

Priority 3:	The school will provide a comprehensive program for grades K-4 that will help create a positive school environment.
Supporting Data:	<p>148. During the 2007-2008 school year, Whitten Elementary School reported 91 office referrals. During the 2008-2009 school year, Whitten Elementary School reported</p> <p>149. According to the APNA (Arkansas Prevention Needs Assessment) Survey with 10th and 12th grade students at Lee High School, the following information shows an higher number of disciplinary concerns in the school than the state: Grade 6 2005 county state Suspended from school 10.7 10.6 Been Arrested 11.0 11.0 Feel Safe at School 15.2 47.2 2006 county state Suspended from school 10.2 10.2 Been Arrested 10.1 10.0 Feel Safe at School 21.9 45.6 2007 county state Suspended from school 10.3 10.5 Been Arrested 10.8 10.9 Feel Safe at school 12.5 47.1 2008 county state Suspended from school 10.4 10.5 Been Arrested 10.5 10.9 Feel Safe at school 19.7 46.6 Grade 8 2005 Suspended from School 42.9 15.5 Been Arrested 5.8 5.7 Feel Safe at School 13.4 27.7 2006 Suspended from School 38.24 15.82 Been Arrested 17.65 6.14 Feel Safe at School 5.88 28.28 2007 Suspended from School 34.1 16.6 Been Arrested 18.3 5.7 Feel safe at school 22.0 27.4 2008 Suspended from School 58.8 16.6 Been Arrested 16.7 5.7 Feel safe at school 20.6 28.2</p> <p>150. Whitten Elementary has an attendance rate of 97%.</p>
Goal	To improve character in all students and to provide viable options for students when they are faced with decisions that may lead to drug use or violent behavior.

Benchmark Whitten Elementary will have a 10% decline in student discipline referrals.

Intervention: Provide the resources to implement innovative research-based curriculum that teaches students how to identify and resist drugs/alcohol/tobacco and to promote respect for themselves and others.

Scientific Based Research: Preventing Drug Use Among Children and Adolescents. The National Institute on Drug Abuse. 2003.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement a research-based curriculum and other activities and programs in grades K-2 designed to equip students with the knowledge, skills, and attitudes they need to remain safe and drug free according to the district's plan. Prevention Curriculum: Too Good for Drugs and Violence K-2, Classroom Guidance Lessons; Prevention Activities: School Safety Month, Red Ribbon Week, Great American Smoke Out, Yellow Ribbon Week, motivational programs/speakers/productions. Documentation: curriculum, purchase orders (commercial programs). Action Type: Alignment	Kinsey Williams-Counselor , teachers, principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$
Arkansas Prevention Needs Assessment (APNA) will show a decrease in drug use, arrests, etc. among our 6th, 8th, 10th, and 12th grade students. Documentation: APNA results. Action Type: Program Evaluation	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Discipline referrals will decrease for students in K-2. Documentation: office referrals and SWIS data from PBIS. Action Type: Program Evaluation	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
All students PreK-2 will receive a summer packet to take home at the end of the school year. This packet will serve as a seamless transition from grade to grade and building to	Instructional Facilitators and Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

building. The packet will include a book, summer reading list, writing topics, school supply list, etc. Action Type: Equity Action Type: Parental Engagement				
An APSCN Clerk will be hired to monitor attendance. Victoria Flannel-FTE 1.00 Documentation: contract on file at the Central Office.	Willie Murdock-Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Central Office	ACTION BUDGET: \$
Continue the Positive Behavior Intervention System(PBIS) to help promote positive behavior. Documentation: PO's,lesson plans, and SWIS data from PBIS.	Kinsey Williams, Counselor, Kimberly Edwards, Carolyn Love, Elsie Atkins	Start: 07/01/2013 End: 06/30/2013		ACTION BUDGET: \$
Total Budget:				\$0

Priority 5:	The district will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices. The committee took out whole milk in the cafeteria and replaced it with 2% milk.
Supporting Data:	<p>156. Body Mass Index Data for the 2012-2013 school year. The Arkansas Department of Education data systems indicated a total enrollment of 473 students in the school, and 231 in grades for which BMI assessments are required (K,2,and 4)BMI was assessed for 198 students. Overall BMI classification results for Whitten Elementary School show: approximately 13.6% of all children measured were in the OVERWEIGHT category. Approximately 28.8% of all children measured were identified as OBESE. Whitten Elementary:Overweight Males K-32% 2-48% Females K-30% 2-32%</p> <p>157. School Health Index Module 8, Family and Community Involvement: Elementary, Middle, and High School-Collaboration between schools and parents & community identified as an area needing improvement. All schools need to increase families_ opportunities to learn about health and safety topics.</p> <p>158. Free and reduced Price Meal Eligibility for the 2012-2013 School year at Whitten Elementary was 0.0% paid, 0.0% reduced, and 100% free.</p> <p>159. Lee County Unemployment Rate: 2012-27.3%</p> <p>160. Lee County percent of population in poverty: 2012-38.2%</p>
Goal	The District will provide support for students in making healthy lifestyle choices by implementing systems to

aid in decreasing the average Body Mass Index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Benchmark By the 2012-2013 school year there will be a decrease of the average BMI for students by 1/2% as evaluated using the annual BMI screening.

Intervention: 1.Administrative support for wellness.				
Scientific Based Research: Pateman, B. (2004) Healthier students, better learners. Educational Leadership, 61, 70-74.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
1.The Lee County School District will provide support to schools to ensure successful implementation of the Wellness Policies; provide resources and professional development to district and school staff to improve the overall school nutrition environment; and will promote health and physical activity curriculum and student health. Action Type: Professional Development Action Type: Wellness	Willie Murdock-Superintendent, Lori Ginn-District Wellness Facilitator, Cecilia Baker-Nurse, and Shirley Crawford	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
2. The Lee County School District will involve parents in physical activity and nutrition education through homework, national school lunch program menus, parent-teacher organization meeting presentations and professional development activities. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise student_s ability to perform academically. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Kinsey Williams-Counselor, Brenda Poole-Principal, and teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$

3. The Nutrition and Physical Activity Committee as part of the ACSIP Committee will frequently monitor goals and will evaluate the effectiveness of interventions by reviewing data results, and other assessments related to wellness (School Health Index Modules, Wellness Policy Checklist, etc.). ACSIP will be modified as needed. Committee members are: Cecilia Baker, Linda Morgan, Kim Edwards, Shirley Crawford, Anterica Baylark, Brenda Poole, and Lillie Sexton. Action Type: Collaboration Action Type: Program Evaluation Action Type: Wellness	Lori Ginn-District Wellness Facilitator, Cecilia Baker-Nurse, Shirley Crawford-Nurse, and Kinsey Williams-Counselor	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$
4. K-2 students will have their BMI calculated by the school nurse at the beginning of the school year to see if the interventions have had an effect on students. Action Type: Program Evaluation	Nurses-Cecilia Baker and Shirley Crawford-Lori Ginn-District Wellness Facilitator	Start: 07/01/2013 End: 06/30/2014	○ District Staff	ACTION BUDGET: \$
Total Budget:				\$0

Priority 8: Based on the ADE flexibility waiver for priority schools, Whitten Elementary will create a priority intervention plan.

Supporting Data: 167. Whitten Elementary will use the Indistar System to develop internal processes to address student achievement.

Goal: Goal: Whitten Elementary will meet the requirements as outlined in the Arkansas ESEA Flexibility Request and exit Priority Status by the 2014-15 school year.

Benchmark: Benchmark: Using data from the state provided software, Indistar, Whitten Elementary School will reach the required AMO_s on a yearly basis. Benchmark: Whitten Elementary will meet all 2013 AMO_s. Benchmark: Whitten Elementary will meet all 2014 AMO_s. Benchmark: Whitten Elementary will meet all 2015 AMO_s. Benchmark IMO: Whitten Elementary will assess all first semester indicators by January 1, 2014. Benchmark IMO: Whitten Elementary will assess all second semester indicators by May 1, 2014. Intervention: Conduct a Diagnostic analysis and needs assessment of the school system.

Intervention: Conduct a Diagnostic analysis and needs assessment of the school system.				
Scientific Based Research: Indistar Wise Ways Scholastic Ausit recommendations				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A Scholastic Audit was conducted December of 2009. The audit was reviewed by the Leadership Team as well as the External Provider, Learning Forward. Action Type: ADE Scholastic Audit Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Willie Murdock-Superintendent and Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$
An ADE pre-approved external provider, Learning Forward was selected and contracted according to ESEA Flexibility. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Willie Murdock, Superintendent, Learning Forward	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Outside Consultants 	ACTION BUDGET: \$
The 1003a Grant (2012-1013)has been approved. Expenditures are as following: Whitten Elementary will purchase 2-30 item laptops with storage carts, for the purpose of aiding students with calculating, organizing, maintaining classroom notes, downloading e-textbooks and completing electronic assessments. Function:2230 Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Brenda Poole-Principal	Start: 07/01/2013 End: 01/31/2014	<ul style="list-style-type: none"> ○ Computers ○ District Staff ○ Outside Consultants ○ Teachers 	Title I 1003(a) - \$65000.00 Capital Outlay: ACTION BUDGET: \$65000
Total Budget:				\$65000

Goal Students progress/achievement. Turnaround principles 4 and 5.

Benchmark By October 1, 2013, 50% of the classroom walkthrough reports will reflect that most students are engaged. By January 1, 2014, 75% of the classroom walkthrough reports will reflect that most students are engaged. By April 1, 2014, 95% of the classroom walkthrough reports will reflect that most students are engaged. By February 1, 2014, 75% of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By March 1, 2014, 85% of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By May 1, 2014, 100% of the classroom walkthrough reports that the objective posted is evident to the student and on target for grade level standards

Intervention: IIIA35 Students are engaged and on task. Intervention; IIIA02 All teachers will develop weekly lesson plans based on aligned units of instruction; IIB01 Units of instruction include pre/post tests to assess student mastery of standards-based objectives. Intervention: IIB01 Unit pre-test and post-test are administered to all students in the grade level and subject covered by unit of instruction. Intervention: IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results.

Scientific Based Research: Wise Ways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Classroom teachers will conduct peer observations using an evidence collection form created by Dr. Bowser (Arkansas State University.) These forms will be discussed during professional learning time and collected by the building level principal. Ongoing professional development (5 sessions) supports the practice of peer observation for increased student engagement. Peer observations will focus on Charlotte Danielson_s, Model for Enhancing Professional Practice, Domain 3 (Instruction), Component 3b	Brenda Poole-Principal	Start: 07/01/2013 End: 01/31/2014		ACTION BUDGET: \$
Professional development will be provided using the Charlotte Danielson model, Enhancing Professional Practice. Domain 3 (Instruction), Component 3b, using questioning and discussion techniques will be the focus of professional learning. Classroom walk-through reports will used to identify an increase in student engagement and higher levels of student work.	Brenda Poole-Principal, Instructional Facilitators	Start: 07/01/2013 End: 01/31/2014		ACTION BUDGET: \$
All teachers will meet weekly during their common planning time, specifically to create grade level lesson plans aligned to the district curriculum, TLI pacing guide, websites, and adopted textbooks will be used as planning resources.	Brenda Poole-Principal, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Completed lesson plans will be forwarded to building principal and both instructional facilitators.				
The building principal and instructional facilitators will conduct CWT for the purpose of identifying implementation of written lesson plans with aligned units of instruction.	Brenda Poole-Principal and Instructional Facilitators	Start: 07/01/2013 End: 05/31/2014		ACTION BUDGET: \$
Each teacher will administer the same grade level unit an oral, written, or performance task pre and posttest in Literacy and Math.	Brenda Poole-Principal	Start: 07/01/2013 End: 05/31/2014		ACTION BUDGET: \$
The DRA, beginning- middle and end of the year DIBELS assessment will be administered to K-2 grade students.	Brenda Poole-Principal, Instructional Facilitators, and Teachers	Start: 07/01/2013 End: 05/31/2014		ACTION BUDGET: \$
The Learning Institute Math interim assessments will be administered 4 times (modules) per year for first and second grade students.	Brenda Poole-Principal, Instructional Facilitators, and teachers	Start: 07/01/2013 End: 05/31/2014		ACTION BUDGET: \$
The Learning Institute Literacy interim assessments will be administered 6 times (modules) per year for first and second grade students.	Brenda Poole-Principal, Instructional Facilitator, and Teachers	Start: 07/01/2013 End: 05/31/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal	Safety/Discipline. Turnaround Principle 6.
Benchmark	IMO: Changing Teacher Practice and student progress achievement: By October 1, 2013, 50% of the classroom walkthrough reports will reflect routines and procedures are evident. IMO: Changing Teacher Practice and student progress achievement: By January 1, 2014, 75% of the classroom walkthrough reports will reflect routines and procedures are evident. IMO: Changing Teacher Practice and student progress achievement: By April 1, 2014, 85% of the classroom walkthrough reports routines and procedures are evident.
Intervention: IIIC08 All teachers will display rules and procedures in the classroom. IIC04 Students will raise hands or	

otherwise signal before speaking.				
Scientific Based Research: Wise Ways				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will monitor rules and procedures using Classroom Walk-Through (CWT) form along with checklist.	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will reteach posted rules and procedures as needed.	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
3 Whitten Elementary will decrease discipline infractions by 5% using the Positive Behavior Intervention System (PBIS). Data:APSCN Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brenda Poole-Principal and Carolyn Love-Dean of Students	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">○ Administrative Staff○ Computers○ Teachers	ACTION BUDGET: \$
4 Grades 1-2 students performance will increase by 10% May 15, 2014 using the TLI Assessment. Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Brenda Poole-Principal, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none">○ Central Office○ Computers○ Outside Consultants○ Teachers	ACTION BUDGET: \$
Total Budget:				\$0
Goal	Parent/Community Involvement. Turnaround Principal 7.			
Benchmark	IMO: Changing Teacher Practice: By November 1, 2013, 75% of the classroom contact logs will reflect a file of communication in place. Contact Logs will reflect that teachers are checking, marking, and returning homework. By January 1, 2014, 85% of the classroom contact logs will reflect a file of communication in place. Contact Logs will reflect that teachers are checking, marking, and returning homework. By April 1, 2014, 100% of the classroom contact logs will reflect a file of communication in place. Contact Logs will reflect that teachers are checking, marking, and returning homework			
Intervention: IIB01 Units of IIIAB01 All teachers will maintain a file of communication with parents. IIIB03 All teachers will				

check, mark, and return homework. IIB02 All teachers will regularly assign homework (4 or more days each week). IIB06 All Teachers systematically report to parents the students_ mastery of specific standards-based objectives. IIIA05 All teachers maintain a record of each students_ mastery of specific learning objectives. IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment

Scientific Based Research: Wise Ways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal will monitor the homework/communication folders as a part of the lesson plan check bi-monthly as evidenced by a checklist. Action Type: Collaboration Action Type: Parental Engagement	Brenda Poole-Principal and teachers	Start: 07/01/2013 End: 05/31/2014	○ Teachers	ACTION BUDGET: \$
Provide professional development for appropriate homework assignment with corrective feedback. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Brenda Poole-Principal and Teachers	Start: 07/01/2013 End: 05/31/2014	○ Teachers	ACTION BUDGET: \$
Grade level chairpersons will share the final homework guidelines that are to be implemented school-wide. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Brenda Poole-Principal and Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
The leadership team will review grade level discussions to determine the homework guidelines for assigning and providing corrective feedback. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development	Brenda Poole-Principal, Instructional Facilitators, and Teachers	Start: 07/01/2013 End: 05/31/2014	○ Teachers	ACTION BUDGET: \$
Every teacher will create and send home a homework folder for each child Monday-Thursday. The form will include the	Classroom Teachers	Start: 07/01/2013 End:	○ Teachers	ACTION BUDGET: \$

assignment, place for parent signature, as well as a comment section for both parents and teacher communication. Action Type: Collaboration Action Type: Parental Engagement		06/30/2014		
Teachers will provide corrective feedback in a timely fashion. Action Type: Collaboration Action Type: Parental Engagement	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
All teachers will administer the DIBELS assessment at the beginning middle, and end of the school year. Action Type: Professional Development	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
Grades 1-2 teachers will administer the ITBS assessment to all students Action Type: Program Evaluation	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	○ Performance Assessments ○ Teachers	ACTION BUDGET: \$
All teachers will administer the DRA assessment to all students. Action Type: Professional Development Action Type: Program Evaluation	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	○ Performance Assessments ○ Teachers	ACTION BUDGET: \$
All teachers will develop common unit tests to compliment the curriculum design. Action Type: Collaboration Action Type: Program Evaluation	Classroom Teachers and Instructional facilitators	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
Teachers will attend weekly lesson panning meetings to develop common plans based on units of instruction. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Classroom Teachers and Instructional facilitators	Start: 07/01/2013 End: 05/30/2014	○ Teachers	ACTION BUDGET: \$
Teachers will attend weekly job-embedded professional development during scheduled PLC meetings.	Brenda Poole-Principal, Instructional	Start: 07/01/2013 End:	○ Teachers	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Facilitators, and Teachers	05/31/2014		
Total Budget:				\$0

Goal Changing Teacher and Leader Practice. Turnaround Principles 1,2 3

Benchmark IMO: Changing Leader Practice The principal will increase the number of feedback responses each month.

Intervention: IE07 The principal monitors curriculum and classroom instruction regularly. IE08 The principal will spend at least 50% of her time working directly with teachers to improve instruction, including classroom observations. IE06 The principal will keep a focus on instructional improvement and student learning outcomes. ID06 The principal will maintain a file of the agendas, work products, and minutes of all teams. ID08 The Leadership Team serves as a conduit of communication to the faculty and staff. IF01: The principal complies reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. IF02: The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. IE09: The principal challenges, supports, and monitors the correction of unsound teaching practices. ID08: The Leadership team will serve as a conduit of communication to the faculty and staff.

Scientific Based Research: Wise Ways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal and facilitators will participate in weekly grade level meetings to disaggregate data (NWEA, TLI, DIBELS, Math curriculum, and DRA.) Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal, Facilitators, and teachers.	Start: 07/01/2013 End: 05/31/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal will monitor the inclusion of appropriate assessments as a part of the lesson plan check bi-monthly as evidenced by a checklist. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Principal and instructional facilitators_ongoing conversations will be based on each	Brenda Poole-Principal and	Start: 07/01/2013	<ul style="list-style-type: none"> Administrative Staff 	ACTION \$

teacher_s professional growth plan as well as their professional development needs. Action Type: Professional Development Action Type: Program Evaluation	Instructional Facilitators	End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	BUDGET:
The principal is the focus keeper, consistently pointing to improved student learning as the central goal of the school. The principal sets the climate of high expectations for student achievement and sees that teams function effectively by conducting classroom walk-throughs and observations to ensure student engagement. Action Type: Professional Development	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
The principal will ensure the teachers receive job-embedded opportunities to expand, enhance, and refine their repertoires of instructional skills. The principal will determine the types of professional development needed through observations and surveys by taking into account a variety of data sources (CWT, Principal observation for TESS, professional growth plans) including the principal_s observation reports. Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
The principal collects evaluations, surveys, proceedings, and documents (schedules, policies). These documents are filed/stored in the principals_ office Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Agendas, sign-in sheets, and meeting minutes will be complied into a notebook and kept in the conference room.	Linda Morgan	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$

Instructional Facilitators will collect agendas, minutes, and sign-in sheets.	Linda Morgan, Bernice Hill-Instructional Facilitators and Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
At the conclusion of each school year, the leadership team will conduct a survey of staff members to determine the tone of the school culture i.e. friendly, supportive, and focused on student learning. Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal, Instructional Facilitators, and the Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
The Leadership team will use the results of the school culture survey to maintain a friendly, supportive, and focused on student learning. Action Type: Professional Development	Brenda Poole-Principal, Instructional Facilitators, and the Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
Each leadership team liaison will report information to their peer group which will be reflected in the team minutes. Action Type: Professional Development	Brenda Poole-Principal, Instructional Facilitators, and the Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
Each leadership team liaison will convey concerns of their group to the leadership team in writing. Action Type: Professional Development	Brenda Poole-Principal, Instructional Facilitators, and the Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
The principal will share findings of the monthly classroom walk-through reports with the whole faculty no less than once a month. Action Type: Collaboration	Brenda Poole-Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Performance Assessments 	ACTION BUDGET: \$

Action Type: Professional Development Action Type: Program Evaluation Action Type: SIF 1003(g) 08-09				
The leadership team will review, at least once a month, the principal's classroom data. Action Type: Program Evaluation	Principal, Instructional Facilitators, & Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
PLC and grade level meetings are designed to support teachers by the use of mentoring and coaching. Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal, Instructional Facilitators and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Teachers conduct peer observation for professional growth. Action Type: Professional Development Action Type: Program Evaluation	Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The principal and instructional facilitators conduct CWTs and focus walks. Action Type: Professional Development Action Type: Program Evaluation	Brenda Poole-Principal and Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

• Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Baylark, Anterica	P.E. Teacher	Title 1
Classroom Teacher	Bledsoe, Mable	KindergartenTeacher	Title 1
Classroom Teacher	Bradshaw, Melanie	Art Teacher	Title 1
Classroom Teacher	Brady, Donna	Kindergarten Teacher	Title VI
Classroom Teacher	Carroll, Carrie	1st GradeTeacher	Title 1
Classroom Teacher	Clemons Teresa	Second grade teacher	School Planning and Management
Classroom Teacher	Graves, Sandra	1st Grade Teacher	Title 1
Classroom Teacher	Hall, Janice	2nd GradeTeacher	Title 1

Classroom Teacher	Hartness, Herberta	Media Specia	
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Growth Report

School District: Lee County School District

School: Whitten Elementary

Priority School: X **Focus School:** _____

School Improvement Specialist: Susan Ridings

Date: August 6, 2013

- 1. What evidence indicates a change in teacher and leader practice? What would be the next steps in improving teacher and leadership practices?**

Leadership

The principal at Whitten Elementary School (grades pre-K-2) for the 2012-13 school year was previously the principal of the Pre-School program attached to the Whitten building. Whitten housed Pre-K through third grade before this school year. The current superintendent was formally the Whitten Elementary principal. In May of 2013 the superintendent announced that the Whitten principal would return to the Pre-School as director and the district hired a principal from outside of the district for the upcoming year.

Learning Forward was hired as the External Provider for Lee County School District. Learning Forward served the district last year as well. The representative for Whitten began working with the principal, instructional facilitators and directly with a few identified teachers in October. Learning Forward and Arkansas Department of Education (ADE) School Improvement Specialist (SIS) assisted in planning professional development days, met with the principal and instructional facilitators to make overall plans and changes for the focus of PLC meetings, assisted in designing calendars and discussion protocols for leading meetings, worked closely with the superintendent to determine PIPs/ACSIP funding decisions, participated in some building/district level meetings, and made staffing recommendations.

The decision was made to use the Scholastic Audit recommendations from 2009/10. The Learning Forward representative and the principal reviewed the results and determined which recommendations are being addressed and which ones need to be implemented.

The School Improvement Specialist (SIS) from Arkansas Department of Education (ADE) noted in early October common planning time was not in place. ADE SIS observed team meetings and noted that while some teachers were taking leadership roles in planning for grade level meetings, team meetings were somewhat ineffective because these teachers did not have consistent common planning time. The Intermediate and Elementary schools shared special teachers (Art, Library, Music, and Physical Education) and were unable to create a schedule in which all grade level teachers shared a common planning time. Learning Forward and ADE worked with Anna Strong and Whitten principals to develop a common planning schedule for kindergarten through sixth grade. This schedule was implemented at the beginning of January.

The Leadership Team began assessing Indistar indicators in early October. All 47 Indistar indicators were assessed and plans for twenty-six indicators were created. These tasks have been described as actions in the ACSIP software under the Priority Improvement Plan (PIP) priority. Interim Measurable Objectives (IMOs) were created during Leadership Team meetings in January through March. In late March, Learning Forward and the ADE SIS met to further develop the IMOs initially created. IMOs related to Changing Teacher Practice:

By February 1, 2013, 35% of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By March 1, 2013, 50% of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By April 1, 2013, 75% of the classroom walkthrough reports that the objective posted is evident to the student and on target for grade level.

The Leadership Team also developed an IMO specific to Changing Leader Practice:
The principal will increase the number of feedback responses each month.

In April, Leadership Teams were asked to evaluate the use of The Learning Institute (TLI), Edline, Accelerated Reader and Northwest Evaluation Association (NWEA) programs before the contracts are renewed. Whitten Elementary teachers used NWEA assessment results because ITBS data is only available for second grade teachers and parents. TLI does not provide assessment for Kindergarten students. Because reading results do not reflect support for Accelerated Reader, Whitten decided not to continue using this program.

Lee County School District was given the Academic Distress Designation on April 8th.

Professional Development

Teachers and Instructional facilitators were often observed trying to use technology to observe model lessons in literacy during grade level meetings. Teachers had to use personal technology resources for this PD because school technology supports were not available.

In December, Classroom teachers attended sessions during their Professional Learning Community meeting time facilitated by Dr. Bowser from ASU over the teacher evaluation system using the Charlotte Danielson model. She gave the teachers “assignments” as a next step at the end of each PD session. She returned twice in January (assignment: interview), February (assignment: evidence collection), and March (portfolios and growth plans) for a total of seven sessions. Principal and instructional facilitators have video-taped unannounced 30 minute lessons in each of the teacher’s classrooms in order to practice reflection designed from TESS/Charlotte Danielson.

Great Rivers Cooperative, Learning Forward, ADE School Specialists, and the ASU STEM Center representatives met in December to develop a cohesive service plan for Lee County School District.

Instructional Facilitators were scheduled to attend TLI training at the end of May in the areas of Literacy, Math, and Reading. Relevant teachers are scheduled to attend Year I or II Cognitive Guided Instruction training.

Next Steps:

- District calendar and Master Schedule for K-12 should include professional development and materials and supplies determined by needs assessments (Indistar and Scholastic Audit.)
- Common vertical and horizontal teaming must be considered across K-12. Master Schedule needs to continue to allow for common planning as well as vertical teaming time at least several times during the school year. Curriculum development and planning to be included as well. ADE consultant has worked with the district curriculum coordinator to design a professional development calendar that reflects the adoption of a K-12 common core curriculum.
- The accessibility of technology when using the newly adopted curriculum as well as student and teacher access to resources. Superintendent stated ADE was providing the district level technology coordinator with technical assistance and the district would be hiring hourly employees during the summer months to help with the installation of new technology.
- Implement current IMOs/rework the Priority Improvement Plan (PIP) to align with the Teacher Evaluation Support System (TESS).
- A system needs to be developed for keeping records /documentation for meeting IMOs
- Monitoring cycle within Indistar cycle needs to become part of the bi-monthly meeting structure. Agendas and minutes to be kept to document progress within the Indistar system as well.

2. What evidence indicates student progress and achievement? What would be the next steps for improving student outcomes?

Principal and instructional facilitators conduct daily classroom walk-throughs (CWT). ADE SIS and Learning Forward representatives accompany them during each visit. In February, Whitten's Principal began spending observation time in classrooms with teachers who are at the awareness or improvement level of the teacher evaluation system. Teacher evaluation results were used to make staffing decisions by the superintendent. Whitten principal attended teacher evaluation training (TESS) through the Great Rivers Cooperative. Instructional facilitators use the information gathered during CWT visits to determine what type of individual support teachers need.

As early as October 31st, teacher absenteeism was noted as a concern at Whitten. At least three teachers are out one to two days each week. Two of the three teachers with a high degree of absences resigned at the end of the school. The ADE report in late October noted a concern about the effective use of Para-professionals. The principal and superintendent re-assigned staff for the upcoming school year.

After classroom observations in October, ADE reports reflected concerns regarding the obvious differences in the methods/protocols teachers are implementing in the classrooms. ADE SIS also observed grade level/PLC meetings in October and noted unwillingness by several teachers to collaborate with their peers. Learning Forward met with the principal and instructional facilitators to make overall plans and changes for the focus of PLC/grade level meetings for the second semester. Calendars and discussion protocols designed for leading meetings were implemented.

In January, State Support Team representative (SST) shared a curriculum with Whitten teachers for consideration. At this time, teachers expressed their concern for the lack of internet accessibility throughout the day. The filters in place deny access to the required resources in the common core curriculum. Kindergarten teachers began using one of the Common Core Modules in early February. In March, Whitten Instructional Facilitators visited an elementary school who has fully implemented the common core curriculum Whitten has chosen to adopt. The Whitten math coach created a presentation for each grade level to view following the school visit. All grades will participate in the use of this curriculum for the 2013-14 school year. Materials and supplies that support the curriculum have been ordered. Learning Forward and ADE SST have provided some professional development needed to support the new curriculum throughout the spring.

The Leadership Team developed two IMO's reflecting Student Progress and Achievement:

By October 1, 2013, 50% of the classroom walkthrough reports will reflect that most students are authentically engaged. By January 1, 2014, 75% of the classroom walkthrough reports will reflect that most students are authentically engaged. By April 1, 2014, 100% of the classroom walkthrough reports will reflect that most students are authentically engaged.

By February 1, 2013, 35% of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By March 1, 2013, 50%

of the classroom walkthrough reports will reflect that the objective posted is evident to the student and on target for grade level standards. By April 1, 2013, 75% of the classroom walkthrough reports that the objective posted is evident to the student and on target for grade level standards

3. What evidence indicates a growth in student safety and discipline? What would be the next steps for improving student safety and discipline?

- Positive Behavior Intervention System (PBIS) has been implemented at Whitten.
- The poor condition of the facilities was noted in the initial report submitted in October. Superintendent stated new leadership in each of the buildings may help to address the appearance of the buildings.

The Leadership Team developed an IMO to address the area of Safety and Discipline: By October 1, 2013, 50% of the classroom walkthrough reports will reflect routines and procedures are evident. By January 1, 2014, 75% of the classroom walkthrough reports will reflect routines and procedures are evident. By April 1, 2014, 100% of the classroom walkthrough reports routines and procedures are evident.

Next Steps:

- School should provide continuing PBIS training for all staff.
- Facilities are in need of clean-up, painting, de-cluttering, etc.

4. What evidence indicates a growth in parent and community engagement? What would be the next steps for improving parent and community engagement?

- The district hired a Parent/Community liaison who is housed at the High School.
- In December, 75 parents attended the Parent Breakfast sponsored by the parent/teacher organization. There were 220 K-2 students and 110 pre-k parents enrolled at Whitten at that time.
- The Superintendent spearheaded a “rebirthing event” called *Partners in Pride* for the purpose of including the community in revitalizing the district in May.

The Leadership Team developed an IMO to support Parent and Community Involvement: By October 1, 2013, 50% of the classroom checklist will reflect a file of communication in place. Checklists will reflect that teachers are checking, marking, and returning homework. By January 1, 2014, 75% of the classroom checklist will reflect a file of communication in place. Checklists will reflect that teachers are checking, marking, and returning homework. By April 1, 2014, 100% of the classroom checklist will reflect a file of communication in place. Checklists will reflect that teachers are checking, marking, and returning homework.

Growth Report

School District: Lee County Special School District

School: Anna Strong Intermediate

Priority School: X **Focus School:** _____

School Improvement Specialist: Susan Ridings

Date: August 8, 2013

1. What evidence indicates a change in teacher and leader practice? What would be the next steps in improving teacher and leadership practices?

The principal at Anna Strong Intermediate School (grades 3-6) was previously the principal of Anna Strong Middle School (grades 5-8) for five years. At the end of the 2012-13 school year the superintendent replaced the principal with someone from outside the district and reassigned her as Dean of Students at Lee County's elementary school.

At the beginning of the 12-13 school year, the master schedule reflected the middle school concept of a seven period day rather than elementary grade level blocks of time for instruction. One of the seven periods of each day was an "intervention" class; however, the same materials are used with every student and taught in a whole group setting. At the end of October, Learning Forward worked with the principal to design daily schedules that reflect elementary students' needs rather than students in middle school grades.

Anna Strong shared Specialty teachers (Library, Art, Music, PE) with Whitten Elementary and Lee County High School. The organization of the master schedules at each of these schools presented several problems in terms of teachers receiving their planning/preparation times each day as well as scheduling common planning times for grade level/subject level planning and meetings. In early November, Learning Forward and the School Improvement Specialist (SIS) from Arkansas Department of Education (ADE) spent the day working with Anna Strong and Whitten principals to develop a common planning schedule for kindergarten through sixth grade. This schedule was implemented at the beginning of January.

In November, Learning Forward and ADE assisted all three of the Lee County schools in using the Indistar software system by modeling the assessment of the Indistar indicators that referred to "all teachers" and beginning the planning steps for some of the highest priority indicators. This allowed all teachers to participate in the process so they would have some understanding of the Indistar system used by Leadership Teams during their weekly meetings. By the end of April, Anna Strong assessed 47 Indistar indicators and created 98 tasks to meet 26 objectives. Also in November, a Professional Learning Communities (PLC) plan and calendar was developed by the instructional facilitators and the external provider for the remainder of the year. The focus is on three areas: Danielson Framework, Data, and Examining Student Work.

A Scholastic Audit was conducted the last week of November at Anna Strong Intermediate. Results of the Audit were presented to the principal of Anna Strong on February 1st. On Thursday, February 7th, Anna Strong's principal presented an overview of the audit results with the entire staff in their regularly scheduled staff meeting. During the following two weeks the principal devoted the PLC meeting times to reviewing and prioritizing the recommendations for each standard in the audit. On February 21st each PLC met to share their findings with the entire staff.

A meeting with Great Rivers Cooperative, Learning Forward, ADE School Specialists, and the ASU STEM Center representatives was held on December 18 at 9:00 in order to develop a cohesive service plan for Lee County School District.

In January, State Support Team representative shared a curriculum with Anna Strong teachers for consideration. Anna Strong teachers agreed to adopt the common core curriculum presented and began sampling lessons from the curriculum. Materials and supplies have been ordered to support the curriculum. The limited accessibility of technology to support the adopted curriculum has been addressed by the superintendent.

In late February, Learning Forward and ADE SIS discussed dates for completion of PIPs and ACSIP funding decisions with the superintendent. Principals were asked to evaluate TLI, Edline, Accelerated Reader (AR) and Northwest Evaluation Association (NWEA) before the contracts are renewed. Leadership made the decision to continue the use of TLI (The Learning Institute) assessments but not to continue AR and NWEA.

In March, Classroom teachers attended a 45 minute session during their Professional Learning Community (PLC) meeting time facilitated by Dr. Bowser from Arkansas State University over the teacher evaluation system (TESS) using the Charlotte Danielson model. Anna Strong teachers have been conducting a book study over the course of the school year during PLC time. Anna Strong principal attended teacher evaluation training (TESS) through the Great Rivers Cooperative.

IMOs were developed for Changing Teacher Practice:

- By April 30, 2014, 80% of the classroom walkthrough reports will reflect that 90% of students in classrooms are authentically engaged as measured by Danielson's Framework for teaching rubric; Domain 2, component 3.

IMOS were developed for Changing Leader Practice:

- By April 30, 2013, the principal will spend, on average, 50% of the instructional day working with teachers: observing instruction, providing feedback on alignment of lesson delivery to standards, scope and sequence, providing specific feedback to teachers and conferencing.
- Each month, the accumulation of weekly leadership team meeting documentation will reflect an increase in leadership practice and capacity.
- Each month, weekly meeting minutes (Leadership Team, PLC, and Faculty) will reflect the use of student learning data in order to make decisions.

Next Steps:

- A system needs to be developed for keeping records /documentation for meeting IMOs. Learning Forward has agreed to address this issue for the upcoming school year.
- Leadership Team Meetings need to be mandatory and time allotted is adhered to so that members will willingly serve.
- Master Schedule needs to continue to allow for common planning as well as vertical teaming time at several times during the school year.
- Monitoring cycle needs to become part of the bi-monthly meeting structure. Agendas and minutes to be kept to document progress. They can be kept within the Indistar system.

2. What evidence indicates student progress and achievement? What would be the next steps for improving student outcomes?

Beginning in October, SIS reports recorded weekly (Classroom Walk-throughs) CWTs with the principal, instructional facilitators, and Learning Forward specialists. Lessons observed were often more appropriate at lower grade levels. Teachers were teaching to the lower levels of Bloom's taxonomy and not expecting or demanding high levels of performance from students. In November, a PLC plan and calendar was developed by the instructional facilitators and the external provider for the remainder of the year. The focus is on three areas: Danielson Framework, Data, and Examining Student Work.

IMOs were developed in the area of Student Achievement:

- By February 1, 2013, 35% of the classroom walkthrough reports will reflect that most students are authentically engaged. By March 1, 2013, 50% of the classroom walkthrough reports will reflect that most students are authentically engaged. By April 1, 2013, 75% of the classroom walkthrough reports will reflect that most students are authentically engaged.
Anna Strong leadership collected data each month on the levels of questioning using the CWT report. Teachers were expected to plan thought provoking questions as a part of their lesson planning process. Results of % of proficient or advanced questions per use of the rubric are as follows:
November 0%
December 11%
January 54%
February 50%
March 60%
- By August 31, 2013, all teachers will implement the Common Core units of study as adopted and adapted from Conway for Lee County.
- 10% increase in the number of students meeting or exceeding proficiency targets as measured by ACTAP in literacy and mathematics.
Preliminary 2013 Benchmark results report that 48% of All Students category scored proficient/advanced in math (AMO 50.24%) while 56% of All Students category scored proficient/advance in literacy (AMO 55.36%).

- By February 1, 2013, 35% of the classroom walkthrough reports will reflect that written lessons are aligned with common core units of instruction. By March 1, 2013, 50% of the classroom walkthrough reports will reflect that written lessons are aligned with common core units of instruction. By April 1, 2013, 75% of the classroom walkthrough reports will reflect that written lessons are aligned with common core units of instruction.

Next Steps:

- Staff assignments are selected based on the student needs.
- District calendar and Master Schedule for K-12 that includes professional development and materials and supplies determined by needs assessments (Indistar and Scholastic Audit.) Common vertical and horizontal teaming must be considered across K-12. Curriculum development and planning to be included as well. (Professional Development will focus on curriculum, TESS, and technology.)
- The accessibility of technology when using the newly adopted curriculum as well as student and teacher access to resources.

3. What evidence indicates a growth in student safety and discipline? What would be the next steps for improving student safety and discipline?

Although a positive behavior system (PBIS) was established by the principal, November reports reflected many behavior referrals made to the office were directed to be handled in the classroom. Staff was provided additional training for the PBIS program. Recognition and reward system was organized and events were scheduled for the remainder of the year.

The poor condition of the facilities and cleanliness of the building was noted in October, November, and December reports. The condition of the building did not improve by the end of the year. Learning Forward specialist recommended a clean sweep project take place before teachers went home for the summer. Unused materials were disposed of, rooms were thoroughly cleaned, and many teachers painted their own classrooms.

IMOs were created in the area of safety and discipline:

- Every 30 days the number of discipline referrals will decrease by 10%.
 - 10% decrease in office referrals and suspensions on a quarterly basis through May, 2014.
- Discipline referrals did not continually decrease each month and/or quarter.

Next Steps:

Discipline policies are developed and reviewed with staff so everyone starts out on the “same page.” All recognition and reward activities are planned and coordinated with the building and district calendar.

4. What evidence indicates a growth in parent and community engagement? What would be the next steps for improving parent and community engagement?

A parent advisory committee began meeting in October. Members were from the community and former Lee County School District graduates. The district hired a Parent/Community liaison who is housed at the High School. The Superintendent spearheaded a “rebirthing event” called *Partners in Pride* for the purpose of including the community in revitalizing the district in May.

Next Steps:

District Parent/Community liaison coordinates all activities within each building and district calendar.

Activities focus on student achievement.

AR
 Lee High School
 523 Forrest Avenue
 Marianna AR 72360
 870-295-7130

ADE Specialist Bi-Weekly Reporting Form

School Improvement Specialist or Professional Development Specialist:
 Beverley Romanin

Dates of Visits:	1/8/2014			
Duration of each Visit:	full day			

District Name:	Lee County School District
School Visited:	Lee County High School

Choose one or more:

Observation/Facts:

Ms. Stanley and I met and discussed my plan for continuous visits to the building. She shared basic information regarding demographics, school history, progress toward improvement, support provided through the external provider and the Office of Intensive Support, and challenges where I might provide support. We toured the building, stopping to observe in many classrooms. I found a wide range of teaching skills. There are classrooms with pockets of excellence where students were actively engaged in differentiated opportunities for critical thinking, complex inquiry, and creative problem solving. I also observed a classroom where 20 minutes into the class period a teacher was sitting at his desk visiting with two students while the other students visited with each other. No teaching/learning was occurring. In most classrooms, students were engaged in some activity addressing the learning goals.

The culture of the 10-12 building was positive. Walls were attractively painted, floors were polished, trash was not observed, and bulletin boards with decorated in most hallways. Examples of student work with rubrics were posted in one hall. Students were friendly, moved quickly down the halls between classes, and observant of school rules. Ms. Stanley's interactions with students were positive and reminded students of the high expectations for behavior in the building.

Ms. Stanley and I met with the high school counselor. I have concerns that students are not progressing toward graduation with all the required completed courses. Grades from first semester had not been posted into the system, yet the counselor assured me all seniors are on target for graduation. Transcripts need to be reviewed and a system established that to provide current, point in time status toward graduation for any student.

Ms. Stanley and I visited briefly with Ms. Hayden, but she and the other two principals were working to complete a school improvement grant. I assured her we would spend time in her building on my next visit.

The leadership team meeting scheduled for January 8, was postponed until January 22 due to afterschool tutoring. No other support services were in the building during this visit.

What progress has been made regarding the TIP/PIP within the overall development of the Needs Assessment?

Changing leadership practices is a high priority. Both principals are visiting classrooms and have gained an understanding of which teachers need extensive support and which teachers need

limited support to move forward.

What are the interim measurable objectives and what progress has been made reaching the goals?

The IMO's were established last year with the previous administration. This visit, I spent time watching and listening to gain firsthand knowledge so that prioritized steps can be established to continue the improvement process.

What has changed since the last report?

This is the first report for this school improvement specialist.

What barriers have been identified, if any?

Both principals are working very hard to establish a culture of learning in the building. Even though I have not visited the school before Jan 8, both the teachers and the students shared that the buildings are much improved. Most teachers have positive attitudes and show an urgency to improve classroom instruction. I think both principals have the skill base to move these buildings forward.

What concerns have been identified, if any?

- Principals need support in conferencing with teachers to change ineffective practices
- Principals need opportunities to network together in learning what the TESS rubric looks like in a classroom

What assistance does the district, school or you need at this time?

- Principals have asked for assistance in helping teachers to improve instructional practices

Next Steps: (Discuss indicators to be assessed during the next visit and discuss plans for improvement.)

- Continue to work with the counselor to establish a process to check graduation status for all students, particularly the seniors
- Model teacher conferencing for both principals
- Attend a leadership team meeting to determine their level or expertise and challenges.

AR
 Lee High School
 523 Forrest Avenue
 Marianna AR 72360
 870-295-7130

ADE Specialist Bi-Weekly Reporting Form

School Improvement Specialist or Professional Development Specialist:

Dates of Visits:	1/15/2014	3/25/2014		
Duration of each Visit:	full day	fullday		

District Name:	Lee County School District
School Visited:	Lee County High School

Choose one or more:

☒ Priority School

Observation/Facts:

Before I could check into the office, the external provider, Ms. Matthis asked to speak with me. She had concerns that I was viewing the student transcripts and felt it was not appropriate for me to see these documents. I assured her it was very much within my job description as graduation rate is a major concern for the building. She felt an ADE representative from counseling should be addressing the problem. I assured her I was in close contact with that department and that departments within the ADE were working closely together to provide coordinated school improvement services to the building.

I checked in with Ms Stanley and she asked that we visit with the counselor regarding student progress. We were just beginning our discussions on setting up a process to check all transcripts for progress toward graduation when Ms. Streeter from the Office of Intensive Support arrived and asked that we abandon our task and accompany her on classroom observations. We were not able to return to our task before the day ended. Ms. Matthis also joined us for the classroom visits. We visited four classrooms and conferenced on what we observed. With four adults entering classrooms at one time, it appeared to be disruptive to both the teacher and the students. Ms. Stanley, Ms. Matthis, Ms. Streeter and I conferenced together after the classroom visits. I did not entirely agree with the procedures followed or the conclusions drawn by the other consultants as to how the observations aligned with the TESS rubric. I feel a this conference would have been more beneficial to all had the coaching model been followed. It is critical for the principal to reflect on what she saw and her opinion as to how her observations fit the TESS rubric. I spent the afternoon with Ms. Hayden, the Jr. High principal. We discussed her demographics, her progress toward improvement, my plan to support the building, and challenges where I might be of help. I noted that she did not have a computer in her office. She said there are no electrical outlets in her office and she has to sit out in her assistant's office to use a computer. This situation severely hinders her ability to do her job as principal. The culture of the building is positive, but the upkeep of the facilities is not at the level of the other building. Floors were clean and polished in the main hall, but many classrooms were dirty. Paint is peeling in many areas and classrooms are not as well maintained.

At 1:00 we joined Ms Stanley for classroom observations. Ms. Matthis joined us briefly for the visits. Ms. Hayden, Ms. Stanley, and I conference after the visits and each shared where they were comfortable in the observation process and where they struggled. We talked through the areas of concern and I shared several strategies that may be helpful on their next classroom visits.

Along with Mr. Jack Hansen, the School Improvement support person for the other two schools, we met with the superintendent at 2:30 in her office. She shared a little history of the district, her role as superintendent, and the concerns she has for moving her schools forward. She believes one major need from her office is help in ensuring the funds are budgeted properly on the ACSIP plan.

What progress has been made regarding the TIP/PIP within the overall development of the Needs Assessment?
no additional information

What are the interim measurable objectives and what progress has been made reaching the goals?
The principals are continuing to complete CWT's

What has changed since the last report?

All three support representatives external provider, Office of Intensive Support, ADE school improvement) have met.

What barriers have been identified, if any?

- Principals need support in conferencing with teachers to change ineffective practices
- Principals need opportunities to network together in learning what the TESS rubric looks like in a classroom

What concerns have been identified, if any?

The extra support to improve learning may actually be hindering school improvement efforts. It is not beneficial to teachers or students for large groups of people to continuously enter and leave the classrooms. Little or no feedback is provided to the classroom teachers after these visits. The use of coaching strategies in building the capacity of the leaders who will work with teachers is the most effective model of school improvement.

What assistance does the district, school or you need at this time?

Principals have asked for assistance in helping teachers to improve instructional practices.

Next Steps: (Discuss indicators to be assessed during the next visit and discuss plans for improvement.)

Visit with both the literacy and math facilitators to begin developing a plan to improve instructional practices in classrooms.

AR
Anna Strong Intermediate School
214 South Alabama
Marianna AR 72360
870-295-7140

ADE Specialist Bi-Weekly Reporting Form

School Improvement Specialist or Professional Development Specialist:
Cheryl Parrish (ADE SIS)

Dates of Visits:	10/15/2013	10/22/2013		
Duration of each Visit:	8:00 - 1:00	8:00 - 4:15		

District Name:	Lee County School District
School Visited:	Anna Strong Intermediate School

Choose one or more:

☒ Priority School

Observation/Facts:

- ◆ Visitors are not using the front door as an access to the office. All doors are accessible and parents/others enter from the side or back and walk down the hall past classrooms to the main office.
- ◆ The building leader spent most of October 15 in her office with discipline for students and staff.
- ◆ On October 22, 2013 all administrators met for an ACSIP meeting in the district conference room. IMO's were addressed for all buildings. The remainder of the afternoon was spent at ASIS by SIS.
- ◆ A leadership team meeting was held after school October 22, 2013. The building leader and instructional facilitators were not present. The leadership team met without an agenda, but Mrs. Gardner conducted the meeting. Four teachers were present. Next steps for the meeting were to discuss why and how that we can increase student progress. Meetings are held every two weeks.

What progress has been made regarding the TIP/PIP within the overall development of the Needs Assessment?

October 22, 2013 - District meeting was held with all building leaders, instructional facilitators, and external providers to check the understanding of the interim measurable objects and how they need to flow in the Priority Improvement Plan.

What are the interim measurable objectives and what progress has been made reaching the goals?

Interim measurable objectives were based on the previous building leaders.

- Some progress has been made, but the interim measurable objectives are not modified or revised for the building leaders for this school year, 2013-2014.

* The external provider and the administrator is working on updating the IMO's to reflect this year's administration and ASIS goals.

What has changed since the last report?

Since the school year 2012-2013, new leadership is in place.

- This is the first report for the 2013-14, but changes are being made concerning baseline data, needs assessment and interim measurable objectives to reflect the priorities of new leadership

What barriers have been identified, if any?

During CWT's, observations were noted that there was limited student engagement in some classrooms.

What concerns have been identified, if any?

Building leader stated that she locked the back and side doors only allowing access to the outside, but was told by district leadership and the fire department to unlock the doors.
Building leader is concerned with the number of disciplinary infractions that are occurring in her building from sexual harassment to bullying.

The building leader does not feel that she is supported.

- Building leader said she has had many setbacks; such as, lack of support involving staff members caught on video for misconduct. Building leader states that she wrote up the misconduct and submitted it to the appropriate individual.
- Other setbacks - building leader feels that there is resistance in the building for new changes.
- - Building leaders states that she has been instructed to not file a FINS on any student.

What assistance does the district, school or you need at this time?



The district is receiving support from the Office of Intensive Support.

Next Steps: (Discuss indicators to be assessed during the next visit and discuss plans for improvement.)

The external provider, the building leader and the SIS are revisiting and revising the interim measurable objectives.

- Meetings need to have an agenda based on student achievement/progress and minutes reflecting the meeting.
- Meetings need to be held regularly. If the building leader is not able to be present, then someone should be appointed as the "go to" person to carry on the meeting.
- Data needs to be gathered to substantiate the interim measurable objects. This data needs to be hard copy or electronic. Examples are a needs assessment and baseline data for your interim measurable objectives and the post data.

AR
Lee High School
523 Forrest Avenue
Marianna AR 72360
870-295-7130

ADE Specialist Bi-Weekly Reporting Form

School Improvement Specialist or Professional Development Specialist:
Cheryl Parrish (ADE SIS)

Dates of Visits:	10/18/2013	10/23/2013		
Duration of each Visit:	9:00 - 12:00	7:50 - 4:00		

District Name:	Lee County School District
School Visited:	Lee County High School

Choose one or more:

☒ Priority School

Observation/Facts:

The school atmosphere and environment was much better than the 2012-2013 school year. In the morning time, students are on time getting to their classes, although there was a late bus arrival. The students were not going to their last class on time. There were no teachers in the hall monitoring their progress. Both building leaders were in unavoidable meetings in their office. When leaders are present, the transition appears smoother. Most doors are open and the public can enter anywhere on the campus rather than through the front office. Curriculum development for social studies was conducted by Mrs. Woosley. The unit is a step by step guide. Homecoming was held on my first visit, so I only met briefly with each administrator. The building leader for 7-9 does not have a computer or telephone in her office. While there I observed her making a call to a parent in the front office where students are sent. Her secretary is not there all the time because she relieves the 10-12 secretary, therefore; the 7-9 building leader is limited in being in the classroom when she must monitor the phone and students sent to the office. Leadership team meeting was held the afternoon of October 23, 2013. Mrs. Hayden (7-9 principal) conducted the meeting and spoke on the update of the IMO's and the changes in the ACSIP. The team celebrated successes in their classrooms. The team members also voiced a concern about students entering the building before teachers are present in the morning time and problems that are arising from this issue. Administration realizes this is a concern and is working on addressing it.

What progress has been made regarding the TIP/PIP within the overall development of the Needs Assessment?

October 22, 2013 - District meeting was held with all building leaders, instructional facilitators, and external providers to check the understanding of the interim measurable objects and how they need to flow in the Priority Improvement Plan.

What are the interim measurable objectives and what progress has been made reaching the goals?

Interim measurable objectives were based on the previous building leaders.

Some progress has been made, but the interim measurable objectives are not modified or revised for the building leaders for this school year, 2013-2014.

What has changed since the last report?

Since the school year 2012-2013, new leadership is in place.

This is the first report for the 2013-14, but changes are being made concerning baseline data, needs assessment and interim measurable objectives to reflect the priorities of new leadership.

What barriers have been identified, if any?

◆ Technology is still an issue at the high school

What concerns have been identified, if any?

Building 7-9 leadership is concerned that the teachers "housed" in the high school building are looking toward the building 10-12 leader for guidance rather than her. This is through no fault of anyone's, but the building 7-9 leader is working to have meetings that incorporate her 7-9 teachers separately from the 10-12 teachers. Building 7-9 leader is concerned that parents call the high school office before calling the 7-9 office with concerns. (check out/phone calls etc.)

For both leaders there were concerns about the IMOs and the accountability and responsibility of the progress toward the IMOs.

What assistance does the district, school or you need at this time?

The district is receiving support from the Office of Intensive Support.

Next Steps: (Discuss indicators to be assessed during the next visit and discuss plans for improvement.)

- ◆ Each building leader will write their building IMO's that reflect their priority and concerns for their building. These may mirror each other or may be opposite. Each IMO will address the four components of the ESEA Flexibility.

Letters will be sent by the building 7-9 leader to parents instructing the correct procedure for contact (check out/appointments) with building 7-9.

Meetings need to have an agenda based on student achievement/progress and minutes reflecting the meeting.

Meetings need to be held regularly. If the building leader is not able to be present, then someone should be appointed as the "go to" person to carry on the meeting.

Data needs to be gathered to substantiate the interim measurable objects. This data needs to be hard copy or electronic. Examples are a needs assessment for your interim measurable objectives and the post data.

AR
Whitten Elementary
175 Walnut
Marianna AR 72360
870-295-7118

ADE Specialist Bi-Weekly Reporting Form

School Improvement Specialist or Professional Development Specialist:
Cheryl Parrish - (ADE)

Dates of Visits:	10/18/2013	10/18/2013	10/25/2013	
Duration of each Visit:	8:00 - 9:00 12:00 - 2:30	11:30 - 2:30	8:00 - 2:30	

District Name:	Lee County School District
School Visited:	Whitten Elementary School

Choose one or more:

☒ Priority School

Observation/Facts:

Mrs. Poole was in the hall, classroom and at PLC meetings.

Mrs. Hill and Mrs. Morgan were in the hall and classroom observing and instructing.

What progress has been made regarding the TIP/PIP within the overall development of the Needs Assessment?
October 22, 2013 - District meeting was held with all building leaders, instructional facilitators, and external providers to check the understanding of the interim measurable objects and how they need to flow in the Priority Improvement Plan

What are the interim measurable objectives and what progress has been made reaching the goals?

Interim measurable objectives were based on the previous building leaders.

Some progress has been made, but the interim measurable objectives are not modified or revised for the building leaders for this school year, 2013-2014.

What has changed since the last report?

Since the school year 2012-2013, new leadership is in place.

This is the first report for the 2013-14, but changes are being made concerning baseline data, needs assessment and interim measurable objectives to reflect the priorities of new leadership.

What barriers have been identified, if any?

The building leader is concerned that she does not have a certified special education teacher.

What concerns have been identified, if any?

Recently, a special education teacher was hired and the building leader was not involved in the interview process. The building leader shared her concerns for the quality of lessons provided by some of her teachers. She shared the concerns with the instructional facilitators and they are making a plan to monitor and provide support for those classrooms.

What assistance does the district, school or you need at this time?

◆ The district is receiving support from the Office of Intensive Support.

Next Steps: (Discuss indicators to be assessed during the next visit and discuss plans for improvement.)

The external provider and the building leader are revising the interim measurable objectives to show quarterly progress.

Meetings need to have an agenda based on student achievement/progress and minutes reflecting the meeting.

Meetings need to be held regularly. If the building leader is not able to be present, then someone should be appointed as the "go to" person to carry on the meeting.

Data needs to be gathered to substantiate the interim measurable objects. This data needs to be hard copy or

electronic. Examples are a needs assessment for your interim measurable objectives and the post data.

External Provider Weekly Reporting Form

School Name: Strong Intermediate School

District Name: Lee County

Report for Week of: Feb 24

External Provider: Learning Forward

Date of report submission: Feb 27, 2014

Report Submitted by: Cheryl Krehbiel

Focus School

XXXPriority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

- Principal was focused on completing state grant application.
- Met with PLC teams to score student writing samples. This was the first time this year this work was done.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing teacher practice-Conducted walkthroughs with IF (math). Reviewed data regarding a number of actions in PIP; gathered evidence through photos, documents.
Worked with individual teacher on vocabulary instruction and student engagement strategies.

Student Achievement-celebrated recent results of some TLI data as announced. Individual students recognized for results. Teachers are teaching open response item writing on Wednesday and practicing responding on Friday. Data suggests this is having an impact.

Parent and Community Engagement- leaders and staff continue to engage parents in creative ways, such as the recent awards assembly, where every student was recognized for something.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Met with ADE curriculum specialist for unit updates, questions.

Met with individual teacher (vocabulary instruction)

Responded to other requests for information, protocols and templates

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Focusing on actions related to IMO targets.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- I can't believe I continue to mention technology as an issue. The struggles in this area continue which impedes my ability to provide files in dropbox format for staff use; using the smart technology to access resources in the curriculum to engage students.
- Teacher efficacy-many teachers still do not believe their efforts with students matter to student performance. Several teachers continue to refer to inadequate student results as issues with parent engagement or student deficits.
- Accountability of adults-
- Cleanliness of building and classrooms. The number of custodians at Strong is inadequate to get this issue resolved.
- Money for subs to support long term planning is critical and yet to occur in large enough

blocks of time to deeply understand the units , share and discuss instructional strategies.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- **Next Steps: (Briefly describe your objectives for next week.)**

In addition to these items that have still not been completed:

Principal and IFS should review mid year reflection with school teams and send me any revisions to incorporate into PIP.

Focus on BURST instruction and intervention.

It is important to revisit documentation with IFS regarding support for teachers. Teachers report they are not getting the requested support from IFs and follow through on modeling or co-teaching.

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External Provider Weekly Reporting Form

School Name: Strong Intermediate School

District Name: Lee County

Report for Week of: Jan 6, 2014

External Provider: Learning Forward

Date of report submission: Jan 13

Report Submitted by: Cheryl Krehbiel

Focus School

XXXPriority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

Teachers engaged in TESS training on January 6 provided by ADE.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing teacher practice

TESS training

Student Achievement

Shifts in teaching assignments at grades 3 and 4 given TLI results. Moved to semi departmentalized status.

Changing principal practice

Congratulations for passing TESS exam !

Student Safety and Discipline

In a follow up email/phone call with Ms. Davis I was able to confirm that 77 discipline infractions occurred during the month of November. I do not have data from August or December so cannot complete the IMO targets/update at this point. Will confirm this data this week to complete stoplight report.

Parent and Community Engagement

Nothing new to report.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Supported development of standardized reporting tool to monitor PIP actions across all three schools.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Focusing on actions related to IMO targets.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Technology; concerns raised regarding switching to new server and ipad CWT data not synching with Teachscape system.
- Sub coverage at grade 6 with two of three teachers out of the building.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

TESS training-sign in sheets provide evidence of foundational understanding of the qualities of

an effective teachers; the AR teacher effectiveness system.

- **Next Steps: (Briefly describe your objectives for next week.)**

Review survey data with principal

Review and confirm PIP actions as priority; detail how follow up actions will be further tracked and reported on in ADE reports. Finalize mid year report.

Begin coach study book with facilitators.

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External Provider Weekly Reporting Form

School Name: Strong Intermediate School

District Name: Lee County

Report for Week of: Jan 11

External Provider: Learning Forward

Date of report submission: Jan 21, 2014

Report Submitted by: Cheryl Krehbiel

Focus School

XXXPriority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

- Principal continues to express expectations verbally and in written communication.
- Grade 3 and 4 grade teachers have reorganized to better support student learning. District leadership team reviewed the purposes and expectations for the Common Core Curriculum (CCC).
- School leadership teams reviewed the CC units of study with attention to planning with teachers.
- Reviewed actions and updated PIP.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing teacher practice

Reviewed teacher data collection board to identify and celebrate teachers' efforts to use new engagement strategies in class. There has been some change in this board this week. 9 of 20 teachers have been observed by principal or IF using high engagement strategies.

Engaged with Ifs the need to create a protocol for the planning process—volunteered to model an effective process during the 28-29 visit.

Principal continuing to provide feedback to teachers—and holding them accountable for expected changes in practice based on current PIP goals/actions.

Student Achievement

Celebrated that Ifs and teachers are collaboratively scoring TLI open response tasks.

Changing principal practice

Celebrated successful completion of TESS

Student Safety and Discipline

Collected various data regarding student discipline.

Parent and Community Engagement

Celebrated continued engagement with parents during the holiday season-increasing opportunities for parents to be involved in the school.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Taking the Lead reflection for coaching

Coaching lessons with “taking the lead” with facilitators; assigned first chapter for holiday reading.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Focusing on actions related to IMO targets.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Personnel issues at grade 6. 2 of 3 teachers are out on extended leave. One of the substitutes covering for ELA is actually wonderful! And it would so great to ensure his continuing. The other class has been covered by multiple substitutes.
- Technology: continues to be an issue. Multiple passwords required to access drives/units/curriculum. Some teachers able to access F drive, others not. During a meeting with leadership teams at Whitten, we encountered no less than 3 significant issues—including not being able to see full computer screen on projected screen.
- Additional support for struggling teachers is needed. In addition to all teachers needing support to implement the new curriculum; one teacher at each grade level plus special education is in need of substantive support. ADE specialists, Sarah Womble and Stanley Paul used to be available and are no longer. We need their help!
- Person hired to be math interventionist is now serving as Dean of Students half day; limits the number of students supported. Special area teachers only teaching their content area half day are assigned “interventions” but this support is inconsistent at best and currently no schedule exists or identifies students receiving support from these individuals.
- Cleanliness of building and classrooms.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

Unearthed the need to model for long term planning. Teachers not seeing big picture of the units developed and the demonstration of learning required by students.

- **Next Steps: (Briefly describe your objectives for next week.)**

Model planning sessions.

Discuss reflective questions within the mid year report.

Focus on BURST instruction and intervention.

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External Provider Weekly Reporting Form

School Name: Strong Intermediate School

District Name: Lee County

Report for Week of: Jan 27

External Provider: Learning Forward

Date of report submission: Jan 29, 2014

Report Submitted by: Cheryl Krehbiel

Focus School

XXXPriority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

- Principal continues to express expectations verbally and in written communication.
- Mid year provides opportunity for reflection. Opportunity to sit together as a team did not occur on this visit.
- Attended ACSIP meeting at district level. PIPs were mentioned as focus for schools.
- Led planning with ELA teachers; discussed with Lit IF ways to hold teachers accountable for implementation of units and rigorous work required as part of units.
- Honored principal for high level of integrity and professionalism in the face of obstacles.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing teacher practice

Reviewed teacher data collection board to identify and celebrate teachers' efforts to use new engagement strategies in class. No changes from last week.

Principal continuing to provide feedback to teachers—and holding them accountable for expected changes in practice based on current PIP goals/actions through paper documentation.

Reminded each of CWT requirements; 25 per week.

Student Achievement

Awards assembly set for tomorrow, Jan 30. Student achievement is focus. Students recognized for TLI scores, principal honor roll of all As and honor roll of all As and Bs.

Changing principal practice

Leadership is doing a fabulous job. A consummate professional!

Is focused on instruction and improving teacher practice to improve student achievement results.

Student Safety and Discipline

Reminders of use of Strong Bucks

Parent and Community Engagement

Men in Action Meeting bring community members into the school to do projects and support student learning

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Mid year reflection report; planning protocols, critical friend to the principal on various issues, connected with ADE curriculum specialist for unit updates, questions,

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Focusing on actions related to IMO targets.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Technology: continues to be an issue. Multiple passwords required to access drives/units/curriculum. Some teachers able to access F drive, others not. During a meeting with leadership teams at Whitten, we encountered no less than 3 significant issues—including not being able to see full computer screen on projected screen. I just can't understand why this continues to be an issue. No one in authority appears to have the ability to resolve this issue for teachers.
- Additional support for struggling teachers is needed. In addition to all teachers needing support to implement the new curriculum; one teacher at each grade level plus special education is in need of substantive support. ADE specialists, Sarah Womble and Stanley Paul used to be available and are no longer. We need their help!
- Person hired to be math interventionist is now serving as Dean of Students half day; limits the number of students supported. Special area teachers only teaching their content area half day are assigned "interventions" but this support is inconsistent at best and currently no schedule exists or identifies students receiving support from these individuals.
- Cleanliness of building and classrooms.
- Money for subs to support long term planning is critical and yet to occur in large enough blocks of time to deeply understand the units , share and discuss instructional strategies./

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- **Next Steps: (Briefly describe your objectives for next week.)**

Principal and IFS should review mid year reflection with school teams and send me any revisions to incorporate into PIP.

Focus on BURST instruction and intervention.

-- External Providers should email the report to the school Principal by Wednesday. Reports submitted on Wednesday are for the previous week.

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External Provider Weekly Reporting Form

School Name: Strong Intermediate School

District Name: Lee County

Report for Week of: March 10

External Provider: Learning Forward

Date of report submission: March 18

Report Submitted by: Cheryl Krehbiel

Focus School

XXXPriority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

- Reflection of mid year report, including adding or deleting actions has not occurred. Moved forward with current actions and collected evidence or noted areas of continued concern. Stoplight report provided.
- Worked with IFs again to ensure proper documentation of support provided to teachers and next steps for teachers in the continuous improvement process.
- Following up with IFs reflections this week.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing teacher practice-Conducted walkthroughs of classrooms; provided feedback to teachers using stickies. Reviewed actions related to teacher responsibility.

Changing Leader Practice- Principal continues to conduct formal evaluations.

Student Achievement-Reviewed recent TLI results; data room posting and efforts to increase student confidence prior to benchmark. SIS to conduct mock benchmark exam, analyze results for final push prior to benchmark.

Parent and Community Engagement- leaders and staff continue to engage parents in creative ways, such as the recent awards assembly, where every student was recognized for something.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Met with ADE curriculum specialist for unit updates, questions.

Reviewed IF schedules and reflection, adding suggestions for greater teacher accountability.

Reviewed 1003 G grant submitted to state on behalf of Strong to provide more support and services to students/teachers in Lee County.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Focusing on actions related to IMO targets.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Principal and IFs not working together as a core team.
- PLCs and leadership meetings not consistently meeting on scheduled days/times
- I can't believe I continue to mention technology as an issue. The struggles in this area continue which impedes my ability to provide files in dropbox format for staff use; using the smart technology to access resources in the curriculum to engage students.
- Teacher efficacy-many teachers still do not believe their efforts with students matter to student performance. Several teachers continue to refer to inadequate student results as

issues with parent engagement or student deficits.

- Accountability of adults-
- Cleanliness of building and classrooms. The number of custodians at Strong is inadequate to get this issue resolved.
- Money for subs to support long term planning is critical and yet to occur in large enough blocks of time to deeply understand the units , share and discuss instructional strategies.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

Continuing to work with IFs to be flexible and to support principal directives in a timely fashion.

Continuing to work with principal to encourage greater reliance on team, building a core team, planning thoughtfully with clear messages about operationalizing ideas.

- **Next Steps: (Briefly describe your objectives for next week.)**

Not yet completed:

Principal and IFS should review mid year reflection with school teams and send me any revisions to incorporate into PIP.

Focus on BURST instruction and intervention.

In addition,

Revisit the feedback provided regarding schedules and reflections with IFs. Come to agreement on new protocols moving forward that better meet the needs of all.

Support Benchmark administration as needed

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External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: February 5, 2014

External Provider: Learning Forward

Date of report submission: February 9, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

Professional Learning Communities remained focused on comprehensive literacy and CGI including a Saturday session related to understanding and using Dibels data (nine(9) of eleven (11) teachers attended)

Principal maintains a focus on high standards and holding all staff accountable.

Peer Observations continue

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Principal monitors classrooms using CWT

Teachers administer Dibels

Principal spends at least 50% of time in classrooms

Principal and instructional facilitators' ongoing conversations based on professional growth

Principal is focus keeper consistently pointing to improved student learning

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Prepared notes for PLC

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Maintain focus on school plans and goals

5. What barriers, concerns or persistent obstacles have been identified, if any?

Concern:

- One (1) of eleven (11) teachers has not completed DRA although two weeks had been designated for completion; several teachers have not completed administering Dibels; three (3) of eleven (11) teachers unprepared for mathematics PLC after given explicit support
- Teachers have express being overwhelmed by implementing the components of comprehensive literacy (CL) and keeping data notebooks. The components of CL support the National Reading Panel's research on what should be incorporated into a solid reading process. The literacy PLCs have supported the teachers in understanding how children learn to read/write and what proficient reading teachers do during the instruction process. The data notebooks continue no information that a proficient teacher would not keep on a regular bases. The principal and instructional facilitators will need support from the district leadership to continue holding teachers accountable for implementation. Although teachers have participated in some CL training sessions, this may be the first time they are actually being held accountable for implementing the process with fidelity.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

Holding staff accountable for implementation of current programs/processes.

7. Next Steps: (Briefly describe your objectives for next week.)

Review PIP; review documentation; meet with Office of Intensive Support

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External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: February 20, 2014

External Provider: Learning Forward

Date of report submission: February 26, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

Principal monitors implementation of Common Core, comprehensive literacy through daily classroom observations.

Principal communicates with staff about instructional expectations through memos, emails and conversations.

PLCs remained focused on implementing comprehensive literacy and CGI.

Principal continues the teacher evaluation process.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Classroom teachers conduct peer observations

Teachers meet weekly for common planning time

Principal and instructional facilitators have on-going conversations about teacher's professional growth

Principal focus keeper, consistently pointing to improved student learning

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Maintain focus on the school literacy and mathematics plan and PIP.

5. What barriers, concerns or persistent obstacles have been identified, if any?

Excessive absences by three (3) teachers

Student report cards and/or progress reports were not prepared by one (1) teacher

Classroom management remains a concern in three (3) classrooms

Two (2) teachers not following the comprehensive literacy protocol

The following considerations are based on observing grade level lesson planning team meetings:

- Instructional Facilitators (IF) take a more active role in facilitating the first grade planning meeting.
- IFs continue to keep teachers focused on the essential questions that guide the unit.
- Essential questions should be posted in all classrooms and references throughout the unit.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

The after school program addressing deficient skills areas based on TLI and other assessment data.

7. Next Steps: (Briefly describe your objectives for next week.)

Observe comprehensive literacy implementation, conference with classroom teachers

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External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: February 25, 2014

External Provider: Learning Forward

Date of report submission: February 26, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

The work at the school continues to focus on implementation of the district curriculum and the literacy and mathematics plan. The plans including the PIP components are comprised of basic foundational actions that must be in place in all classrooms in order for the school to move toward becoming an effective school. The PLCs have purposefully limited the topics to literacy and mathematic implementation including data from the two contents.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Principal and instructional facilitators conduct CWT
The Learning Institute Literacy assessments are administered
Teachers attend weekly PLC meetings
Teachers attend weekly grade level lesson planning meetings
Principal is focus keeper consistently pointing to improved student learning

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Conference with individual teachers

Observed in 6 classrooms: objectives posted in all classrooms, evidence of curriculum taught in all classrooms, routines were evident in 4 classrooms, majority of students in all classrooms were engaged (15 of 18; 19 of 19; 18 of 21); evidence of comprehensive literacy implementation of all classrooms; word walls are growing in all classrooms; anchor charts are posted in all classrooms (more in some).

Observed guided reading in 3 classrooms: quality of questions is increasing and the protocol was followed.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Helping leadership remained focus on a limited number of activities that target implementing the district curriculum and literacy and mathematics plans.

5. What barriers, concerns or persistent obstacles have been identified, if any?

Excessive absences by three (3) teachers

Recommend evaluating the use of all staff including paraprofessionals to insure that all student academic needs are met. This would include examining staff schedules and responsibilities and determining which students would most benefit from additional one-on-one/small group targeted instruction.

Recommend creating a routines and procedures handbook that describes the expectations for classroom instruction. The handbook would include things such as Assessments: DRA, Dibels, TLI with explanations of when given, why given and how used. This would allow the instructional component to begin immediately upon the start of school.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

Burst continues, After-School is in place

7. Next Steps: (Briefly describe your objectives for next week.)

Discuss recommendations above; classroom observation as time permits; review PIP and literacy/mathematics plans; meet with Vickie Smith and Leadership to discuss moving to a Student-Center Coaching model

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External Provider Weekly Reporting Form**School Name:** Whitten**District Name:** Lee County**Report for Week of:** January 22, 2014**External Provider:** Learning Forward**Date of report submission:** January 27, 2014**Report Submitted by:** Janinne Riggs**Focus School** Priority School **(choose)****1. What work has the school accomplished this week regarding the TIP/PIP?**

Principal reviewed all of the teacher data notebooks and provided written feedback.

Principal continues classroom observations providing written feedback.

Principal continues to support high expectations. Two (2) teachers were recognized for no absences to date and one for filling in for other teachers in performing various duties.

Mathematics Instructional Facilitator (IF) lead the mathematics professional learning community (PLC) on how to analysis Cognitively Guided Instruction (CGI) data. She will have observed all teachers by end of week. Each teacher has an assignment supported by the Children's Mathematics Cognitively Guided Instruction text.

The literacy PLC continued the focus on implementing comprehensive literacy (CL) reviewing the second component – phonemic awareness/phonics/word study. The literacy IF observed teachers using the CL protocol.

School leadership team met with principal reviewing the school's literacy and mathematics plan. The Dean of Students provided current discipline data.

The team discussed 1. How individual teachers are given support on implementing routines and procedures and 2. The improvements made by individual students. Thirty six (36) discipline incidents and six (6) bus referrals. Literacy Cooperative Specialists continues individual support with three (3) individual teachers. She also continues supporting all teachers in implementing CL.

Two (2) teachers participated in peer observations.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Student progress/achievement: Classroom teachers will conduct peer observations; Teachers complete administering DRA and began Dibels assessments

Safety/Discipline: Reviewed data and discussed progress toward goal of decreasing by 5%

Changing Teacher and Leader Practice: Understanding how to analysis data

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Because of the need to increase student vocabulary and other early literacy skills continued discussion of supporting skill development through the use of word walls – provided chapter for IFs to use in conferencing with teachers.

As requested by the principal, lead a discussion of the research supporting work outlined in the PIP and literacy/mathematics plans – provided research article used to guide discussion.

Composed the PLC minutes and emailed to all staff as appropriate.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Maintaining a focus on the work outlined in the PIP and literacy/mathematics plans.

5. What barriers, concerns or persistent obstacles have been identified, if any?

One teacher with an excess of fourteen (14) absences

Technology continues to not be available to all staff

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

More focused discussions about how to use assessment data to guide instruction

7. Next Steps: (Briefly describe your objectives for next week.)

Review IFs documentation; discuss coaching chapter provided last week; participate in literacy PLC; classroom observations as time permits

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External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: January 29, 2014

External Provider: Learning Forward

Date of report submission: February 2, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

Principal continues to communicate to staff regarding high expectations for students and adults.
Principal continues to be in classroom at least 50% of the day and provides feedback to teachers on the informal observations. This information is shared with the instructional facilitators.
Professional learning for staff remains focused on the school priorities of literacy and mathematics.
Mathematics – CGI and examining student data
Literacy – Comprehensive literacy and understanding Dibels data
Dean of Students remains focused on supporting student discipline and providing individual support to several teachers.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Teacher and Leader Practice:

Teachers administer Dibels

Principal and Instructional Facilitators participate in weekly grade level data meetings

Principal is focus keeper consistently pointing to improved student learning

Principal will ensure the teachers receive job-embedded opportunities to expand, enhance, and refine their skills

PLC are designed to support teachers by the use of mentoring and coaching

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Prepared the PLC literacy meeting minutes

Provided the Instructional Facilitators with two (2) chapters from the Literacy Coach Survival Guide "How Can I Communicate Well With Teachers?" and "How Do I Coach Individuals?"

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Maintain focus on the school plan

5. What barriers, concerns or persistent obstacles have been identified, if any?

Making sure that there is a clear line of communication between and among all levels of the system

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

7. Next Steps: (Briefly describe your objectives for next week.)

Discuss PLC schedule after the completion of the comprehensive literacy series; classroom observations as time permits; review Instructional Facilitators documentation

-- Each Principal is responsible for uploading weekly reports submitted by the External Providers to Document Upload, in the External Providers Weekly Report folder.

--External Provider is responsible for archiving all documents and evidence. Upon request, the EP must make all evidence available to the ADE.

External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: March 18, 2014

External Provider: Learning Forward

Date of report submission: March 24, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

For the second week, much effort was put into preparing for the state assessment. In addition to all adults in the building providing small group instruction, retired teachers worked with groups of students on remediation and intervention. The professional review of the components for comprehensive literacy was completed. The principal was working to complete the necessary evaluations of certified staff. The principal continues to maintain high expectations for students and staff. The common core curriculum continues to be implemented with various levels of implementation seen in classrooms. The cooperative literacy specialist continues to provide direct services at least once a week. The Dean of Students continues to monitor and support student discipline.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Because the goals and actions are interrelated all are addressed in some manner each week.

Below are specific actions that were discussed with possible to correct impeding practices.

Safety/Discipline: The principal will monitor rules and procedures. *Data indicates that the majority of infractions are coming from two (2) classrooms.*

Parent/Community Relationships: Every teacher will create homework folders and communicate with parents. *One (1) classroom does not have homework folders and does not communicate with parents.*

Changing Teacher and Leader Practice: PLCs meet weekly. *Although the PLCs meet each week, there is little participation by staff. There are few if any questions asked. There is little or no evidence available that teachers have used the information to improve or inform instruction.*

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Facilitated a discussion to develop a plan for moving to a student centered coaching model. Notes attached

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Conferencing with Principal regarding new direction for instructional facilitators, implementing additional components of PBIS (moving beyond the incentives aspect of the program), supporting Principal in moving forward with professional growth plans for certain teachers

5. What barriers, concerns or persistent obstacles have been identified, if any?

Maintaining a consistent level of implementation in the adopted curriculum and programs such as purpose of lesson is unclear or stated; explanation of content is unclear; interaction between teacher and student is predominantly recitation. The PLCs have addressed all components of literacy. All teachers have been giving copies of the literacy protocols that included a description of what it would look like in the classroom. The protocols provide specifics plans for teaching the

components. The protocols should serve as the teachers guide to instruction. Consideration should be given to redesigning the PLC so that the meetings are more meaningful. (see note above)

Data walls are not current.

Paraprofessionals should receive training on regular bases.

Instructional facilitators are working but would benefit from a more focused schedule. Each facilitator should focus on one content (literacy or mathematics) rather than being spread thin trying to cover all contents.

PBIS is the district classroom management/discipline program but is limited in the implementation of content. The school should include other aspects of the program in the regular routines of the day.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

The inclusion of the community in providing additional small group or one-on-one student support.

7. Next Steps: (Briefly describe your objectives for next week.)

Develop an instructional handbook outlining all expectations for what should occur in the school day.

Develop specific plans for moving toward student centered coaching.

-- External Providers should email the report to the school Principal by Wednesday. Reports submitted on Wednesday are for the previous week.

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--External Provider is responsible for archiving all documents and evidence. Upon request, the EP must make all evidence available to the ADE.

External Provider Weekly Reporting Form

School Name: Whitten

District Name: Lee County

Report for Week of: March 11, 2014

External Provider: Learning Forward

Date of report submission: March 14, 2014

Report Submitted by: Janinne Riggs

Focus School

Priority School (choose)

1. What work has the school accomplished this week regarding the TIP/PIP?

Over the past several weeks students participated in mock tests and the regularly scheduled TLI assessments. This data, as well as, formative data was used to determine additional intervention/remediation for students. All available adults were scheduled to provide direct services including the principal, assistant principal and instructional facilitators. (More adults working directly with students)

The principal continues to remain focused on implementing the district's common core curriculum. In addition, she articulates high expectations and holds all accountable for assigned roles and responsibilities.

The principal spends at least half of the time in classrooms engaged in formal evaluations and/or informal observations. Principal provides oral and/or written comments.

The assistant principal continues to provide classroom support related to classroom management and/or discipline.

Although implementation of comprehensive literacy is not being implemented with fidelity in all classrooms, there is evidence that all teachers are aware of the expectation to implement and have the tools to put the process in place.

The after/school program is providing instruction to remediate.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Student progress/achievement: Leadership conducts classroom observations; TLI assessments are administered.

Safety/Discipline: Leadership monitors rules and procedures

Changing Teacher and Leaders Practice: Principal is focus keeper; Principal shares findings

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Conducted three (3) literacy protocol observations – findings were discussed with the principal and written notes will be provided to the principal. I will also visit with teachers regarding observation.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

Discussed with Principal strategies to maintain accountability for all and keep focus on student achievement. Discussed with Coop Literacy Specialist appropriate services that should be provided.

5. What barriers, concerns or persistent obstacles have been identified, if any?

Excessive absences by 3 staff members

Although all teachers have been provided specific review on each component for teaching literacy and have the tools for implementation, there is little evidence in two (2) classrooms of

implementation and in three (3) classrooms there is limited evidence of implementation. The PLC minutes stated that the literacy protocols would be used by the instructional facilitators to check implementation. There is limited evidence that the protocols have been used and little evidence that teachers have been conferenced on the findings.

Recommend: that the instructional facilitators create a documentation notebook with a tab for each teacher including all dates/times of when teachers were observed, the protocol (literacy and/or mathematics) document, teacher conferencing notes and next steps.

The minutes from the literacy review PLCs were modeled and sent to teachers and Leadership. There is no evidence that the model has been followed in subsequent meetings.

There is no evidence of the school following up on the classroom management that was provided in two (2) classrooms by the coop literacy specialist.

Observations indicate that most paraprofessionals are used to handle classroom management rather than providing direct services to students. The principal is working to change this practice.

Recommend: that the instructional facilitators take an active role in directing materials/lessons that paraprofessionals use. The Fountas/Pinnell kits could be used by the paraprofessionals. The kits ordered several years ago are stored in a portable. The materials, with the expectation of one level have not been used (still unopened). The materials are aligned to the DRA and contain scripted lessons. These materials could be used by the paraprofessionals to support skill development and reading development.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

More adults are working directly with students based on assessment data.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Develop a plan during the morning for piloting Student Centered Coaching model for the remainder of year
2. Review, during the breaks between the PLCs, the completed literacy protocols to determine patterns of implementation and determine next steps for providing support for implementation

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Mid-Year Reflection: January 2014

The culture and tone of the building has improved immensely from previous years. Students are greeted in the morning by cheerful and quiet voices. Teachers use positive phrases, such as “please walk,” rather than the former, “don’t run.”

Principal Davis models on a daily basis this quiet authority. Never raising her voice; she quietly explains, establishes expectations and reminds both adults and students frequently of new expectations. Student interviews reveal they like the new principal and teachers “seem” nicer. A few students reported class is more interesting. Further, students reflected they want to talk more in class and they like it when teachers don’t yell at them.

For the first time, I’ve heard students laughing in class and just this past visit, I observed students lounging on the classroom rug in one class authentically working together to complete a class assignment.

Most teachers eagerly await delivery of the new curriculum units. Some even demanding them prior to break so they can be reviewed during the holiday. As yet, teachers have not engaged students in the demanding writing tasks required as part of the units, but more and more teachers are attempting implementation of daily lessons with some fidelity.

TLI results are celebrated and closely examined. Teachers anxiously await the results prior to delivery by instructional facilitators. The data room identifies students by number and color. The whole school is beginning to share in the results—and support other teachers. This past week two math teachers stated they would be helping a third math teacher whose scores on TLI is not what it should be.

Review of PIP

Changing Teacher Practice:

Currently only 10% of CWT reports reflect students are authentically engaged in the learning process, which is down from the original baseline of 16%. Moving from the traditional rows and quiet classrooms is a huge challenge for teachers, yet this effort must remain a key focus moving into the second half of the year. CWT reports indicate the majority of students are well managed and doing as they are instructed.

PLC meetings must continue to focus on the engagement strategies outlined in Marzano’s *The Highly Engaged Classroom*. Principal and facilitators must model these practices at every opportunity. Moreover, PLC meetings and planning opportunities must include conversation between teachers about how to teach concepts to engage more students.

Survey results indicated that teachers do feel supported. Teachers also indicated that when facilitators have modeled lessons or provided feedback it has been helpful. Also, teachers reported feedback, when provided by principal has been helpful.

Changing Leader Practice:

Baseline data indicated the principal was not spending enough time focusing on instructional officers. This held for the month of November, but now that the math interventionist is working part time as a

Dean of Student, Principal Davis has spent more time with teachers-observing, both formal and informally, providing feedback, and conferencing. Documenting this work is important to the urgency to improve results for kids in Lee County.

Principal Davis is using email to communicate more and more with teachers, including sending daily newsletters. This communication provides clear expectations to teachers. More can be done with this communication to make transparent various data from PIP.

Reflection:

What more can we do to ensure more authentic engagement of learning?

Does our schedule block as much time as possible to support teacher learning?

Are there actions that should be added or deleted to PIP that might ensure we reach our goals?

What additional specific support do you need from me (Learning Forward) or from ADE?

Student Achievement:

Grades 3 and 5 are on track to reach our goal of each content area TLI assessment will show an aggregate 50% proficient or advanced rate. Changes to teachers teaching math/reading at grade 4 needs careful monitoring to determine if this data driven decision results in greater student gains. Concerns at grade 6 remain a barrier—two of three content areas currently being taught by substitutes. (though one substitute is doing a wonderful job!)

Some teachers with facilitator support have begun collaboratively scoring open response items and writing prompts from TLI assessments. More of this work needs to happen across all grades—and include conversation about feedback to students, implications for teaching, and re-teaching.

Reflection:

How are we using all the data available to us to support student learning?

How are we maximizing personnel available to support student learning/intervention?

What evidence do we have about interventions and current support is improving student learning?

What actions need to added/deleted to improve student learning?

What additional support do you need from me (Learning Forward) or from ADE?

Student Safety and Discipline:

Data regarding student discipline and suspensions has some flaws. Based on baseline data and current data, there is progress on reducing discipline issues, but clearly more must be done. Several actions in this section remain red or yellow.

Reflection:

What is preventing staff from fully implementing PBIS?

What trends do we see in the data from teacher referrals? What has been done to act on this data?

What trends do we see in the data regarding individual students? What behavior plans have been put in place for those students?

What actions can we add/delete to ensure a better learning environment for students?

What additional support do you need from me (Learning Forward) or from ADE?

Parent and Community Engagement:

We are on track to meet our goal of providing more opportunities for parents and community to engage in the life of the school.

Reflection?

Is this enough? Based on what information and/or evidence?

What additional support do you need from me (Learning Forward) or ADE?

External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: December 16 - 20, 2013

External Provider: Learning Forward

Date of report submission: December 23, 2013

Report Submitted by: Estelle Matthis

Focus School

Priority School (Choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

Leadership was unable to conduct CWTs and informal observations due to meetings, parent conferences and teachers preparing for semester exams. She had not read the external providers report and was not prepared for us to review evidence that reflected implementation of Year II PIP. She is developing a plan with her administrative staff to establish a "true" grades 7 – 9 school. This plan is to promote efficiency and safety. Teachers, students and parents (grades 7 – 9, will report to the middle school complex. The office-management staff will develop the details during the holiday break. She advised that she conducted several CWTs with the Office of Intensive Support (OIS) and that she had some conversations with MR. Tolbert last week.

There will continue to be some activities with grades 10 -12. For testing purposes grade 9, teachers (shared) and students will interact more with grades 10 -12 than grades 7 – 8. Teachscape CWT data had not been updated. I advised her of the need to address issues such as the calendar, accelerate the implementation of Year II PIP, organize and prepare for the review of the school's evidence, be more timely in reading and responding to external and internal reports and requests. She had not reviewed or monitored any of the semester tests that teachers would administer this week. LF consultant extended the date for review of evidence, Year II PIP, until next visit January 14 – 15, 2013. I requested approval to conduct informal observations as she had to go to the district office for a meeting. She was not sure if this was permissible without her accompanying me.

Grades 10-12

The principal advised that she had conducted five (5) CWTs on Monday but due to preparation for semester test and attending a half day meeting Tuesday at central office with the superintendent. She was unable to observe in classroom. She advised that she had conducted several CWTs with Mr. Tolbert and Ms. Streeter. Upon my request to conduct informal observations during her visit to central office, she requested that I spend time with the counselor and one new CTE teacher. Evidence was not available for us to review. She advised that she has had teachers send specific documents to the secretary that would reflect her efforts in the implementation of Year II PIP. LF consultant extended the date for review of evidence, Year II PIP until the next sit visit January 14 – 15, 2013.

Grades 7 – 12

The instructional facilitator for math continues to conduct 4 to 5 CWTs daily but was unable to do so on Tuesday as she was in attendance for a half day at the central office. The math PLC has been planned and a teacher was designated to facilitate the meeting. All evidence is properly identified and organized for review. IF reviews data in planning professional learning for teachers and implementation of Year II PIP.

The instructional facilitator for literacy had been in contact with Teachscape to reconcile problems with CWT data entries. We discussed progress made on tasks that had been identified by LF consultant. Data wall had not been completed as she was undecided how to present the data. She was able to provide TLI module assessment results.

7 th Grade	62.3%		
8 th Grade	47.6%		
9 th Grade	42%		
10 th Grade	39.8%		
11 th Grade	53.3%	Module 1	53.0%
Module 1	53%	Module 2	
Targeted AMO	65%		

There has been little or no analysis of data with the teachers. We conducted a CWT in the classroom that posted the lowest tests results. Following the CWT we compared and discussed observations and what feedback should look like for the teacher. She advised that Teachscape determined 52 CWTs had been conducted by her and extend into the system.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing Leader Practice

Grades 7 - 9

- Leadership has not been able to enter all CWT data into Teachscape.
- Principal is reorganizing grades 7 – 9 school in order to improve safety and efficiency. She will develop a detailed plan with office Staff during holiday break.
- Leadership conducts numerous parent and student conferences during the school day.

Grades 10 -12

- Principal advised that all CWT data had been entered into Teachscape.
- Leadership had requested the assistance of the math instructional facilitator to review the PGPs for the math teachers and to provide technical assistance to address her concerns.
- She had directed the math teachers to email weekly lesson plans to the IFs to address areas of concern.
- Principal requested technical assistance from LF consultant in the development and implementation of Improvement Plans for teachers.

Change in Teacher Practice

- Math PLC was facilitated by a math teacher. The agenda had been prepared by the IF for math.
The focus was on curriculum and pacing, completing TLI data forms, effective use of classroom seating arrangements and completing PGPs.
- Math teachers discussed "Questioning Strategies" article suggested by LF.
- The IF for math has compiled Year II PIP evidence. It is organized and in a binder.
- Teachers reviewed and administered semester tests. All grades had to be posted by December 20, 2013. Grades need to be posted in order to address eligibility of basketball players.
- Baseline data for teacher attendance has not been established for grades 7 – 12 – Year II PIP.

Student Progress and Achievement

- Attendance at After School has increased to 82 students. Target enrollment is 100 students.
- After School is fully staffed with the needed addition of a geometry teacher.
- Students attended movies, ages up to 13 (Frozen) ages 13 and up (Madea's Christmas) as an incentive and celebration. No criteria was used for participation.

Student Safety and Discipline

- Conditions observed in one CTE class are not safe. No rules or procedure are posted and school rules are not implemented.

- Student discipline data have not been collected and analyzed in order to address student needs.
- Baseline data has not been established for grades 7 – 12, Year II PIP.
- The counselor works with some students to address schedule changes. No evidence reflected any other support services being provided to students.

Parent and Community Engagement

- Weekly newsletters are sent to parents.
- The high school advisory board meets monthly. There are five (5) board members representing parents who have students currently enrolled at the high school.
- The focus of most parent meetings is assisting parents to become involved in student academic and attendance.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Reviewed expectation for review of Year II PIP evidence and plans for the new semester.
- Reviewed with principal (gr. 10 – 12) observations and made recommendations to address needs of counselor and CTE teacher.

CTE Teacher

- Identify appropriate curriculum: What is to be taught and tested – Career and Technical Education.
- Develop weekly less plans with teacher and CTE coordinator
- CTE teacher follows lesson plan with principal and IFs observing and providing feedback
- CTE teacher develops, post safety rules, review with all students and implements on a daily consistent basis.

Counselor

- Counselors are to divide tasks between the two of them.
- Develop a timeline for completion of tasks.
- Collect and develop materials needed for compliance – Student Service Plan.
- Leadership monitor process and timelines for completion of work.
- Leadership was encourage to plan with district and ADE consultants for January 6, 2014 professional learning.
 - Confer with ADE consultants to establish expectation of the day.
 - Identify resources needed to support training.
 - Check and verify all technology is working appropriately and timely.
 - Establish schedule for breaks, lunch and closure for the day.
- IF Literacy
 - Identify specific technical assistance when scheduling GREO specialist to provide services. Professional learning should be aligned with needs as identified in Year II PIP, ADE professional development plan.
- Shared concerns regarding literacy teachers and needed technical assistance.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Conducted mini work session with literacy and math instructional facilitator regarding Year II PIP and implementation evidence.
- Assisted counselor in identify tasks that must be completed.
- Continued work with leadership regarding the need to develop a reciprocal culture within the school with teachers.
- Discussed need to review tests administered by teachers for appropriateness, format and to ensure that teachers - separate behavior from academics in determining grades.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- LF consultant is prohibited from visiting classrooms unless accompanied by the principals or IFs.

One half day was wasted in December as the principals and IFs were away from the campus.

- Lack of adequate planning in most initiatives. An idea is presented and then hastily implemented. There is no plan for implementation, monitoring and evaluation for effectiveness.
- Adequate scheduled time to work with leadership. A district calendar has been developed, Next Steps are identified in reports, on-site visits are noted in reports yet there is minimal scheduled time to work with principals and principals often have other obligations that limit the time we can work together.

Professional Learning

- The district has directed the schools to use three different PGP forms. There is not a process in place and little or no consideration to aligning professional learning to the state approved professional development plan. This should be leadership task with teachers.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Work sessions with the IFs regarding support for teachers, TLI data and use of afterschool instructional support.
- Work session with the counselor regarding development of the Student Service Plan, support for students and addressing need of seniors that will ensure graduation.

7. Next Steps: (Briefly describe your objectives for next week.)

*Review evidence that reflects implementation of Year II PIP.

*Discuss article "Questioning Strategies" with IFS and plan professional learning around the article for PLCs.

*Consult with district's special education supervisor regarding instructional support for students with disabilities.

*Consult with counselors re progress on the development of the Student Services Plan.

*Conduct CWTs with leadership and IFs. Reflect observation with leadership and determine next steps.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: February 10-14, 2014

External Provider: Learning Forward

Date of report submission: February 17, 2014 **Report Submitted by:** Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

- Leadership participated in in-service training, “All Call”, at the district office.
- Leadership participated in professional learning last week at GRESC, E School and Digital Learning.

Grades 10-12

- Leadership participated in in-service training, “All Call” at the district office.
- Leadership participated in professional learning re state assessments, EOC, at the district office.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing Leader Practice

Grades 7-9

- Leadership continued work on revision of the SIP Grant.
- Leadership continues efforts to correct second semester scheduling problems: students are not assigned to correct classes, grades are not aligned to students' classes, edLine is not documenting grades and in some cases grades are deleted.
- Leadership reviewed and approved the distribution of the technology survey for teachers, grades 7-9.
- Leadership has begun the formal evaluation of teachers for this school year.
- Leadership is finalizing plans for implementation of a five (5) week Benchmark Boot Camp for grades 7-9.

Grades 10-12

- Leadership continues efforts to correct students' transcripts and schedules.
- Developed/refined a proposed procedure to ensure all students are assessed during state testing. Including 11th grade literacy.
- Refining procedures to address students' tardiness to class.
- Continued efforts to audit seniors' transcripts and/or graduation concerns with counselor.
- Studied/reviewed some components of TESS.
- Initiated plans to develop 2014-2015 Registration Packets for students.
- Attempted to enter CWTs into Teachscape. Technology issues.

Changing Teacher Practices IMO-IDII

- IF for literacy assisted and participated in the literacy and math parent teacher conferences held February 13, 2014 from 5 p.m. - 6:30 p.m. at the high school.
- IF for literacy continues work on literacy data wall in the blue room.
- IF for literacy worked with LF to develop a process for teachers to address student needs as identified in the mock test, 11th grade literacy. The plan will be initiated during next week's PLCs.
 - 1) IF for math developed remediation booklets based on math mock tests results and algebra strands for non-core teachers who assist in remediating students' deficits. IMO-IF07
 - 2) IF for math models targeted strategies for non-core teachers to use during math remediation sessions. IMO-IID11
 - 3) IF for math planned and participated in the math and literacy parent teacher conferences, February 13, 2014 from 5 p.m. - 6:30 p.m. at the high school.
 - 4) IF for math has conducted 210 CWTs, 154 posted and 56 pending. Technology issues continue with Teachscape. IMO-IID11

Student Progress and Achievement

- CTE teachers plan and set up Drill Skill structures for students to prepare for state competition this spring.
- Teachers prepare interim student progress reports.

Parent and Community Engagement

- District Parent Coordinator assisted IFs for math and literacy in planning and assisting parents to attend this week's parent teacher conferences.
- Some district retirees provided refreshments for the parent teacher conferences.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Individual work sessions with the IFs for math and literacy: continued analysis of TLI data, mock test results, identification of specific strategies for teachers to use to address students' needs and prepare for state assessment including pilot PARCC assessments.
- Reviewed social studies supplementary materials with IF for literacy. Continued planning for work session with social studies teachers.

- Conducted four informal classroom observations, grades 7-12.
- Made on-site visits to Whitten Primary and Strong MS.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Work sessions with IFs for math and literacy that focused on meeting students' needs and professional learning for teachers such as test taking strategies for state assessments and PARCC assessments using the computer labs.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Some students' schedules and transcripts remain incorrect and edLine is not functioning as designed. Students grades are entered, deleted and or not aligned with appropriate courses. Leadership at both levels are required to be away from their buildings too much.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Planned with leadership, grades 7-9, plans for addressing literacy needs of teachers and students: PLC, Boot Camp for Benchmarks as well as supervisory and coaching needs of some staff including the interventionist.
- Consulted with ADE Curriculum Consultant regarding academic needs of students and professional learning for some teachers.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Rescheduled planning session with CTE coordinator focusing on effective PLCs at the high school for CTE teachers.
2. Work with IF for literacy and social studies teachers by identification of strategies to support literacy instruction.
3. Work sessions with both principals regarding Boot Camp for Benchmark assessments, analysis of math mock test results, analysis of sample lesson plans and staffing needs for 2014-2015 school years.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: February 17-21, 2014

External Provider: Learning Forward

Date of report submission: February 23, 2014 **Report Submitted by:** Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-12

- Principals participated in professional learning at GRESC, Principal Evaluation, with Dr. Walters and Ms. Pfeiffer.
- Principals, OIS, ADE SI Advisor and the district's Special Education supervisor engaged in a discussion regarding the results of on-going audits of student transcripts. Issues and concerns regarding the on-going audits of students' transcripts. Issues and concerns of students with disabilities transcripts/IEPs' were discussed and reconciled in some instances.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Leader Practice

Grades 7-9

- Leadership and LF discussed plans for implementing Boot Camp for Benchmark for the next five (5) weeks. Teachers will intensify efforts to expose students to test taking strategies and expand content knowledge.
- Leadership continues planning efforts for administration of the mock literacy tests for grades 7 and 8 scheduled for February 28, 2014. IMO – IE09.
- Leadership and LF discussed options for providing instructional support for literacy teachers including technical assistance from IF for literacy.
- Plans to expand instructional strategies for students by the interventionist; participation in weekly PLC's, conferencing with the IFs for literacy and math and alignment and use of current tests results in designing lesson plans. IMO - IID11

Grades 10-12

- Leadership continues formal evaluation of assigned teachers.
- Leadership continues efforts to audit students' transcripts and graduation requirements/concerns with the high school counselor.

Changing Teacher Practices IMO-IDII

- IF for math models best practices for math and non-core teaches in preparation for state assessments. IMO – IID11.
- IF for math conducts daily CWTs and provides timely specific feedback to teachers. IMO – OE06.
- IF for math and LF discussed pilot PARCC assessment, Algebra 2, regarding professional learning needs of teachers and instructional technology needs of students.
- PLC for math focused on Math contest (ACTM West Memphis, Arkansas) PARCC Assessments (Algebra 2) analysis of Weekly Open Response and weekly assessments. Open Response items scored as 3s' and 4s' are posted and analyzed by teachers in the blue room. IMO – IF07
- PLC for literacy focused on 11th grade mock literacy test results, identified and discussed implications for literacy instruction for grades seven through ten. IMO – IF07

Student Progress and Achievement

- Plans were discussed for conducting mock literacy tests, grades 7 and 8.
- Seven classroom informal observations were conducted. Effective instructional strategies were observed and were being used by four (4) of the seven (7) teachers.
- Eighty Students (80) attended Afterschool on 2-19-2014.

Parent and Community Engagement

- Ten (10) parents attended and actively participated during Parent Teacher Conference night.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Facilitated the literacy PLC and planned with teachers instructional focus for the next three (3) weeks leading up to state assessments.
- Work session with IF for math regarding pilot PARCC Assessments and status of implementation of expansion of test taking strategies by teachers during instruction.
- Provided information to social studies and CTE teachers that will be used during next week's visit.
- Provided oral and written feedback to leadership, grades 7-9 and grades 10-12, regarding literacy PLC facilitated by LF.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Facilitation of literacy PLC, provided feedback to math teacher and IF for math regarding informal observation.

- Brief discussion with computer specialist regarding status of technology survey and use of computer lab by teachers on a regular basis and preparation for PARCC assessments.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Managerial tasks continue to consume significant amounts of leaderships' times, grade 7 – 9 and grades 10 – 12.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Planning with literacy teachers that focused on instructional preparation for state assessments and mock test for literacy grades 7 - 9.
- Planning with leadership, grades 7 – 9, instructional needs of students and professional learning for literacy teachers.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Work session with IF for literacy and participation in weekly literacy PLC.
2. Work session with social studies teachers regarding informational text and argumentative writing.
3. Informal observation of interventionist and conference with leadership grades 7 – 9
4. Continued work with IF for math.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: January 6-10, 2014

External Provider: Learning Forward

Date of report submission: January 13, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

- Leadership has worked with IFs and interventionist to revise some students' study hall schedules in order to provide increased instructional time with the interventionist.
- Leadership participated in professional learning, TESS, on January 6, 2014, presented by ADE consultant Jim Johnson.
- Leadership participated with district staff in the development of the 2014 SI Grant.

Grades 10-12

- Leadership has focused most of this week on resolving issues related to students' second semester schedules that contained error and or incorrect courses.
- Leadership spends a great deal of time working with the high school counselor regarding students' transcripts, master schedule, Student Service Plan, and other counselor related responsibilities.
- Leadership has worked with district staff in the development of the 2014 SI Grant.
- Leadership provided an overview of the school's operation to the newly appointed ADE SI Specialist.
- Leadership conducted several CWTs this week.
- Leadership participated in TESS professional learning on January 6, 2014.

Grades 7-12

- IFs for math and literacy participated in TESS professional learning this past Monday.
- APEX Tutorial training was provided to math and literacy teachers on January 7, 2014 during the time the math PLC scheduled time.
- IFs for math and literacy assisted the principal, grades 7-9, in re-scheduling students from study hall to time with the interventionist.
- The math IF provided "face to face" TESS training for the ALE teachers.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Leader Practices

Grades 7-9

- Teachscape reflects a substantial increase in the total number of CWTs conducted by the principal. IMO- IE06

Grades 10-12

- Teachscape reflects a total of 94 CWTs conducted by the principal. IMO- IE06
- Principal provides written and oral feedback to the high school counselor regarding meeting identified needs of students. IMO-IE09
- Principal participated in TESS training and reflected on professional teacher practices and how to assist and support teachers. IMO-IE09
- Leadership works with IF for math in providing technical assistance to the Algebra II teacher regarding instruction and students grades. IMO-IE09

Changing Teacher Practices

- Math and literacy teachers participated in APEX Tutorial training to address students' needs during daily instruction, afterschool and ALE programs. IMO-IF07
- IF for math worked with math teachers to reduce excessive planning periods for teachers and to allow increased instructional focus for teachers and instructional time for students. IMO- IID11
- IF for literacy engaged teachers during literacy PLC to reflect on first semester instructional practices to identify how to improve effectiveness of instruction and student engagement. IMO-IF07
- Most teachers were in attendance and actively participated in TESS professional learning. IMO-IF07
- Technology survey was distributed by the computer specialist to identify teachers professional learning needs, increase the use of the computer labs and to prepare students for pilot PARCC assessments this spring. IMO-IF06

Student Progress and Achievement

- Some students' schedules have been revised to increase instructional time and support from the interventionist. IMO-IIB01 IIB02
- Planning time for several math teachers have been adjusted to allow for increased focus on teaching and learning. IMO-IID02

Parent and Community Engagement

- Teachers are directed to expand their efforts in increasing parents' participation into their students' education including afterschool attendance and participation. IMO-IIIB 01, IIIB06

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Secured technical assistance from Learning Forward needed to standardize Year II PIP Monitoring Instrument. Consulted with district's curriculum coordinator regarding problems with Teachscape.
- Consulted with the district's special education supervisor regarding needed instructional support for SWD from the high school interventionist. Eighteen students are required to take state assessments not included in portfolio assessments.
- Checked on status of special education licensure for newly employed teacher at the high school.
- Encouraged leadership and IFs to have all needed evidence available to review during next on-site visit.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Reviewed ESEA Flexibility requirements and External Providers guidelines for clarity regarding roles and responsibilities for external providers.
- Consulted with ADE supervisor regarding protocol for securing services from various ADE agencies.
- Made suggestions to district's special education supervisor regarding monitoring of services to SWD and curriculum support for special education teachers.
- Consulted with university director regarding professional learning for special education teachers.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Leadership, grades 7-9 and 10-12 are pulled in too many different and opposite directions on a daily basis that prevent them from implementing Year II PIP in an effective and timely manner.
- Leadership does not have adequate time to reflect on teaching and learning in their buildings that would allow for their professional growth and the creation of a reciprocal learning culture with their teachers.
- Technology issues regarding Teachscape. Difficult for staff to enter and retrieve data, CWTs and to be assured of the accuracy of data captured in the system.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Discussions with IFs regarding professional learning for math, literacy and social studies teachers.
- Encouraged IF for literacy to contact GRES content specialist and schedule specific professional learning for social studies teachers.
- Follow-up conversations with the district's special education supervisor regarding teacher licensure and instructional support for students and teachers.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Review high school Year II PIP implementation evidence with staff.
2. Continue to work with leadership and IFs in conducting CWTs, providing timely and specific feedback to teachers.
3. Work session with IFs regarding instructional focus for teachers aligned with high school attaining AMOs for the 2013-2014 school year.
4. Meet with the newly assigned ADE SI Specialist.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: January 13-17, 2014

External Provider: Learning Forward

Date of report submission: January 20, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

- Leadership has developed operational procedures for the grades 7 – 9 English Complex that are to promote a safe and secure learning environment and is more responsive to the needs of students, staff and parents.
- Leadership participates in numerous parent and student conferences during the school day.
- Leadership continues more intense instructional support for two teachers, literacy and science.
- Leadership interviewed applicant for the vacant social studies position.
- Leadership shared plans for providing support for staff needed to improve the delivery and quality of instruction.
- Leadership conducted some CWTs with ADE SI Specialist and the grades 10 -12 principal as well as individual CWTs during this week.

Grades 10-12

- Leadership continues work with newly appointed ADE SI Specialist and the high school counselor.
- Leadership conducted some CWTs with ADE SI Specialist, OIS staff and LF consultant. Individual CWTs were also conducted by leadership.
- Leadership continues work with math IF that provides professional learning and technical assistance to math teachers.

Grades 7-12

- IFs for math and literacy participated in professional learning focused on CCSS curriculum, content, resources and implementation.
- IFs, math and literacy, provide oversight, and technical assistance for afterschool as well some student remediation (literacy).
- IFs implement actions related to afterschool field lesson scheduled for January 18, 2014 at the National Civil Rights Museum located in Memphis, TN.
- Math teachers celebrated students' academic success during weekly PLC.
- IFs are developing plans to up-date the high school data wall referred to as the "Blue Room".

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Leader Practices

Grades 7-9

- Teachscape and leadership records confirmed a total of 81 CWTs as of 1-14-2014. IMO-IE06 Target as of 12-20-2013 is 150 CWTs.
- Leadership provides mostly verbal feedback to teachers following CWTs and informal observations. IMO-IE09.
- The principal attends and participates in limited PLCs. IMO – IE05 Target as of 12-20-2013 is 42.
- The principal communicates with parents regarding new school operation procedures for staff and encourages their participation in students education, safety and healthy learning environment. IMO - IIB01
- Principal participated in a work session with LF consultant focused on review of Year II PIP evidence that reflects implementation status. IMO - ID06
- Leadership uses some identified data, CWTs, TL1 assessment results and informal observations to reflect upon and expand leadership practices. IMO - IE06
- Leadership conducted CWTs with ADE SI Specialist. IMO – IE06

Grades 10-12

- Teachscape and leadership confirm a total of 100 CWTs conducted as of 1-14-2014. IMO – IE06 – Target as of 12-20-2013 is 150 CWTs.
- The principal attends and participates in limited PLCs. IMO –IE05 Target as of 12-20-2013 is 42.
- Leadership participated in a work session with IF consultant focused on review of Year II PIP evidence that reflects implementation status. IMO – ID06
- The principal provides oral and written feedback to the high school counselor regarding addressing needs of students. IMO – IE09
- Leadership participated in CWTs with OIS, LF consultant and ADE SI Specialist. IMO – IE06

Changing Teacher Practices

- Two (2) math and two (2) literacy teachers observed on 1-15-2013 during CWTs reflected use of a number of highly effective instructional strategies. IMO – III A06
- Several (two) math and (one) literacy teachers were observed 1-15-2013 using formative assessments to check for students understanding and used results to inform instruction. IMO – III A06
- IF for math has conducted 161 CWTs as of 1-15-2014. – IMO – IF03
- IF for literacy has conducted 75 CWTs as of 1-15-2014. IMO – IF03
- Math and literacy teachers participated in weekly PLCs. IMO – IF07 and ID11

Math focus: 1) Differentiated Instructional Strategies
2) Review of Domains (Danielson)
3) Parent contact updates
4) Lesson Plans
5) Celebrations

Literacy focus: 1) Celebrations
2) Grant Williams Professional Article: Final Exams vs. Projects
3) EOC outcomes

Student Progress and Achievement

- Math and literacy :IMO –IIB01

- 1) Math PLC celebrated 2012-2013 State Assessment Status
Math _____ Achieving: High School
- 2) Literacy teachers celebrated growth in students 80% mastery club and increased interest in independent reading.

- Afterschool instructional program shows progress and 94 students were in attendance as of 1-14-2014.

Classes observed reflected positive student engagement and individualized instruction based on students' AIP. IMO-IID11

- Math and literacy classes observed reflected teachers providing timely and specific feedback. IMO IIB01
- Afterschool students will participate in a field lesson this week in Memphis, Tennessee as an incentive for attendance, active participation and behavior. IMO-IIB01

Student Safety and Discipline

- Classroom rules were posted in classes observed on 1-15-2015. IMO – IIIC

Parent and Community Engagement

- Documents regarding parent contact logs were reviewed during Math PLC. Additional steps were added to process to expand parental engagement. IMO - IIIB01, IIIB06

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Reviewed available evidence of implementation of Year II PIP, responded to questions and concerns regarding evidence and extended timeline for leadership to organize data for review.
- Consulted with ADE Curriculum Consultant regarding the request for technical assistance from Stanley Paul, ADE Math Specialist.
- Participated in the CCSS presentation professional learning provided by Peggy Woolsey, ADE Curriculum Consultant.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Consulted with newly appointed ADE SI Specialist and made plans for further collaboration during the next on-site visit, 1-22-2014.
- Reviewed available evidence of implementation of Year II PIP with leadership and IFs.
- Changed on-site visits to weekly in order to provide more consistent support at the high school.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Leadership, grades 7 – 9 and grades 10 -12, have been not able to conduct targeted CWTs given the time allocated to other priorities. Increases in this action are noted.
- Understanding of Flexibility Waiver Requirements and commitment by all high school staff to implement Year II PIP.
- Limited accessibility to targeted data needed to determine technical assistance needed for leadership in the implementation of Year II PIP.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Review of evidence regarding implementation of Year II PIP by IFs was encouraging and some targets are achieved/met.
- Work with IFs regarding planned professional learning for teachers and a review of teacher growth in implementing provided professional learning.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Collaborative meeting with ADE SI Specialist and LF Consultant to coordinate our efforts needed to assist the high school in achieving targeted goals.
2. Begin weekly on-site visits to the high school as of 1-22-2013.
3. Review leadership, grades 7 – 9 and grades 10 – 12 evidence regarding implementation of Year II PIP.
4. Conduct CWTs with leadership, grades 7-9 and grades 10-12.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: January 21-24, 2014

External Provider: Learning Forward

Date of report submission: January 25, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

- Leadership communicated new operational procedures to parents by sending letters to parents/guardians who have students attending Lee High School, grades 7 - 9.
- Leadership conducts CWTs and provides specific feedback, verbal and written, to teachers.
- Leadership conducts monthly staff meetings for grades 7 – 9 and weekly staff meetings are held for grades 7 – 12. There will be a shift from informational meeting to providing more professional learning for teachers.
- Leadership conducted CWTs with LF consultant.
- Leadership participated in professional learning, Penda, presented by Ms. Meachan, GRESC.

Grades 10-12

- Leadership participated in professional learning, Penda, presented by Ms. Meachan, GRESC.
- Leadership and ADE SI specialist conducted transcript audits for students who are classified as seniors.

Grades 7-12

- IFs for math and literacy participated in professional learning, Penda, presented by Ms. Meachan, GRESC.
- IF for literacy and Ms. Sibley, literacy specialist from GRESC developed a tentative plan for providing professional learning for social studies teachers. The February training will focus on curriculum units and developing/using text dependent questions.
- IF for math, computer lab attendant, district curriculum coordinator worked with APEX staff to transfer 80 APEX license to 80 APEX Tutorial. This will allow students to use the program for credit recovery.
- Student attendance in Afterschool continues to increase and field lesson to the Civil Rights Museum in Memphis was authentic and aligned with the celebration of Martin Luther King birthday.
- Data Walls in blue room are under construction/revision by the IFs and will be aligned with current TLI recommendations.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Leader Practices

Grades 7-9

- Leadership provided example of the following: IMO-ID06
 - 1) Feedback and feedback conferences communications to teachers following CWTs.
 - 2) Individual professional growth plans for teachers.
 - 3) Student discipline data
 - 4) Teacher attendance information
 - 5) Teachers lesson plans
- Leadership uses CWT format to provide specific feedback to teachers that capture her observations of classroom instruction. IMO-IE09
- Leadership uses data from CWTs, informal observations teacher conferences and student data to identify and plan professional learning for literacy teachers that is aligned with state assessments, benchmark, and literacy. There will be a weekly focus, teachers using specific writing strategies each day. The Principal will conduct the literacy training for teachers. IMO-IE06
- Leadership conducts daily parent conferences and work with parents to identify viable options for keeping students in school. IMO-IIB01
- Principal has shared and discussed Year II PIP with some teachers in the English wing. Teachers gained a better understanding of the need to achieve goals and increase student achievement. IMO-IE08
- Principal has individual professional growth plans on file for teachers. IMO-IF03
- Continued improvement noted in use of effective instructional strategies by the literacy teacher that the principal models and conferences with on a regular basis. The IF for literacy provides technical assistance. IMO-IE09
- Saturday school focuses on improving students' writing skills and uses inappropriate behaviors as the subject for writing. IMO- IIIA35
- Increase noted in the number of teachers turning in lesson plans. Only two (2) teachers did not meet targeted expectation for this week. IMO-III A02

Grades 10-12

- Leadership attended and participated in this week's math PLC. Teachers were encouraged to identify instructional resources needed to support teaching and learning. IMO-IE05
- Leadership conducted transcript audits to ensure students are on track to graduate this spring.
- Leadership attended and participated in the math PLC.

Changing Teacher Practices IMO-ID11

- The PLC for literacy focused on:
 - Arkansas Ideas
 - Literacy Night - Planning/Presenters
 - Parent Teacher Conferences

PARCC Field Tests
State Assessment Dates

- Literacy celebration – Results of Parent Conferences
 - 1) Increase noted in students turning in assignments.
 - 2) Increase in number of books read independently by students.
 - 3) Students with disabilities are attending remediation class.
- Four science teachers participated in professional learning, Penda, presented by Ms. Meachan, GRESC. IMO-IF07
- IF for math engaged in a planning session with the interventionist to improve the quality of instruction and expand number of students served per period. IMO-IF07

Student Progress and Achievement

- One hundred and nine (109) students were in attendance for After School on 1-21-2014. IMO-IID11
- Five (5) classroom informal observations reflected increased student engagement, high expectations for student learning, teachers assuming responsibility for student success. IMO-IIA35

Parent and Community Engagement

- More active participation in students education following parental contacts. IMO-IE13

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Consulted with literacy specialist from GRESC regarding specific professional learning for social studies teachers.
- Following five (5) classroom observations provided feedback to IF for math.
- Consulted with computer lab specialist re technology survey intended to determine professional technology expertise and needs of teachers. Information and training are key to successful administration of PARCC assessment and students demonstration of proficiency.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Reviewed available evidence of implementation of Year II PIP for principal grades 7 – 9 and IFs for math and literacy.
 - 1) Discussed and made suggestions regarding the documentation. Leadership demonstrated progress in implementing Year II PIP through evidence. Reflections made through the analysis of data and improvements made to change both leadership and teacher practices contribute to building capacity and the school achieving targeted AMOs for the year.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Given the number of time sensitive issues the principal, grades 10-12, is addressing there is limited scheduled time to work with leadership.
- A clear understanding of the role of the newly assigned ADE SI Specialist.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Some teachers accepting more responsibility for student learning and providing increased options for students to demonstrate mastery of content.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Work session with leadership grades 10 -12 to review and discuss Year II PIP documentation.
2. Conduct informal observations and conference with IFs.
3. Conference with leadership, grades 7 – 9, regarding CWT conducted last week.
4. Participate in the curriculum training presented by ADE Curriculum Consultant.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: January 27-31, 2014

External Provider: Learning Forward

Date of report submission: February 3, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-9

- Leaderships participated in group CWTs and provided feedback.
- Leadership participates in instructional planning with the interventionist.
- Leadership initiated the implementation of Virginia Math during Saturday school.
- Leadership participated in weekly staff meeting, grades 7-12.

Grades 10-12

- Leadership continues efforts to assist the special team that is auditing students' transcripts.
- Leadership has scheduled a weekly date to conduct CWTs with IFs', math and literacy.
- Celebrations of achievement such as seniors who have made decision regarding college attendance for next year are posted.
- Leadership participated in weekly staff meeting, grades 7-12.

Grades 7-12

- IFs for math and literacy have made progress in reconstruction of the high school data walls. Information reflects alignment with TLI changes.
- Geometry teacher initiated topics designed and facilitated math PLC for this week.
- Student attendance during Afterschool continues to improve as reflected by 111 students participating on January 27, 2014.
- The district's parent facilitator supports the high school regular and after school attendance and academics by contacting parents and making home visits. He secures information, correct addresses, telephone numbers, etc for teacher needing assistance.

2. Please state the IMOs addressed this week. What work has been done related to IMOs, and what progress has been made reaching the goals?

Changing Leader Practices

Grades 7-9

- Leadership provides CWT feedback that identifies three (3) grows and three (3) next steps for teachers. IMO – IE09

- Saturday School focus for leadership is assist students with improving writing skills. Currently student are writing and revising letters. IMO – IIA35
- Leadership provides technical assistance to ensure lesson plans and instructional support provided by the interventionist are aligned with identified needs. Study hall classes provide instructional support from the interventionist. IMO –IE09__
- Teachers continue to turn in weekly lesson plans. Next step is for leadership to provide feedback and use during CWTs. IMO – IIIA02

Grades 10-12

- Leadership provided samples of the following: IMO ID06
 - 1) Teacher attendance data.
 - 2) Feedback conference communication and verbal feedback to teachers following CWTs and informal observations.
 - 3) Individual professional growth plans reviewed prior to this date.
 - 4) Student discipline data. (grade 7 – 12 shared with/grade 7 – 9)
 - 5) CWT data. (IPAD)
- Leadership uses a specific feedback form to provide information to teachers following CWTs and informal observations. IMO – IE09.
- Year II PIP was shared and discussed with all teachers during staff meeting. An electronic copy was made available to all staff. IMO – IE08
- Principal has individual professional growth plans on file for all teachers. Currently identifying ways/process for improving plans for the 2014-2015 school year. IMO – IF06
- Principal uses “texting”. An effective tool to secure timely technical assistance from IFs and others. IMO – IE06
- Leadership indicates 15 of 20 assigned teachers turn in weekly lesson plans. Teachers have been asked to attach assessments to lesson plans. IMO – IIIA02
- Professional learning for this week’s staff meeting focused on level of/and essential questions. IMO – IF07 & IIIA19
- Leadership’s observation of classroom instruction reflects that 60 to 70 percent of teachers are using effective instructional strategies. IMO – IE06
- Leadership monitors instruction and transition of students entering and exiting ALE program. IMO-IE06
- Leadership review of lesson plans and reflection of classroom observation indicate a need to revise lesson plan format. IMO-IE09 & IIIA02
- Leadership is providing support and technical assistance to the CTE’s PLC. IMO – IE06

Changing Teacher Practices IMO-ID11

- Math PLC

*Celebrations

- 1) Algebra II students are taking more responsibility for learning. Seventh (7th) grade classes are improving.
- 2) After school tutoring is producing higher performing students.

Grows

- 1) Parent Contacts and timely lesson plans.
- 2) Create Next Steps for students.

Assignment for next PLC – Read professional article “Kids speak out on student engagement.

▪ Literacy PLC

- 1) Professional learning: Essential Questions
Mock literacy test

- IFs continue to conduct CWTs and provide specific timely feedback to teachers. IMO-IF07_
- Teacher wrote (2) essential questions, identified the level, and reflected on how to improve/elevate the level of effectiveness during staff meeting. IMO – IIIA19
- Teacher attendances, 20 teachers, grades 10-12 indicate 47 absences for December, 2013 and 31 as of January 28, 2014. The principal will work with staff and LF to address this problem. IMO –IE09 (School days: December-15 including one snow day and January 19th)

Student Progress and Achievement

- One hundred and eleven (111) students were in attendance for After School on January 28, 2014. IMO-IID11
- Teachers celebrate student success through bulletin boards, PLCs and reinforcement and incentives during instruction. IMO-ID11
- IFs analyze student data and post in blue room. Data are used during PLCs to address students' needs. IIDII and IID07

Parent and Community Engagement

- Leadership, grades 7 – 9 and grades 10 -12 conduct parent conferences on a regular basis and make options available that will keep students in school. IMO – IIB01

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Provided copy of Marzano's High Probability Strategies and predicted percentile gains to literacy teacher.
- Consulted with ADE Curriculum Consultant regarding professional learning for social studies teachers.
- Made suggestions to IFs regarding teacher use of incentives to promote good work ethnics and appropriate behavior.
- Consulted with leadership grades 10 -12 regarding concerns and ways to improve lesson plans specifically writing appropriate objectives and use of various assessments formatted as state assessment such as Quiz builder.
- Following five (5) classroom observations provided feedback to IF for math.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Reviewed TLI data with IFs and identified areas of growth and targets for increasing student proficiency.
- - 1) Discussed and identified practical ways to document implementation of PIP. Reflections of past practices and planning by leadership, grades 7-9 and grades 10-12, indicated a more focused approach to the implementation of PIP and increased allocation of their time to the instructional program at the high school.
- Shared Marzano's High Yield Instructional strategies and predicted percentile gains when used effectively by teachers. Focus on strategies that yield the greatest gains are essential in improving student achievement and meeting annual goals.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Special education services for students with disabilities and impact of state assessment results on the high schools AMO.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Leadership grades 7 – 9 and grades 10 -12 focus and provision of professional learning for teachers. Leadership efforts of alignment/coordination of efforts with IFS to improve teaching and learning.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Work session with leadership grades 10 -12 regarding lesson plans, teacher absences.
2. Conduct CWTs with both principals including the ALE setting.
3. Work session with IFs re professional learning and analysis of recent TLI assessments.

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External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: March 10-14, 2014

External Provider: Learning Forward

Date of report submission: March 15, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7-12

- Eleventh grade state literacy assessment is administered to students this week. Administration appears to be effective and students are excited and confident of their ability to be successful.
- Leadership (7th – 9th), teachers, IFs for math and literacy and interventionist analyze mock tests results for grades 7 and 8. Plans are developed to use results to inform instruction leading to improved student achievement.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing Leader Practice

Grades 7-9

- Leadership continues formal evaluations of assigned staff.
- Principal provides direction and supervision of scoring, analysis of mock test results and planning for use of tests results.
- Principal provided leadership and modeling of instructional strategies for Benchmark Boot Camp and Saturday School.
- Principals (grades 7th – 12th), assisted district in developing and securing conditional approval of state 1003 Grant that will provide funding to support and enhance implementation of Year II PIP, overall school improvement and increase student achievement. .

Grades 10-12

- Leadership continues to conduct formal evaluations of assigned staff and develop plans for intensive support for individual teachers.
- Leadership continues work with counselor and ADE staff to audit student transcripts.
- Leadership is identifying staffing needs for the 2014-2015 school year.

Changing Teacher Practices IMO-IDII

Math PLC

- IF for math has developed/refined plans including calendar for After School, Benchmark Camp and Field Lesson.
- IF provides leadership in administration of state assessments, 11th grade literacy, and practice tests for other state assessments.
- IF conducted individual student conferences regarding student strengths and needs. IF plans for and directs teachers to conduct such conference with students in grades 9th – 12th.
- Teachers continue to use weekly Open Response practice, analyze and share results during PLCs. IF for math post results and teacher use results to inform instruction for the following week.
- Targeted teachers provide PARCC Assessment practice to identified students in the computer lab and classrooms.
- Mr. Simon, TFA Advisor, provided professional learning, CCSS aligned math modules developed by New York State Education, for TFA.

Literacy PLC

- Teachers, grades 7th – 8th, complete scoring of mock test results. Results are analyzed and plans made to use results to inform instruction and enhance students test taking skills and content knowledge.
- IF for literacy assist in administration of mock literacy tests for grades 7th and 8th and in developing plans for use of analysis of tests results.

Student Progress and Achievement

- IF for math, all math teachers, one (1) literacy teacher and interventionist provide timely specifics feedback to students regarding students' strengths and needs as identified in TLI and mock tests results.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

Conference with leadership grades 7th – 9th

- Mock Tests results and made suggestions regarding plans to expand analysis of data and how to use results to inform instruction, expand content knowledge and test taking strategies for students.
- Discussed weeks' activities and plans with leadership, grades 10th – 12th.
 - 1) Activities – staffing – ERZ at ASU.
 - 2) Need for 2014-2015 master students scheduled to include Algebra A and B and Geometry A and B as recommended by ADE Curriculum Consultant.
 - 3) Securing additional support for auditing student transcripts and schedules during the summer.

- Follow-up visits with two (2) social studies teachers to identify progress and needs in providing instructional support for literacy teachers.
- Consulted with District's Parent Coordinator re recent services to parents. All parents of 11th graders were contacted, advised of need for parents to support students during state literacy tests and made parents aware of testing dates and time.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Conference with IFs for math and literacy regarding mock tests, After School, and effectiveness of PLCs'.
- Attended and participated in district's Leadership meeting.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Leaderships' ability, grades 7th – 9th, 10th – 12th, to implement all actions contained in Year II PIP given other required assignments and obligations. Progress is noted in addressing these actions.
- Instructional support for literacy and social studies teachers' grades 7th – 12th is not comprehensive and focused to address the needs of teachers.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Continued progress is reflected in working with leadership, grades 7th – 9th, in providing instructional support including modeling/coaching to assigned teachers.
- Instructional support provided by IF for math in building instructional practices through professional learning.
- Leadership provided by 11th grade literacy teacher.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Work sessions with IFs for math and literacy.
2. Consultation with leadership grades 10th – 12th regarding weekly activities and needs.
3. Work session with leadership grades 7th – 9th regarding Benchmark Boot camp, Saturday School, instructional support for teachers.
4. Work sessions with social studies teachers.

-- External Providers should email the report to the school Principal by Wednesday. Reports submitted on Wednesday are for the previous week.
 -- Each Principal is responsible for uploading weekly reports submitted by the External Providers to Document Upload, in the External Providers Weekly Report folder.
 --External Provider is responsible for archiving all documents and evidence. Upon request, the EP must make all evidence available to the ADE.



External Provider Weekly Reporting Form

School Name: Lee County High School

District Name: Lee County School District

Report for Week of: March 17-21, 2014

External Provider: Learning Forward

Date of report submission: March 22, 2014

Report Submitted by: Estelle Matthis

Focus School

Priority School (choose) X

1. What work has the school accomplished this week regarding the TIP/PIP?

Grades 7th – 9th

- Leadership, IFs for math and literacy, interventionists and teachers engage in intense and focus efforts to prepare for students success on state assessments. All staff implements the plan developed with fidelity.

Grades 10th – 12th

- Leadership continues work with counselor, ADE and OIS to make necessary corrections that will ensure that identified seniors are able to graduate according to their established individual graduation plans.
- Schools – Grades 7th – 12th, Leadership Team meeting was held on March 19, 2014 after school.

2. Please state the IMO's addressed this week. What work has been done related to IMO's, and what progress has been made reaching the goals?

Changing Leader Practice

Grades 7th – 9th

- Leadership works with 7th – 9th counselor and district staff to establish testing schedule for state assessments.
- Leadership monitors classroom instruction to ensure all staff implement tests preparation plans on a daily basis.
- Leadership has completed formal evaluation of approximately sixty percent of assigned staff.
- Leadership monitors instructional practices taking place during Benchmark Boot Camp and provides coaching and modeling strategies when appropriate and needed.

Grades 10th – 12th

- Leadership continues work with counselor and ADE staff to audit student transcripts.
- Leadership has completed formal evaluation of approximately sixty percent of assigned staff. Follows established procedures for this activity.
- Leadership monitors student discipline data and teacher attendance data. Increased teacher attendance is noted.

Changing Teacher Practices IMO-IDII

Literacy PLC

- IF for literacy monitors and provides instructional support to teachers during implementation of the test preparation plan.
- PLC for this week focused on expectations of state assessments, Mock Test Results and effective test taking strategies.
- IF for literacy assist in the school's work plan for scheduling and administering state assessments.
- The high school tested 100% of 11th graders during state literacy assessment.

Math PLC

- IF for math and leadership, grades 7th – 9th, developed a test preparation plan for state assessments.
- IF continues to identify and model instructional strategies for teachers in preparation for state assessments.
- Recent TLI assessment in geometry reflects that 79.5% students tested proficient.
- IF for math has conducted 234 CWTs. 150 are posted and 80 are pending. Technology problems with Teachscape continue. Mostly verbal feedback is provided to teacher in a timely manner.
- Weekly Math PLC focus was Open Response classroom data and posting/discussion of teachers scoring of open response items used during classroom instruction. Student engagement strategies were provided by the IF for math. Math teachers are to implement during instruction.

Student Progress and Achievement

- Teachers celebrate student success for mock tests results, 7th and 8th graders and most recent TLI geometry assessment results.
- One hundred percent of eleventh graders were tested during state literacy assessment. Leadership and teachers intensified efforts to get student to school in a timely manner. Leadership, grades 10-12, IFs for math and literacy, counselor and teachers developed and implemented a work plan that facilitated successful administration of the 11th grade Literacy state assessment.

Parent and Community Engagement

- Leadership grades 7th – 9th and grades 10th – 12th, teachers and district parent facilitator contact parents for support and encourage attendance for the Parent Conference, March 20, 2014.

- Local board of directors approved request for identified students to make an on-site visit to the University of Arkansas at Fayetteville, School of Engineering, scheduled for April 9th – 10th, 2014.

3. What specific customized services have you provided to the school/district this week in helping them meet their TIP/PIP goals?

- Consulted with IF for math and leadership grades 7th – 9th in the design and implementation of test assessment plan.
- Developed and refined questions for social studies teacher regarding support for literacy. Provided information re social studies concepts that should be the focus for guiding instruction.
- Consulted with CTE Coordinator and provided feedback regarding protocol for CTE PLC.
- Consulted with IF for literacy for expansion of leadership role in assisting teachers to improve instructional practices.

4. How is your work this week reflective of meeting the requirements of the years 1-3 timelines outlined in the Flexibility document?

- Attended and participated in the school's leadership team meeting and the literacy PLC.
- Continue work with IFs for math and literacy in providing instructional support to teachers.

5. What barriers, concerns or persistent obstacles have been identified, if any?

- Instructional support for literacy and social studies teachers is not comprehensive and provided on a regular basis.
- Much of Leadership's time, grades 7th – 9th, 10th – 12th, is delegated to addressing too many managerial tasks and impact the time needed to monitor and support instructional practice.

6. What progress has been made this week toward building capacity in the school to close the achievement gap?

- Leadership, grades 7th – 9th, 10th – 12th, IFs and teachers team effort to implement test preparation plans.
- Several teachers are mentoring novice teachers to improve instructional practices.
- Consultation with both principals regarding leadership and weekly school operations.

7. Next Steps: (Briefly describe your objectives for next week.)

1. Work sessions with IFs for math and literacy, social studies teachers and CTE coordinator.

2. Classroom Observations of two teachers, CTE and Health, in order to provide instructional support.
3. Consultation with both principals regarding implementation of Year II PIP, staffing projections and other identified needs.

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-- Each Principal is responsible for uploading weekly reports submitted by the External Providers to Document Upload, in the External Providers Weekly Report folder.

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School Plan

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ANNA STRONG INTERMEDIATE SCHOOL

Arkansas Comprehensive School Improvement Plan

2013-2014

Anna Strong Intermediate School seeks to empower students through a rigorous, challenging curriculum that enables them to become lifelong learners.

Grade Span: 3-6

Title I: Title I Schoolwide

School Improvement: SI_8

Table of Contents

Priority 1: LITERACY

Goal: All students will improve in written expression and reading comprehension. Emphases will be on improving the use of reading comprehension strategies, literary passages, content passage, and vocabulary. Emphases will be placed on the Content and Style domains in writing.

Priority 2: MATHEMATICS

Goal: All students will increase achievement in mathematics, specifically in the areas of algebra, geometry, and measurement.

Priority 3: SCIENCE

Goal: All students will increase achievement in mathematics, literacy, and science, particularly in the areas of reading comprehension, math problem solving, and measurement.

Priority 4: POSITIVE SCHOOL ENVIRONMENT

Goal: All Student Behavior will be appropriate for the School Environment. By June 2012, there will be a 10% decrease in the number of disciplinary referrals.

Priority 6: HEALTH AND WELLNESS

Goal: Anna Strong Middle will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.

Priority 7: Parental Involvement

Goal: Anna Strong Intermediate will cultivate strong parent/school/community relations in order to strengthen student achievement.

Priority 8: Priority Improvement Plan

Goal: Anna Strong will meet the requirements as outlined in the Arkansas ESEA Flexibility Request and exit Priority Status by the 2014-15 school year.

Goal: Changing Teacher Practice (Turnaround Principles 1,2,3)

Goal: Changing Leader Practice (Turnaround Principles 1,2,3)

Goal: Student/Progress Achievement (Turnaround Principles 4 & 5)

Goal: Parent and Community (Turnaround Principles 7)

Goal: Safety and Discipline

Priority 1: Literacy will be Standards-Based

1. Benchmark -3rd grade Literacy Exam 2012 32 of 73 students or 44% prof/adv in Combined population 28 of 65 students or 42% prof/adv in African American subgroup Saved by Internet Explorer 11" Subject: ACSIP Date: Thu, 3 Apr 2014 06:24:18 -0500 MIME-Version: 1.0 Content-Type: multipart/related; type="text/html"; boundary="-----_NextPart_000_0000_01CF4F05.57C31FF0" X-MimeOLE: Produced By Microsoft MimeOLE V6.1.7601.17609 This is a multi-part message in MIME format. -----=_NextPart_000_0000_01CF4F05.57C31FF0 Content-Type: text/html; charset="iso-8859-1" Content-Transfer-Encoding: quoted-printable Content-Location: http://acsip.state.ar.us/cgi-bin/index.cgi?rm=report_acsip_district_archive&username904010

Supporting
Data:



School Plan

Print Version

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Goal: Safety and Discipline

Priority 1:	Literacy will be Standards-Based
	<ol style="list-style-type: none"> 1. Benchmark -3rd grade Literacy Exam 2012 32 of 73 students or 44% prof/adv in Combined population 28 of 65 students or 42% prof/adv in African American subgroup 32 of 73 students or 44% prof/adv in Economically Disadvantaged subgroup. The lowest identified area was writing/multiple choice and content/style in open response. The 2012 ESEA Accountability Reported showed that Whitten Elementary (K-4) All Students and Targeted Achievement Gap Group had a projected score of 43.10 and 41.12 respectively. Whitten's performance score was 55.74 and 44.47 respectively. Therefore, we are an Achieving School in Literacy. Benchmark-3rd grade Literacy Exam 2011 25 of 77 students or 32% prof/adv in Combined Population. 23 of 71 students or 32% prof/adv in African American subgroup. 20 of 64 students or 31% prof/adv in Economically Disadvantaged subgroup. The lowest identified areas for the Combined, African American, and Economically Disadvantaged Population were writing-multiple choice and reading-practical passage. In 2010, 3rd grade students took the literacy exam, 35% of the combined population scored proficient or advanced. 35% of the African American population scored proficient or advanced. 35% of the economically disadvantaged scored proficient or advanced. In 2010, the data showed a weakness in reading-practical passage on multiple choice and literary passages for open response. Style and content were the weakest areas in writing.
Supporting Data:	<ol style="list-style-type: none"> 2. Benchmark - 4th grade Literacy Exam 2012 46 of 70 students or 58% prof/adv in combined population 52 of 74 students or 57% prof/adv in African American subgroup 46 of 79 students or 59% prof/adv/ in Economically Disadvantaged subgroup The lowest identified area was writing/multiple choice and Reading practical passage in open response. The 2012 ESEA Accountability Reported showed that Whitten Elementary (K-4) All Students and Targeted Achievement Gap Group had a projected score of 43.10 and 41.12 respectively. Whitten's performance score was 55.74 and 44.47. Therefore, we are an Achieving School in Literacy. Benchmark-4th grade Literacy Exam 2011 32 of 74 students or 43% prof/adv in Combined Population. 30 of 68 students or 44% prof/adv in African American subgroup. 26 of 64 students or 40% prof/adv in Economically Disadvantaged subgroup. The lowest identified areas for the Combined, African Americans, and Economically Disadvantaged Population were writing-multiple choice and writing-content domain and writing-style domain on the open-response. In 2010, the 4th grade students took the benchmark literacy exam, 51% of the combined population scored proficient or advanced. 49% of the African American population scored proficient or advanced. 51% of the economically disadvantaged scored proficient or advanced. In 2010, the data showed a weakness in literary passage on multiple choice and practical passage on open response. Style and content were the

weakest in writing. Benchmark-4th grade Literacy Exam 2011 32 of 74 students or 43% prof/adv in Combined Population. 30 of 68 students or 44% prof/adv in African American subgroup. 26 of 64 students or 40% prof/adv in Economically Disadvantaged subgroup. The lowest identified areas for the Combined, African Americans, and Economically Disadvantaged Population were writing-multiple choice and writing-content domain and writing-style domain on the open-response.

3. Benchmark - 5th grade Literacy Exam 2012 25 of 66 students or 38% prof/adv in combined population 23 of 60 students or 38% prof/adv in African American subgroup 25 of 66 students or 38% prof/adv in Economically Disadvantaged subgroup. The lowest identified area was writing/multiple choice and reading content/open response. According to the 2012 ESEA Accountability Report Anna Strong Middle School (5-8) All Students and Targeted Achievement Gap Group had a projected score of 55.36 and 53.20 respectively. Anna Strong's growth score was 55.36 and 53.20. Therefore, we are a Needs Improvement School in Literacy. Benchmark - 5th Grade Literacy Exam 2011 41 of 80 students or 51% prof/adv in Combined Population 37 of 74 students or 50% prof/ in African American Population 34 of 71 students or 48% pro/adv in Economically Disadvantaged Population The lowest identified areas in Reading was writing literary passages and style and content in Writing. In 2010, Anna Strong Middle School 5th Grade students were administered the Benchmark Exam: 27 of 77 students or 35% of the combined population scored proficient or advanced in Literacy. 22 of 66 or 33% of the African American population scored proficient. 27 of 75 students or 36% of the Economically Disadvantaged scored proficient or advanced in Literacy. The identified area in Reading with the greatest weakness was content passage on both multiple choice and open response. Style was the weakest area in Writing.
4. Benchmark - 6th grade Literacy Exam 2012 38 of 86 students or 44% prof/adv in combined population. 35 of 80 students or 44% prof/adv in African American subgroup 48 of 85 students or 45% in economically disadvantaged subgroup The lowest identified area was reading practical passage in both multiple choice and open response. The 2012 ESEA Accountability Reported showed that Anna Strong Middle School (5-8) All Students and Targeted Achievement Gap Group had a projected score of 55.36 and 53.20 respectively. Anna Strong's performance score was 55.36 and 53.20. Therefore, we are a Needs Improvement School in Literacy. Benchmark - 6th Grade Literacy Exam 2011 34 of 75 students or 45% prof/adv in Combined Population 31 of 66 or 47% pro/adv in African American Population 29 of 65 or 45% pro/adv in Economically Disadvantaged The lowest identified area in Reading multiple choice and open response was content passages. The lowest areas in Writing were style and content. In 2009, Anna Strong Middle School administered the Benchmark Literacy Exam. 38% of the Combined Population scored proficient or advanced in Literacy. 34% of the African American population scored proficient or advanced. 35% of Economically Advantaged scored proficient or advanced. No one scored proficient or advanced on Literacy Exam in the students with disabilities subgroup. In 2010, ASMS 6th grade Benchmark Exam: 25 of 64 students or 39% of the Combined population scored proficient or advanced. 24 of 62 or 39% of the African American population scored proficient or advanced. 25 of 62 or 40% of the Economically Disadvantaged population scored proficient or advanced in Literacy. The identified area in Reading with the greatest weakness was Practical Passage on both multiple choice and open response. Style and Content were the areas of weakness in Writing.

5. NRT 3rd Grade IOWA TEST OF BASIC SKILLS
6. NRT 4th Grade IOWA TEST OF BASIC SKILLS
7. NRT - IOWA TEST of BASIC SKILLS 2012 Grade 5 Reading Comprehension Combined Population NPR 16 percentile African American NPR - 16 percentile Economically Disadvantaged 16 percentile NRT - 2012 Grade 5 Comprehensive Language Combined population NPR - 23 Percentile African American NPR - 26 Percentile Economically Disadvantaged NPR - 24 NORM REFERENCED TEST IOWA BASIC SKILLS 2011 2011 Grade 5 READING COMPREHENSION Combined Population NPR - 17 percentile African American NPR- 16 percentile Economically Disadvantaged NPR - 15 percentile 2011 Grade 5 COMPREHENSIVE LANGUAGE Combined Population - 27 percentile African American - 26 percentile Economically Disadvantaged - 24 percentile In 2009, Anna Strong Middle School 6th grade was administered the SAT10. The Combined Population scored at the 43% NCE. In 2009, Anna Strong Middle School 6th grade students were administered the SAT-10 Literacy Exam. 75 students were tested. The combined population ranked at the 24th percentile., the Combined 6th grade ranked at the 43rd percentile. The African American subgroup ranked at the 23rd percentile. The Caucasian subgroup ranked at the 28th percentile. In 2010, Anna Strong Middle School 6th grade students were administered the SAT10 Literacy Exam. The combined population and African American populations both scored at the 28% NCE.
8. NRT - IOWA BASIC SKILLS 2012 Grade 6 Reading Comprehension Combined Population NPR 17 Percentile African American NPR 16 Percentile Economically Disadvantaged NPR 18 Percentile NRT - 2012 Grade 6 Comprehensive Language Combined Population NPR 26 Percentile African American NPR 25 Percentile Economically Disadvantaged NPR 27 Percentile NORM REFERENCED TEST IOWA BASIC SKILLS 2011 2011 GRADE 6 READING COMPREHENSION Combined Population NPR - 23 percentile African American - 21 percentile Economically Disadvantaged - 22 percentile 2011 Grade 6 COMPREHENSIVE LANGUAGE Combined Population NPR - 31 percentile African American -30 percentile Economically Disadvantaged In 2010, 77 Anna Strong Middle School 5th Grade students took the Literacy SAT 10. The Combined Population scored at the 36% NCE.
9. 2012 Anna Strong Middle School had an average daily attendance of 94.51%. We met the attendance goal for AYP.

Goal	All students will improve in written expression and reading comprehension. Emphases will be on improving the use of reading comprehension strategies, literary passages, content passage, and vocabulary. Emphases will be placed on the Content and Style domains in writing.
Benchmark	The 2012 ESEA Accountability Reported showed that Anna Strong School (3-6) All Students and Targeted Achievement Gap Group had a projected score of 55.36 and 53.20 respectively. Anna Strong's performance score was 55.36 and 53.20. Therefore, we are a Needs Improvement School in Literacy.

Intervention: LITERACY INSTRUCTION WILL BE STANDARDS-BASED. Teachers will analyze data from a variety of assessments to guide instruction and increase student learning.
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Scientific Based Research: What Works? Research into Practice, Dr. Christina Van Barneveld, Faculty of education, Lakehead University. August 2008, Monograph # 15 Improving Literacy Instruction in Middle School and High Schools: A Guide for principals, Joseph Torgeson; Debra Houston; Lila Rissman, 2007.

Actions	Person Responsible	Timeline	Resources	Source of Funds
7. Using the data from NORMES and TLI, teachers with assistance from facilitators, will develop ACADEMIC IMPROVEMENT PLANS (AIP) using the TLI website. The plans will be updated after each interim assessment. Documentation: Copy of AIP. Action Type: AIP/IRI Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Linda Davis, Principal; Kaiesha McGruder, Literacy Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Performance Assessments ○ Teachers ○ Title Teachers 	ACTION BUDGET: \$
4. The classroom teachers, including special education teachers, will follow the curriculum adapted by the district with specific objective(s) to be taught, instructional strategies to be used, content strand, and standards, the assessment to be used, how differentiation will be taught, and remediation, if needed. Documentation: Copy of Curriculum, Observation Notes Action Type: Alignment Action Type: Equity Action Type: Special Education	Linda Davis, Principal , Kaiesha McGruder, Patricia Shears, Instructional Facilitator, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
3. Anna Strong will provide PROFESSIONAL DEVELOPMENT funds for in-service, travel, materials and supplies, purchase services, fees, and payments toward substitute teachers necessary to meet the state challenging academic requirements for	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ None 	Title I - Purchased \$50000.00 Services: ACTION BUDGET: \$50000

<p>students and staff to become highly qualified. Anna Strong will provide training, stipend, travel, and supplies for teachers and staff not highly qualified to become highly qualified. Training will be provided by: Jessica Kaminski-Math-in-Focus (Singapore) GREC-CGI Training Classes: Electronic DIBELS Training Specific professional development will be based on needs assessment, ADE, and external provider recommendation.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>6. The results of the 2011-2012 classroom walk throughs showed that approximately 64% of the teachers' instruction was aligned to the state frameworks. In 2012-2013, we expect an increase of 20% of instructions to be ALIGNED to the state frameworks utilizing the IPOD software and written observations. Documentation: Copy of Walk-through report.</p> <p>Action Type: Alignment Action Type: Program Evaluation</p>	Linda Davis, Principal; Kaiesha McGruder and Patricia Shears, Instructional Facilitators	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff 	<p>ACTION BUDGET: \$</p>
<p>13. Anna Strong Intermediate School will employ an Instructional Facilitator (Kaiesha McGruder) to provide job embedded professional development to teaching staff designed to improve the delivery of classroom instruction and will serve as mentor to all teachers. Some funds will be budgeted for materials and supplies to enable</p>	Linda Davis Principal,	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	<p>Title I - Materials & Supplies: \$2500.00 Title I - Employee Salaries: \$49409.00 Title I - \$12393.93</p>

her to be most effective. FTE: 1.00 Benefits,12393.93,Salary,49409.00, Materials & Supplies 2500.00 Action Type: Alignment Action Type: Collaboration Action Type: Professional Development				Employee Benefits: ACTION BUDGET: \$64302.93
5. In order to maintain a HIGHLY QUALIFIED STAFF, Anna Strong Intermediate School will set aside funds for PROFESSIONAL DEVELOPMENT designed to impact content knowledge, improve classroom management, develop teaching strategies and assessment techniques, as well as improve methods of presenting instructions to increase students' performance on the Benchmark and other examinations. Action Type: Professional Development	Linda Davis, Principal; Michelle Branch	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
12. The Lee County School District will develop and implement mechanisms necessary to recruit, hire, and maintain highly qualified personnel in all core subject areas; and in particularly, minority staff, as well as, recruitment of teachers in high shortage/need areas, such as special education, math, and science. Action Type: Equity	Willie Murdock,Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Central Office	ACTION BUDGET: \$
16. The instructional facilitators will attend meetings in all core curriculum areas to provide training and support to the teachers. Action Type: Professional Development	Linda Davis, Principal, Michelle Branch, Curriculum Coordinator, and Kaiesha McGruder, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Central Office ○ District Staff	ACTION BUDGET: \$
18. Anna Strong Intermediate School will provide on-going professional	Linda Davis, Principal; Michelle Branch.	Start: 07/01/2013	○ Administrative Staff	ACTION BUDGET: \$

development and support for teachers on how to use instructional materials, technology, and methods in presenting instruction aligned with the state frameworks. Payments will be made to the Great Rivers Educational Co-op for teacher training in CGI, Effective Literacy. TESS, and content specific trainings. Action Type: Professional Development	Curriculum Coordinator	End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff ○ Outside Consultants 	
14. Anna Strong Intermediate School will purchase professional texts for the building professional library. Titles placed in the library included Bring Words to Life, Classroom Strategies That Work and other titles recommended by Learning Forward(external provider),ADE and District Level Coordinators. Also purchase for the library resources on topics such as classroom management and curriculum resource materials. Action Type: Professional Development	Linda Davis,Principal; Michelle Branch, Curriculum Coordinator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$2000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$2000
10. In 2012-2013, Anna Strong Intermediate School purchased 350 student composition and Agenda/Data Books,and other materials and supplies such as expo markers,erasers for response board etc., as needed to be used by Literacy, Math, and Science teachers/students for immediate assessment of student learning and/or teacher instruction in the classroom. In 2013-2014, Anna Strong will purchase 350 composition notebooks and agendas as well as materials and supplies.	Linda Davis, Principal, Kaiesha McGruder, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers ○ Teaching Aids 	Title I - Materials & \$6851.39 Supplies: <hr/> ACTION BUDGET: \$6851.39

15. The Instructional Facilitators will purchase materials and office supplies for specialist office and will purchase materials that will provide norm reference practice for all students in grades 3rd through 6th (Commercial testing..SAT 10 Compendiums and Guides, Test Best, Scoring High, Buckle Down etc.) and provide professional development on how to best utilize these materials. Action Type: Equity Action Type: Professional Development	Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	NSLA (State-281) - Materials & Supplies: \$10000.00 <hr/> ACTION BUDGET: \$10000
19. The ACSIP Team Committee (District-wide Professional Learning Community) will conduct monthly Peer-Reviews of all ACSIP plans. This committee will consist of all instructional facilitators and administrators in the district. Action Type: Collaboration Action Type: Program Evaluation	Administrators and Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	<hr/> ACTION BUDGET: \$
23. Language Arts Teachers and literacy facilitator will attend the Arkansas Reading Conference and any other training offered to improve instructions. Math teachers and math facilitator will attend professional development conferences and other trainings to enhance instruction. Action Type: Professional Development	Kaiesha McGruder, Patricia Shears, teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office ○ District Staff ○ Teachers 	Title II-A - Purchased Services: \$16975.44 <hr/> ACTION BUDGET: \$16975.44
24. Anna Strong Intermediate School will employ a HIGHLY QUALIFIED Paraprofessional (Erma Campbell) for small group tutoring in math and literacy in the Special Education classroom. (FTE = 1.00)	Willie Murdock, Superintendent and Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	NSLA (State-281) - Employee Benefits: \$5302.00

Action Type: Special Education				NSLA (State-281) - \$16570.00 Employee Salaries: ACTION BUDGET: \$21872
2. Anna Strong Intermediate School will employ one HIGHLY QUALIFIED Paraprofessionals Linda Fisher to provide interventions for students in literacy. (FTE. = 1.00)Linda Fisher \$15,777.00,FRINGE Benefits \$5131.00	Willie Murdock, Superintendent, Carolyn Love,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	NSLA (State-281) - \$5131.00 Employee Benefits: NSLA (State-281) - \$15777.00 Employee Salaries: ACTION BUDGET: \$20908
29. Anna Strong Intermediate School will employ a HIGHLY QUALIFIED Paraprofessional (Delois Davis) to help students during Language Arts practice time and assist with classroom management and to provide POINT-IN-TIME REMEDIATION for all students. Para professionals will utilize instructional materials such as: buckle down, quick reads,and dolch sight words to assist with remediation of identified students. (FTE = 1.00)	Willie Murdock, Superintendent and Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	Title I - Employee \$16570.00 Salaries: Title I - Employee \$5302.00 Benefits: ACTION BUDGET: \$21872
25. In 2012, Anna Strong Intermediate School purchased Learning A to Z licenses to provide	Linda Davis, Principal; Kaiesha McGruder	Start: 07/01/2013 End:		ACTION BUDGET: \$

supplemental instructional materials, including leveled text for the teacher.		06/30/2014		
26. In 2013-2014 Anna Strong Intermediate School will purchase 10 replacement bulbs @ 180.00 for a total cost of 1800.00. 10 packs Ipad at a cost of 3790.00, Ipad Learning Lab w/10 iPad 2 for 6299.00, 4 additional I-pads for teachers @ 399.00 each for a total of 1596.00 Grand total of 11776.00 plus taxes, installation, and fees.: Students throughout the school will have an opportunity to utilize the I Pads for instructional purposes in math, literacy, science, and social studies. Teachers will utilize the I Pads to facilitate students learning. Action Type: Technology Inclusion	Linda Davis, Principal, Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Computers ○ Teachers ○ Teaching Aids 	Title I - Materials & Supplies: \$15000.00 <hr/> ACTION BUDGET: \$15000
8. In 2012-2013 school year two cartridges for each classroom were purchased. In the 2013-2014 school year, Anna Strong Intermediate School will purchase two toner cartridges for each classroom teacher to enhance instruction. Action Type: Technology Inclusion	Linda Davis, Principal; Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Computers ○ Teachers 	Title I - Materials & Supplies: \$1700.00 <hr/> ACTION BUDGET: \$1700
17. A continued partnership with The Learning Institute will provide 3-6 interim assessments to guide our instruction and assist with vertical and horizontal alignment. Through TLI appropriate professional development on research-based strategies and using assessments to drive instruction will be provided as well as allowing teachers and coaches to collaborate	Linda Davis, Principal; Kaiesha McGruder, Instructional Facilitator, & Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	<hr/> ACTION BUDGET: \$

<p>with others from around the state. TLI provided a snapshot of how we would perform on the Augmented Benchmark Test.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>				
<p>30. HQT: Salaries above the state minimum required and a raise will be paid to all certified staff. The amount allocated is a reduction by 20% of the amount allocated in the 2011-2012 ACSIP.</p>	<p>Board of Directors, Willie Murdock, Superintendent</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>		<p>ACTION BUDGET: \$</p>
<p>1. Anna Strong Intermediate School teachers, including special education teachers, will hold weekly collaborative meetings (PLC, Faculty Meetings, Departmental meetings) in all content areas to study professional text, as well as analyze data to drive instruction with the focus on improving student achievement.</p> <p>Action Type: Collaboration Action Type: Professional Development</p>	<p>Linda Davis, Principal, Kaiesha McGruder Literacy Facilitator, Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	<p>ACTION BUDGET: \$</p>
<p>31. The Learning Institute (TLI) interim assessments will be used in Literacy. The TLI process allows teachers to concentrate on a vertical and horizontal alignment, creates a focus on Student Learning Expectations, and give both teacher and student immediate feedback in order to remediate.</p> <p>Action Type: Alignment Action Type: Collaboration</p>	<p>Kaiesha McGruder, Classroom Teachers</p>	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants ○ Teachers 	<p>ACTION BUDGET: \$</p>

32. Anna Strong Intermediate will purchase books, foss kits, science classroom libraries, materials, and supplies for teachers to use in their classroom to differentiate instruction in literacy and literacy through science.	Linda Davis, Principal; Kaiesha McGruder, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
33. To provide RTI to Anna Strong Intermediate School students, professional text and anchor books will be purchased to build the foundation of materials needed to provide interventions for struggling students. Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Linda Davis, Principal; Kaiesha McGruder, Literacy Facilitator, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Teachers 	ACTION BUDGET: \$
The district will hire an external provider, (Learning Forward) to assist the principal with turn around principals, increase student achievement. Learning Forward will: Establish school and district level leadership teams to build capacity of school and district. Work with Arkansas Department of Education (ADE) School Improvement Specialist (SIS) and ADE School Support Team (SST) to determine the effectiveness of school leadership. Develop and maintain promising leadership. Work with school leadership, ADE, SIS, ADE SST and Learning Forward Center for results to develop a three year PIP as a component of the Arkansas Consolidated School Improvement Plan (ACSIP.) Assist Anna Strong Intermediate School in meeting <u>Interim Measurable Objectives (IMOs)</u>	Willie Murdock, Superintendent, Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

as set forth in the PIP. Use a systematic approach at the school, district, board, community and state level that is likely to build capacity at the local level when the External Provider completes its partnership with the district. Be present and working with staff on a weekly basis. Report weekly progress to ADE oversight team through ADE SIS and to the district superintendent. Consultants: Dr. Raymond Simon-12 days Janinne Riggs-44 days Estelle Matthis-44 days Cheryl Krehbiel-43 days Function 2210 Action Type: Professional Development				
In 2012-2013, ASIS purchased phonetic connection kits in grades 3-6 and Dibels in grade 3 to help implement the curriculum and to assess students. This will provide immediate feedback and guide instruction which will aid in the increase of literacy comprehension.	Kaiesha McGruder, Michelle Branch	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
ASIS will purchase a customized book room to differentiate instruction in reading. The Levelized bookroom will be used to assist teachers in implementing guided reading and differentiated instruction for struggling readers.	Linda Davis, Principal; Kaiesha McGruder, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Materials & Supplies: \$30000.00 ACTION BUDGET: \$30000
The district will hire a 1.0 FTE interventionist (Charlyn Travis) to work with students during the school day providing interventions to students who are struggling in literacy. Salary \$45630.00 Fringe Benefits \$11575.00	Michelle Branch, Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014	○ Title Teachers	Title I - Employee Salaries: \$45630.00 Title I - Employee Benefits: \$11575.00

				ACTION BUDGET: \$57205
Title I funds will be used to pay annual payments on the lease of technology, copiers, binders, printers, etc. which are networked to classrooms to assist teachers with instruction Action Type: Technology Inclusion	Linda Davis, Principal, Willie Marshall, Technology Coordinator	Start: 07/01/2013 End: 06/30/2014		Title I - Purchased Services: \$25000.00 ACTION BUDGET: \$25000
In the self contained classroom the district will hire a 1.0 FTE paraprofessional, Daphene Hall, to provide Point-in-Time remediation. She will carry out lessons, class assignments, and instructional activities under the direction of the Special Education teacher. Daphene Hall Salary \$16343.00, Fringe Benefits \$5253.00 Action Type: Special Education	Willie Murdock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	NSLA (State-281) - Employee Benefits: \$5253.00 NSLA (State-281) - Employee Salaries: \$16343.00 ACTION BUDGET: \$21596
In the self contained classroom the district will hire a 1.0 FTE paraprofessional, Danita Branch, to provide Point-in-Time remediation. She will carry out lessons, class assignments, and instructional activities under the direction of the Special Education teacher. FTE 1.00 Salary: \$13,610.00 Fringe Benefits: \$4661.00 Action Type: Special Education	Willie Murdock	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff 	NSLA (State-281) - Employee Salaries: \$13610.00 NSLA (State-281) - Employee Benefits: \$4661.00 ACTION BUDGET: \$18271

An Aide will be hired to assist the media specialist in implementing and facilitating comprehension strategies to assist teachers and students in making AMO. Ms. Cross also works with struggling students under the guidance of the Instructional Facilitator. (Shelby Cross) FTE=1.00 Salary: \$16570.00 Fringe Benefits \$5302.00 Action Type: Alignment	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Employee \$16570.00 Salaries: Title I - Employee \$5302.00 Benefits: ACTION BUDGET: \$21872
The instructional facilitator will purchase materials and supplies to enhance the instruction of the classroom in order to provide a rich environment and a variety of strategies to differentiate instruction.	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014		Title VI State - Materials \$10000.10 & Supplies: ACTION BUDGET: \$10000.1
Anna Strong will purchase technology supplies and software to enhance instruction in the classroom. Action Type: Technology Inclusion	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014	○ District Staff ○ Teachers	NSLA (State-281) - Materials \$33344.09 & Supplies: ACTION BUDGET: \$33344.09
Total Budget:				\$448769.95

Intervention: 6. COMPREHENSIVE LITERACY STRATEGIES WILL BE INCORPORATED

Scientific Based Research: .

Actions	Person Responsible	Timeline	Resources	Source of Funds
3. Teachers will teach explicit word study/spelling (Vocabulary) using Robert	Kaiesha McGruder, Instructional Facilitator	Start: 07/01/2013	○ Administrative Staff	ACTION \$

Marzano 's and Isbael Beck's "Bringing Words to Life" text as well as wordy journeys and words their way text. Classroom diagnostics (DSA) will be the basis of appropriate instruction. Documentation: Word Study Instruction assurance statement from reading teachers. Action Type: Alignment Action Type: Equity		End: 06/30/2014	<ul style="list-style-type: none"> ○ Central Office 	BUDGET:
4. Anna Strong Intermediate School teachers, including the Special Education teachers, will focus on improving students' fluency in reading as a means to improve reading comprehension. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Kaiesha McGruder, Instructional Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	ACTION BUDGET: \$
6. Teaching for deeper comprehension will become part of each class in literacy and core curriculum classes. Student writing supplies was purchased in 2012-2013 to facilitate this process. Additional writing supplies will be purchased in the 2013-2014 school year. Documentation: Teacher statement of activity to address comprehension. Action Type: Alignment Action Type: Equity	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Teachers 	ACTION BUDGET: \$
7. Anna Strong Intermediate School will purchase needed instructional supplies (Books, Dictionaries, Thesaurus, etc.) which will support the utilization of the components of Comprehensive Literacy Instruction in all classrooms. Documentation: Copy of purchase order for classroom supplies.	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	ACTION BUDGET: \$

Action Type: Equity				
12. Instructional Facilitator and teachers will attend Effective Literacy and CLASS training at the Great River Co0op to learn reading strategies to be used to improve literacy instruction at Anna Strong. Action Type: ADE Scholastic Audit Action Type: Professional Development	Kaiesha McGruder, Facilitator, Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
13. To support instruction in the classroom, field lessons will be scheduled for grades 3 thru 6 to provide real-world application of lessons taught in the classroom. All expenses will be paid through NSLA funding.	Linda Davis, Principal Kaiesha McGruder & Patricia Shears, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will implement the comprehensive literacy model in a reading and writing workshop that includes both whole and small group instruction. Action Type: Alignment	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: 9. Extended Day/Extended year

Scientific Based Research: National Center For Education Evaluation And Regional Assistance. 2004. When Schools Stay Open Late: The National Evaluation Of The 21st Century Community Learning Centers Program New Findings Executive Summary. (Online), Retrieved August 31, 2007, from http://ies.ed.gov/ncee/pubs/clc2004_execsumm.asp

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. An extended day at Anna Strong will help remediate those students who scored below proficient on the ACTAPP Exam. Documentation: Lesson Plans and Rosters. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ District Staff ○ Teachers	ACTION BUDGET: \$

6. For students scoring basic and below basic the district will hire 9 certified teachers, a site coordinator, 3 paraprofessionals, to staff and operate After School Program. Documentation: contract on file in Central Office. Rate of pay: 1 Site Coordinator \$50.00 an hour 9 Teachers: \$45.00 an hour 3 Paraprofessionals: \$25 an hour 1 manager: \$25.00 an hour 1 Cafeteria worker: \$11.00 an hour Total: - 66694.00 Salaries , 18675.00 Fringe Benefits 5000.00 supplies Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	NSLA (State-281) - Purchased Services: \$4000.00 NSLA (State-281) - Materials & Supplies: \$1000.00 NSLA (State-281) - Employee Benefits: \$18675.00 NSLA (State-281) - Employee Salaries: \$66694.00 ACTION BUDGET: \$90369
3. Provide orientation for site coordinator, teachers, and paraprofessionals prior to implementation of extended program.	Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
2. Provide snacks for students participating in extended program.	Nellie Freeman, Food Services Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
5. All students participating in the extended day will show an increase in test performance on the local and/or state assessments to determine effectiveness of the program. In 2009-2010 we showed an increase of 5%. In	Linda Davis, Kaiesha McGruder, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff ○ Outside 	ACTION BUDGET: \$

2010-2011 we showed an increase of 7.7%. In 2011-2012 10% of students in literacy and 12% of students in Math showed gain in their benchmark readiness skills. . Documentation: Pre and Post Test data and Benchmark Scores. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation			Consultants	
7. Transportation will be provided for students participating in the extended day program. Action Type: Professional Development	Mr. Titus Howell, Transportation Coordinator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
6. For students scoring basic and below basic 2013 Summer Camp was established, certified teachers, a site coordinator, paraprofessionals, to staff and operate was hired. Documentation: contract on file in Central Office. Time: 12 days at 5 hours a day Rate of pay: 1 Site Coordinator \$50.00 an hour, 8 Teachers: \$45.00 an hour Total:30325.00 Salaries , 6565.38 Fringe Benefits, 332.00 Supplies Action Type: Collaboration Action Type: Professional Development	Bernice Hill	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Outside Consultants ○ Teachers 	Title I - Materials & Supplies: \$332.00 Title I - Employee Salaries: \$30325.00 Title I - Employee Benefits: \$6565.38 <hr/> ACTION BUDGET: \$37222.38
For students scoring basic and below basic 2014 Summer Camp will hire, 9 certified teachers, a site coordinator, 3 paraprofessionals to improve test scores. Documentation: contract on file in Central Office. Time: 18 days at 5 hours a day Rate of pay: 1 Site Coordinator \$50.00 an hour, 9	Linda Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ District Staff ○ Teachers 	Title I - Materials & Supplies: \$500.00 Title I - Employee Salaries: \$61812.00 Title I - Employee \$17308.00

Teachers: \$45.00 an hour, 2 paraprofessional \$25.00 an hour, 1 cafeteria manager \$15.00 an hour, cafeteria worker \$11.00 an hour Total: \$61812.00 salaries , \$17308.00 Fringe Benefits, 2500.00 Supplies Action Type: Alignment Action Type: Professional Development				Benefits: Title I - Purchased \$2000.00 Services: ACTION BUDGET: \$81620
Total Budget:				\$209211.38

Intervention: 10. Anna Strong Intermediate School will implement activities to improve student achievement as outlined by ADE SIS and SST and facilitated by Learning Forward (district external provider). (CORRECTIVE ACTION)

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
7. The principal will guide the Leadership Team (Linda Davis, Principal; Kaiesha McGruder & Patricia Shears, Instructional Facilitators; Theodore Shumpert, Counselor; Teachers) through the implementation of Learning Forward. The Leadership Team will meet weekly to discuss & focus on the needs of the faculty and/or students. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Teachers 	ACTION BUDGET: \$
2. All students and teachers will participate in a District-wide 25 Book Campaign Kick-off. Each student is encouraged to read 25 books a school year which is one million words per school year. Students will read daily to improve vocabulary and comprehension	Kaiesha McGruder, Instructional Facilitators and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders School Library Teachers 	ACTION BUDGET: \$

skills. Students will maintain reading logs to monitor their progress. Reading Celebrations will be held throughout the year to promote reading. Teachers, Facilitators, & Principal will monitor students' reading. Community support will be sought to help with this activity. Materials and supplies will be purchased. Action Type: Collaboration				
4. Title I funds will be used to provide instructional materials as needed. This will include binders, chart tablets, markers, field lessons, 25 book campaign, composition notebooks, highlighters, post-its etc.	Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & \$1250.00 Supplies: ACTION BUDGET: \$1250
9. Substitutes will be hired to allow teachers to attend training to improvement. Documentation: Copy of Training agenda or participant statement of training content. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	ACTION BUDGET: \$
6 The Literacy Facilitator/Learning Forward Consultants will provide training for teachers. They will attend meetings and/or professional development necessary for the training of teachers. Training, travel, and related expenses will be paid. Needed materials will be purchased.	Kaiesha McGruder & Learning Forward Consultants	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development				
12. Leadership Team Meetings will be held the second and fourth Tuesday of the month to plan and monitor the progress of school. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
13. Focus Walks will be conducted periodically by the Learning Forward consultants, teachers, and leadership team to assist and monitor the progress of instruction. Action Type: Professional Development Action Type: Program Evaluation	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
11. A Quality Review will be conducted by the Learning Forward consultants and the leadership team twice a year to evaluate the progress of student achievement. Action Type: Program Evaluation	Linda Davis, Principal; Learning Forward Consultants; and Leadership Team	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Outside Consultants 	ACTION BUDGET: \$
1. All highly Qualified Teachers in Grades 3-6 will be provided job embedded staff development related to their professional needs by Learning Forward. Materials needed to support training and classroom activities will be purchased. Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
14. Learning Forward Consultants will model for coaches and teachers	Principal, Learning Forward Consultants	Start: 07/01/2013	<ul style="list-style-type: none"> ○ District Staff ○ Outside 	ACTION BUDGET: \$

the best teaching practices and strategies. Coaches/Facilitators will provide on going support to teachers. Action Type: Professional Development		End: 06/30/2014	Consultants	
15. Anna Strong Intermediate School will purchase Triump learning,cross walk,and quick reads for intervention and other supplies and materials needed to improve achievement.	Linda Davis,Principal,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	ACTION BUDGET: \$
17. Classroom libraries will be provided to all classrooms to provide choice and access to books, promote reading practice, to provide differentiation of instruction, and to enhance the teaching of the core literacy component across the curriculum to improve achievement.	Kaiesha McGruder, Literacy Instructional Facilitator and Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ School Library ○ Teaching Aids 	Title I - Materials & \$7500.00 Supplies: ACTION BUDGET: \$7500
Learning Forward will be used to focus on school improvement and the struggling learners. The Learning Forward consultants will work with instructional facilitators, principal,and teachers to assess needs and concerns and provide plan courses of action. Action Type: Collaboration Action Type: Professional Development	Board of Directors,Willie Murdock,Interim Superintendent, Linda Davis, Principal, Instructional Facilitators, Teachers,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Outside Consultants ○ Teachers 	ACTION BUDGET: \$
Learning Forward will provide training for Professional Development and Coaches Academy. The coaches' academy	Learning Forward Consultants; Willie Murdock, Superintendent; and Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

team consist lead teachers and instructional facilitators. The Professional Development Planning Team consist of teachers, principals, paraprofessionals, community persons, board members, and superintendent.				
The district will hire an external provider, (Learning Forward) to increase student achievement. Action Type: Program Evaluation	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Outside Consultants	Title I - Purchased \$82981.00 Services: <hr/> ACTION BUDGET: \$82981
Program evaluation: According to the historical data of The Learning Institute (TLI) interim assessment Summary & NWEA interim reports, In 2011-12, 3rd grade students' percentages of success on the TLI assessments ranged from 45% - 63% in Reading, In writing the scores ranged from 21%-36%. In 2011-12, 4th grade students percentages of success on the TLI assessments ranged from 58% - 83% in Reading. In writing the scores ranged from 48% - 72%. In 2011-12, 5th grade students_ percentages of success on the Learning Institute Reading assessments ranged from 46-73% proficiency. Writing scores ranged from 59-74%.In 2011-12, 6th grade students_ percentages of success on the Learning Institute Reading assessments ranged from 38-60% proficiency. Writing scores	Instructional Facilitator, Teachers, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

ranged from 34-64%.NWEA scores in literacy for grade 3 showed 26% growth, 24% growth in grade 4,and 24% growth in grade 5. Individual strengths and deficiencies of students' reading and writing skills will be used to differentiate instruction during the intervention period & extended day program. Action Type:				
Anna Strong Intermediate School will purchase 2 smartboards for the literacy labs for the purpose of teaching and professional development.	Central office	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
AIP/IRI: According to the guidelines of ACT 35, each student scoring below proficient will have an AIP created with the involvement of parents, teachers, and counselors. Parent signatures will be required for all AIPs. AIP students will participate in intervention classes and activities designed to provide POINT-IN TIME REMEDIATION for the development of the skills necessary to pass the various CRT exams. The process for determining students in need of remediation will be the following: 1)Benchmark scores and other pertinent data will be recorded on a spreadsheet for the entire school population. 2) This data will be sorted so that students scoring below proficient will be listed in order of their <u>Benchmark scaled score.</u> 3)	Linda Davis Principal; Kaiesha McGruder	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

Individual student strengths/weaknesses will be reviewed by core teachers, counselor, ESL/Sped teacher (if appropriate), and principal. 4) This team will recommend appropriate interventions. 5) Parents will be notified of these recommendations either in writing or at the fall parent/teacher conferences. 6) Anna stong intermediate will have the following literacy programs available to provide flexibility in placing students in appropriate reading and writing levels according to their needs: 1) Literacy Lab instructional model, 2) Reading/Writing Workshop, 3) READ 180, 4)QReads Action Type: AIP/IRI Action Type: Collaboration				
The district will hire Paraprofessional,(open) to help students during Math and Literacy Practice time and assist with classroom management and to provide POINT-IN-TIME REMEDIATION for all students teachers. The Para professional will utilize instructional materials such as: buckle down, math fluency, cross walk, rocket math to assist with remediation of identified students. (FTE = 1.00)Earnestine Smith \$16570.00 Salary \$5302.00 Fringe Benefits	Linda Davis	Start: 07/01/2013 End: 06/30/2014	o District Staff	NSLA (State- 281) - \$16570.00 Employee Salaries: NSLA (State- 281) - \$5302.00 Employee Benefits: ACTION BUDGET: \$21872
Literacy classroom teachers and	Kaiesha McGruder	Start:		Title I - \$5000.00

paraprofessionals will purchase supplies and materials for professional development to provide differentiation of instruction to enhance the learning experience of students, and to ensure teachers are continuously increasing the rigor of instruction to enable students to increase achievement.		07/01/2013 End: 06/30/2014		Materials & Supplies: ACTION BUDGET: \$5000
Professional Development such as high yield strategies, classroom management, and other related instructional areas as determined by our needs assessment. Action Type: Professional Development Action Type: Program Evaluation	Wille Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Outside Consultants ○ Teachers 	Title II-A - Purchased \$47935.98 Services: ACTION BUDGET: \$47935.98
Total Budget:				\$166538.98

Priority 2: Math instruction will be Standards-Based.

- Supporting Data:
137. Benchmark 3rd Grade Math Exam 2012 23 of 73 students or 32% scored pro/adv in Combined Population. 19 of 64 students or 30% scored pro/adv in African American population subgroup. 23 of 73 students or 32% scored pro//adv in the Economically Disadvantaged subgroup. The lowest area identified was Measurement in multiple choice and Data Analysis and Proability in open response. According to the 2012 ESEA AMO Report Whitten Elementary School (K-4) All STUDENTS and TARGETED ACHIEVEMENT GAP GROUP had a score of 52.86 and 51.11 respectively. Due to reconfiguration this is now Anna Strong Intermediate School.
 138. Benchmark - 4th Grade math Exam 2012 33 of 80 students or 42% scored pro/adv in Combined Population. 31 of 74 students or 42% scored pro/adv in the African American subgroup. 33 of 79 students or 42% scored pro/adv in the Economically Disadvantaged subgroup. The lowest area identified was Measurement in multiple choice and Data Analysis and Proability in open response. According to the 2012 ESEA AMO Report Whitten Elementary School (K-4) All STUDENTS and TARGETED ACHIEVEMENT GAP GROUP had a score of 52.86 and 51.11 respectively. Due to reconfiguration this is now Anna Strong Intermediate School.
 139. Benchmark - 5th Grade Math Exam 2012 19 of 67 students or 29% scored pro/adv in the Combined Population. 18 of 60 students or 30% scored pro/adv in the African American subgroup. 19 of 67 students or 29% scored pro/adv in the Economically Disadvantaged subgroup. The lowest identified weakness was Measurement on Multiple Choice and Geometry and Number Operations on open

response. According to the 2012 ESEA AMO Report Anna Strong Middle School (5-8) All STUDENTS and TARGETED ACHIEVEMENT GAP GROUP had a score of 46.68 and 44.26 respectively. BENCHMARK - 5TH grade mathematics exam 2011 28 of 80 students or 35% scored pro/adv in Combined Population 26 of 74 students or 35% pro/adv in African American Population 22 of 71 students or 31% scored pro/adv in Economically Disadvantaged Population The lowest identified area of weakness on the Math Multiple Choice Exam was Data Analysis and Probability. The lowest identified area of weakness on Open Response was Measurement. In 2010, the Benchmark Exam was administered to 5th Grade students at Anna Strong Middle School. 31 of 77 student or 40% of the Combined Population scored proficient or advanced. 26 of 77 students or 34% of the African American population scored proficient or advanced. 30 of 75 or 40% of the Economically Disadvantaged population scored proficient or advanced in math. The identified area of weakness in Math was Measurement on multiple choice and Data Analysis and Probability on open response.

140. Benchmark - 6th Grade Math Exam 2012 35 of 86 students or 40% scored pro/adv in the Combined Population. 33 of 80 students scored pro/adv in the African American subgroup. 35 of 85 students or 42% scored pro/adv in the Economically Disadvantaged subgroup. The lowest identified area of weakness was Measurement in both multiple choice and open response. According to the 2012 ESEA AMO Report Anna Strong Middle School (5-8) All STUDENTS and TARGETED ACHIEVEMENT GAP GROUP had a score of 46.68 and 44.26 respectively. BENCHMARK - 6TH GRADE MATHEMATICS EXAM 2011 41 of 75 students or 55% scored pro/adv in Combined Population 37 of 66 students or 56% scored pro/adv in African American 35 of 65 students or 54% scored pro.adv in the Economically Disadvantaged population The lowest identified area of weakness on Multiple Choice was Measurement The lowest identified area of weakness on Open Response was Number and Operation. On the 2009 Benchmark Math Exam for 6th grade, 55% of the combined population scored proficient or advanced. 38% African Americans scored proficient or advanced. 53% of economically disadvantaged scored proficient or advantaged. No one in the students with disabilities sugroup scored proficient or advantaged of the Math Exam. In 2009, the identified area of weakness in Math was Data Analysis and Probability and Measurement. The 2010 6th Grade Benchmark Exam: 32 of 64 students or 50% of the Combined population scored proficient or advanced. 32 of 62 students or 52% of the African American and Economically Disadvantaged population scored proficient or advanced. The identified area of weakness was Measurement on multiple choice and open response.
141. NRT - 3rd Grade IOWA Test of Basic Skills 2012
142. NRT - 4th Grade IOWA test of Basic Skills 2012
143. 2012 NRT - 5th Grade IOWA Test of Basic Skills-MATH Combined Population - NPR - 19 Percentile African American -NPR - 21 Percentile Economically Disadvantaged NPR - 19 Percentile\ The 2010 NRT: 77 5th grade students scored at the 36% NCE. 64 6th grade students scored at the 49% NCE. 71 7th grade students scored at the 37% NCE. 90 8th grade students scored at the 55% NCE.
144. 2012 NRT - 6th Grade IOWA Test of Basic Skills Combined Population - NPR - 27 Percentile African American - NPR 27 Percentile Economically Disadvantaged - NPR 28 Percentile
145. Anna Strong Middle School has an average attendance rate of 94.51%. The attendance goal

was met.

146. NORMED REFERENCED TEST IOWA BASIC SKILLS 2011 2011 Grade 5 MATHEMATICS Combined Population NPR - 26 percentile African American - 25 percentile Economically Disadvantaged - 23 percentile
147. NORMED REFERENCED TEST IOWA BASIC SKILLS 2011 2011 Grade 6 MATHEMATICS Combined Population NPR - 33 percentile African American - 31 percentile Economically Disadvantaged - 32 percentile

Goal	All students will increase achievement in mathematics, specifically in the areas of algebra, geometry, and measurement.
Benchmark	Anna Strong Intermediate School formerly known as Anna Strong Middle School (5-8) had 46.68% of its students meeting growth in math. By the end of the 2012-2013, 51.53% of the students will score proficient in math at Anna Strong Intermediate School. Therefore we will have 4.85% more students scoring proficient or advanced on the Benchmark test.
Benchmark	46.9% of the Students with Disabilities (currently in SI-3) will score proficient or above on the Spring' 2008 Math Benchmark Exam.

Intervention: 1. MATHEMATICS INSTRUCTION WILL BE STANDARDS-BASED.				
Scientific Based Research: Assessing the Impact of Standards-based MATHEMATICS Curricula on Student Achievement and the Classroom Learning Environment. March, 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
7. Using the data from NORMES and TLI, teachers along with facilitators, will develop ACADEMIC IMPROVEMENT PLANS (AIP) using the TLI website.. (NEEDS ASSESSMENT) The plans will be updated after each interim assessment. Documentation: Copy of AIP Action Type: AIP/IRI Action Type: Technology Inclusion	Linda Davis, Principal; Patricia Shears, Math Facilitator, Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers Title Teachers 	ACTION BUDGET: \$
4. Anna Strong Intermediate School will provide on-going PROFESSIONAL DEVELOPMENT, support, resource materials, technology, and methods	Linda Davis, Principal , Math Facilitator, Math In Focus Consultant	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff District Staff Outside 	ACTION BUDGET: \$

<p>in presenting instruction that is ALIGNED with the state frameworks. Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education</p>			<ul style="list-style-type: none"> ○ Consultants Performance Assessments 	
<p>3. Classroom Teachers will follow weekly lesson plans (Curriculum) that identify specific objective (s) to be taught, instructional strategies to be used, content standard/domain, and assessment used. Copy of Classroom walkthrough report, Observation forms, Informal conference documentation. Action Type: Alignment Action Type: Equity</p>	Classroom Teachers, & Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
<p>5. Substitute Teachers will be hired to allow for vertical team meetings. These meetings will facilitate instructional planning and documentation, resulting in the ALIGNMENT of the Math Curriculum. Documentation: Copy of meeting agenda, notes, or sign-in. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ None 	ACTION BUDGET: \$
<p>6. The principal and instructional facilitators will conduct daily classroom Walk-Throughs of all teachers to determine if instruction is ALIGNED to the state, utilizing the</p>	Linda Davis, Principal Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$

IPOD/IPAD software and written observations. Documentation: Copy of Walk-through report. Action Type: Alignment Action Type: Program Evaluation				
8. Anna Strong Intermediate School will employ two HIGHLY QUALIFIED Paraprofessionals (Ossie Avant & Joycelyn Brandon) to help students during Math Practice time and assist with classroom management and to provide POINT-IN-TIME REMEDIATION for all students under the supervision of the certified teachers. Para professionals will utilize instructional materials such as: buckle down, math fluency, cross walk, rocket math to assist with remediation of identified students. (FTE = 1.00) Ossie Avant, \$16,792.00, Fringe Benefits \$5,350.00 Joycelyn Brandon \$18,255.00 Fringe Benefits \$5,667.00, (FTE = 1.00)	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - \$11017.00 Employee Benefits: NSLA (State-281) - \$35047.00 Employee Salaries: <hr/> ACTION BUDGET: \$46064
9. The ACSIP Team will Committee has conducted a Peer-Review of all ACSIP plans. Action Type: Collaboration Action Type: Program Evaluation	Jeannie Helms, Accountability Coordinator; Facilitators, and Administrators,	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff 	<hr/> ACTION BUDGET: \$
10. Anna Strong Intermediate School will purchase 25 TI-15 calculators that will be used by students in Math Classrooms. \$900.00	Linda Davis, Principal, Patricia Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	<hr/> ACTION BUDGET: \$
13. Anna Strong Intermediate School will employ an Instructional Facilitator (Patricia Shears) to provide	Willie Murdock, Superintendent, & Linda Davis, Principal	Start: 07/01/2013 End:	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	Title I - Materials & Supplies: \$2500.00

job imbedded professional development to teaching staff designed to improve the delivery of classroom instruction and will serve as mentor to all teachers. (FTE = 1.00)53,964.00, Fringe Benefits \$13,379.00		06/30/2014		Title I - Employee Salaries: \$53964.00 Title I - Employee Benefits: \$13379.00 <hr/> ACTION BUDGET: \$69843
11. Anna Strong Intermediate School will provide funds for the purchase of batteries,and other items that are needed for the maintenance of the timers and other equipment used by the students in the classrooms and Literacy & math labs each day.\$500.00	Patricia Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
15. Math facilitator and/or math teachers will attend math conference, coach's training, and other trainings that are offered to continue to improve math instructions. Professional texts/materials will be purchased as needed. Action Type: Professional Development	Linda Davis, Principal, Patricia Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
16. Anna Strong Middle School will purchase materials to reinforce test taking strategies. (Buckle Down,Cams & Stams, Test Ready, Curriculum Associates, etc.) Action Type: Collaboration Action Type: Parental Engagement	Linda Davis, Principal, Patricia Shears,Instructional Facilitators, & Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Materials & Supplies: \$3000.00 <hr/> ACTION BUDGET: \$3000
19. A partnership with The Learning Institute will provide interim	Linda Davis, Principal, Patricia Shears, Math	Start: 07/01/2013	○ Outside Consultants	<hr/> ACTION BUDGET: \$

assessments to guide our instruction and assist with vertical and horizontal alignment in math. Through TLI appropriate professional development on research-based strategies and using assessments to drive instruction will be provided as well as allowing teachers and coaches to collaborate with others from around the state. Bubble sheets will be purchased. Action Type: Collaboration Action Type: Professional Development	Facilitator, Teachers	End: 06/30/2014	<ul style="list-style-type: none"> ○ Performance Assessments ○ Teachers 	
17. Math manipulatives will be purchased for classroom teachers to provide differentiation of instruction, enhance the learning experience of students, and to ensure teachers are continuously increasing the rigor of instruction to enable students to increase achievement. Action Type: Alignment	Linda Davis, Principal; Patricia Shears, Math Facilitator, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
18. Anna Strong School teachers, including special education teachers, will hold weekly collaborative meetings in all content areas to focus on creating well developed lessons, studying professional text, as well as analyze data to drive instruction with the focus on improving student achievement. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal, Patricia Shears, Math Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Anna Strong Intermediate School will purchase two smart boards. One will	Linda Davis, Principal Learning	Start: 07/01/2013		NSLA \$22778.96

be placed in the math lab to support instructional programming such as Singapore math, education city and kids college. The second will placed in the PLC room to support teachers and staff training for the purposes of curriculum alignment, technology training and and professional development.	Forward, ADE, Patricia Shears, and Michelle Branch, Curriculum Coordinator	End: 06/30/2014		(State-281) - Purchased Services: ACTION BUDGET: \$22778.96
8. Anna Strong Intermediate School will employ a HIGHLY QUALIFIED Paraprofessionals (Jonaque Nash) to help students during Math Practice time and assist with classroom management and to provide POINT-IN-TIME REMEDIATION for all students under the supervision of the certified teachers. Para professionals will utilize instructional materials such as: buckle down, math fluency, cross walk, rocket math to assist with remediation of identified students. (FTE = 1.00) Salary 16570.00 Fringe Benefits \$5302.00 Action Type: Alignment	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Employee \$16570.00 Salaries: Title I - Employee \$5302.00 Benefits: ACTION BUDGET: \$21872
Total Budget:				\$163557.96

Intervention: 3. Anna Strong Intermediate School will implement Learning Forward. (CORRECTIVE ACTION)

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
1. Focus Walks will be conducted periodically by the consultants and leadership team. Action Type: Program Evaluation	Carolyn Love, Principal	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff	ACTION BUDGET: \$
4. Leadership Team Meetings will be held on	Carolyn Love,	Start:	○ Administrative	

Wednesday of each week to plan and monitor the the progress of the school. Action Type: Professional Development	Principal	07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Staff Teachers 	ACTION BUDGET: \$
6. Substitutes will be hired to allow teachers to attend training. Documentation: Copy of Training agenda or participant statement of training content. Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
5. All highly Qualified Teachers in Grades 3-6 will be trained in job embedded staff development related to their professional needs. Materials needed to support training and classroom activities will be purchased. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal, Patricia Shears, Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Program Evaluation: According to the historical data of The Learning Institute (TLI) interim assessment Summary & NWEA interim reports, In 2011-12, 3rd grade students' percentages of success on the TLI assessments ranged from 09% - 25% in Math. In 2011-12, 4th grade students percentages of success on the TLI assessments ranged from 53% - 74% in Math. In 2011-12, 5th grade students_ percentages of success on the Learning Institute Math assessments ranged from 23-52% proficiency. 6th grade students_ percentages of success on the Learning Institute Math assessments ranged from 18-37% proficiency. NWEA scores showed 26% growth in third grade, 14% growth in fourth grade, and 23% growth in fifth grade. Individual strengths and deficiencies of students' Math skills will be used to <u>differentiate instruction during the</u>	Instructional Facilitator, Teachers, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$

intervention period & during the extended day program. Action Type:				
Math manipulatives, math games, logic activities, professional development on DVD's (Math Problem Solving, RTI to Enhance Math Instruction for Struggling Students) , flashmasters, flash cards etc... will be purchased by classroom teachers and facilitators to provide differentiation of instruction to enhance the learning experience of students, and to ensure teachers are continuously increasing the rigor of instruction to enable students to increase achievement.	Principal, Davis and P. Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		Title I - Materials & Supplies: \$5000.00 <hr/> ACTION BUDGET: \$5000
The district will hire a 1.0 FTE interventionist (Charles Robinson) to work with students during the school day providing interventions to students who are struggling in Math.	Linda Davis, Principal, Patricia Shears, Facilitator	Start: 07/01/2013 End: 06/30/2014		NSLA (State-281) - Employee Benefits: \$11334.00 NSLA (State-281) - Employee Salaries: \$44430.00 <hr/> ACTION BUDGET: \$55764
Total Budget:				\$60764

Priority 3: SCIENCE INSTRUCTION WILL BE STANDARDS BASED

- Supporting Data:
179. 2011 BENCHMARK 5TH GRADE In 2010 5th Grade Benchmark Exam: 3 of 77 students of the Combined population scored proficient or advanced. 3 of 75 students of the Economically Disadvantaged population scored proficient or advanced. No student in the African American population scored proficient or advanced on the Science Benchmark Exam. The lowest identified area of weakness was Nature of Science on multiple choice and Earth and Space Science on open response.
 180. GRADE 6: In 2008, the 6th grade class scored 20 on the National Percentile Rank on the Iowa Tests of Basic Skills. Students' scores were higher in Physical Science and Scientific Inquiry. Needed attention is proven for Earth and Space Science.
 181. GRADE 7: In 2008, the 7th grade class scored 30 on the National Percentile Rank on the Iowa

Tests of Basic Skills. Students' scores were higher in Physical Science and Scientific Inquiry. Needed attention is proven for Earth and Space Science. The 2010 7th Grade Benchmark Exam: 6 of 71 students of the Combined population scored proficient or advanced. 6 of 62 students in the African American population scored proficient or advanced. 6 of 69 students in the Economically Disadvantaged population scored proficient or advanced. The lowest identified area of weakness was Nature of Science on multiple choice and Life Science on open response.

182. GRADE 8: In 2008, the 8th grade class scored 39 on the National Percentile Rank on the Iowa Tests of Basic Skills. Students' scores were higher in Earth and Space Science, Scientific Inquiry and Life Science. Needed attention is proven for Physical Science.
183. Anna Strong Middle School had an average daily attendance of 91.13%. We met the attendance goal.
184. The 2010 5th Grade NRT: 77 5th Grade students scored at the 19% NCE.
185. The 2010 7th Grade NRT: 71 7th grade students scored at the 33% NCE.

Goal	All students will increase achievement in mathematics, literacy, and science, particularly in the areas of reading comprehension, math problem solving, and measurement.
Benchmark	By the spring of 2014, the combined population and each subgroup will meet or exceed the literacy and mathematics amo standard established by the Arkansas Department of Education.

Intervention: 1. SCIENCE INSTRUCTION WILL BE STANDARDS BASED				
Scientific Based Research: Educational Leadership. 63(3). 10-17; Johnson, C. (2006).Effective Professional Development and Change in Practice: Barriers Science Teachers Encounter and Implications for Reform. School Science & Math. 106(3). 150-161.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
7.Using the data from NORMES and TLI, teachers along with facilitators, will develop ACADEMIC IMPROVEMENT PLANS (AIP) using the TLI website.The plans will be updated after each interim assessment. Documentation: Copy of AIP Action Type: AIP/IRI Action Type: Professional Development Action Type: Technology Inclusion	Linda Davis, Principal Facilitators, & Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Performance Assessments Teachers 	ACTION BUDGET: \$
2. The classroom teachers will follow weekly lesson plans aligned with the curriculum that identify specific	Linda Davis, Principal, Michelle Branch & Patricia Shears	Start: 07/01/2013 End:	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

objective(s) to be taught, instructional strategies to be used, content strand and assessment used. Copy of Lesson Plan and on line curriculum Action Type: Alignment Action Type: Equity	Instructional Facilitators, Teachers	06/30/2014		
1. Anna Strong will purchase supplementary materials (Other than those provided by the company) and supplies-- consumable items such as vinegar, molding clay, batteries, etc. to allow Science teachers to enhance lab activities. Documentation: Lesson plans for Labs. Action Type: Alignment Action Type: Equity	Linda Davis, Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	Title I - Materials & Supplies: \$2000.00 <hr/> ACTION BUDGET: \$2000
3. Interim Assessment Test will be administered at the end of each 9-week grading period. The Scores will be used as 9-week test grades. Reports will be given to the classroom teachers and the District Accountability Coordinator to facilitate instructional adjustments. Documentation: Copies of District Tests. Action Type: Alignment Action Type: Equity	K. McGruder & Patricia Shears, Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	<hr/> ACTION BUDGET: \$
4. Substitute Teachers will be hired to allow for vertical team meetings. These meetings will facilitate instructional planning and documentation, leading to the alignment of the Science Curriculum. Documentation: Meeting agenda, notes, or sign-in. Action Type: Alignment Action Type: Collaboration	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Teachers 	<hr/> ACTION BUDGET: \$

Action Type: Professional Development Action Type: Program Evaluation				
5. The principal and instructional facilitator will conduct weekly classroom walk throughs of all teachers to determine if instruction is ALIGNED to the curriculum, utilizing the palm pilot software and written observations. Documentation: Copy of Walk-through report. Action Type: Alignment Action Type: Program Evaluation	Linda Davis, Principal, & Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$
8. On-going Professional Development and support for Anna Strong Teachers on using the materials, technology and methods through the STEMS grant program. Presenting instruction that is ALIGNED with the curriculum. Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal, Facilitators, & Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
6. Anna Strong School's Math/Science Committee will plan a Math/Science Fair. We will use Parent/Family volunteers. Materials and Supplies will be purchased to facilitate the students' participation in the fair. Action Type: Parental Engagement	Linda Davis, Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	Title I - Materials & \$500.00 Supplies: ACTION BUDGET: \$500
9. Science teachers will require students to do a research project in the form of a research paper and display. Documentation: Sample of research paper.	Linda Davis, Principal, Teachers, K. McGruder, P. Shears, Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
10. Teachers will monitor the increased number of positive attitudes toward science from participation in the project fair and increased student	Linda Davis, Principal & Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$

achievement on Science Benchmarks exams. Doc. Projects Sign-In Sheets				
11. The Learning Institute (TLI) will provide Science interim assessments. The TLI process allows teachers to concentrate on a vertical and horizontal alignment, creates a focus on the Arkansas Student Learning Expectations, and gives both the teachers and students immediate feedback in order for the teacher to provide remediation. Students will be assessed throughout the school year Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Linda Davis, Principal; Instructional Facilitator, & Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
12. All teachers, including special ed teachers, will receive on-going training during weekly collaborative meetings in all content areas to focus on implementing well developed lessons, studying professional text, and providing horizontal and vertical alignment as well as using data to drive instruction with a focus on improving instruction. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education	Linda Davis, Principal, Instructional Facilitator, Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
13. Because science scores were extremely low, Science Kits/materials will be purchased for classroom teachers to provide differentiation of instruction and enhance the learning experience for students.	Linda Davis, Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Teachers	ACTION BUDGET: \$

Total Budget:	\$2500
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Priority 4: The School Environment will be safe and conducive to learning.

205. In 2006-2007 Anna Strong Middle School attendance rate was 91.13% which met the state average. And in 2007-2008, Anna Strong Middle School's attendance rate was 94.1% which met the state average of 94%. In 2008, the average attendance rate was 91.13% which met the state average.
206. In 2005-2006 Anna Strong Middle had 780 referrals. In 2006-2007 Anna Strong Middle School recorded 263 referrals. In 2007-2008 Anna Strong Middle School recorded 332 referrals. In 2008-2009 -
207. According to the Arkansas Prevention Needs Assessment Survey (APNA), for the past three (3) years the percentage of students reported suspended from school was higher at Anna Strong Middle School than for the entire state. In 2006-2007 Anna Strong Middle School's sixth (6) grade reported 52.9% of suspension while the state only had 9.99%. 38.8% of our 8th Grade Students reported being suspended, while the state reported 16.6% In 2007-2008, 32.6% of 6th grade student reported being suspended compared to only 11.1% at the state. 34.1% of our 8th grade students reported being suspended while only 16.6% was reported at the state. In 2008-2009 , 17.7% of 6th grade students reported being suspended compared to 10.5% in the state. 58.8% of 8th grade reported being suspended compared to 16.6 being reported at the state.
208. During the last three years the number of students scoring proficient or advanced in math has increased. In 2005-2006, we scored 24.7%, 2006-2007 we scored 21.9% and in 2007-2008, we scored 38.8%. In the last three years, the number of student scoring proficient in Literacy has had a small increase. In 2005-2006, we scored 26.6%. In 2006-2007, we scored 27.8% and in 2007-2008, we scored 29.2%.

Supporting Data:

Goal All Student Behavior will be appropriate for the School Environment. By June 2012, there will be a 10% decrease in the number of disciplinary referrals.

Benchmark School Discipline referrals in 2012-2013 will be reduced by at least 10%.

Intervention: 1.POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS) as well as other strategies will be implemented to prevent disruptions to the learning process.

Scientific Based Research: "

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. The Behavior Management Committee will meet regularly to assess the effectiveness of the program. Program policies and activities will be reviewed and	Kaiesha McGruder, Kim Edwards	Start: 07/01/2013 End: 06/30/2014	○ None	ACTION BUDGET: \$

updated. Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation				
3. Teaching all students skills in Conflict Resolution will continue in the classroom setting and in private sessions as the individual need arises concerning acceptable behavior patterns; how to make decisions based upon knowledge and experience, not peer pressure. Necessary materials will be purchased. Documentation: Statement of activity from counselor. Action Type: Equity	Theodore Shumpert, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	ACTION BUDGET: \$
4. The program (PBIS) will continue to be monitored through the use of survey forms, parental conferences, student conferences, and input from the faculty and staff. A year-end program report will be written and distributed by the building counselor. Documentation: Copy of the counselor's report. Action Type: Alignment Action Type: Program Evaluation	Theodore Shumpert, Counselor	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ None 	ACTION BUDGET: \$
5. The Social Worker in the school will provide individualized and group assistance to students with behavioral concerns using such activities as character building, conflict resolution, etc. Documentation: Teacher report of service implementation. Action Type: Equity	Linda Davis, Principal and Kim Edwards, Social Worker	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Outside Consultants 	ACTION BUDGET: \$

1. Involve staff members in a workshop with follow-up activities on Classroom Management as presented in the behavior management principles of PBIS. Documentation: District Wide Sign-in sheets Action Type: Professional Development	Principal; Theodore Shumpert, Counselor; and Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Outside Consultants ○ Teachers 	ACTION BUDGET: \$
12. Due to the declining graduation rate, drop out rate, and accountability reports, of Lee High School; Anna Strong Intermediate School will employ a guidance counselor (Theodore Shumpert) to be shared with the High School (FTE=1.00)\$53659.37, Fringe Benefits \$13,323.00 to provide necessary strategies to enhance the academic achievement of students who are in danger of failing and/or dropping out. This counselor is over and above the number of counselors required in the district based on the number of students: 3rd grade-68 students; 4th grade 67 students; 5th grade - 64; and 6th grade - 65students. Action Type: Equity	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	NSLA (State-281) - \$13323.00 Employee Benefits: NSLA (State-281) - \$53659.37 Employee Salaries: <hr/> ACTION BUDGET: \$66982.37
11. Anna Strong Intermediate School will continue the implementation of the Positive Behavior Intervention System (PBIS) which is a program used to reinforce the way our school handles behavior, decrease number of referrals, and promotes increased	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff 	ACTION BUDGET: \$

positive behavior of our students.				
Anna Strong Intermediate School will set aside funds from Title I for any children within the school who are homeless. These funds will be allocated to meet the basic needs, such as clothing, supplies, and health care so that these students may participate more fully in school. All fees for any extra-curricular activities must be waived. Documentation: Purchase orders and receipt of services letter.	Linda Davis, Theodore Shumpert	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Discipline referrals will decrease for students in grades 3-6. In 2012-2013, students in 5th and 6th grade produced the most office referrals. In 2013-2014, there will be decrease of 10% in office referrals. Documentation: Referral Forms.	Linda Davis, Principal; Willie Mae Whitaker, Secretary	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will provide professional development and training for the school's security personnel (including Dean of Students, Security Officer, and Counselor) related to safety, order, and discipline in the school. Documentation: Registration and copy of certificate of completion.	Willie Murdock, Superintendent	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All staff will post School-wide Expectations for responsibility and behavior at Anna Strong.	Linda Davis	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET: \$
The building counselor will purchase books, activities, and/ or videos on behavior management, bullying,	Theodore Shumpert	Start: 07/01/2013 End:		Title I - Materials & \$3000.00 Supplies:

collaboration, self-esteem, self care, testing materials, office materials and supplies in order to ensure a safe environment for all students.		06/30/2014		ACTION BUDGET: \$3000
Total Budget:				\$69982.37

Intervention: 2. PARENTAL INVOLVEMENT

Scientific Based Research: Arkansas Department of Education Guidelines for ACT 603 of 2003: Barrera, J., Warner, L. (2006). Involving families in school events. Kappa Delta Pi Record, 42(2). 72-75; Nicole, A., Ed. (2006). The Achiever. 5(4); Christie, K. (2005) Stateline: Changing the nature of parent involvement. Phi Delta Kappan. 86(9). 645.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>2. The parent facilitator will be responsible for the advisory committee, which includes parents of the school, alumni and community members. The existing Parental Involvement Plan (located in District Policy Handbook) and policies will be revisited and revised as necessary. Orientation, registration, conferences, and seminars will be held in addition to planned curriculum-centered events\activities determined by the school to help assist in his or her child's learning. Also instruction will be provided to parent on how to incorporate developmentally appropriate learning activities in the home environment.</p> <p>Documentation: The supplemental materials will be purchased. They will not be those materials required by Act 397.</p> <p>Action Type: Equity</p> <p>Action Type: Parental Engagement</p> <p>Action Type: Program Evaluation</p>	Linda Davis, Principal, Willie Branch, Parent Facilitator, Kim Edward, District Social Worker	<p>Start: 07/01/2013</p> <p>End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ District Staff ○ None ○ Teachers 	ACTION BUDGET: \$

<p>3. The Second Cup of Coffee Parent Center will be updated . The center will consist of appropriate materials and periodicals that will: assist parents in understanding content how to monitor a child's progress; standards, academic assessment; help parents work with their children to improve academic achievement and provide other reasonable support for parental involvement activities as requested by parents.</p> <p>Action Type: Equity Action Type: Parental Engagement</p>	Linda Davis,Principal, Willie Branch, Parent Coordinator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ None 	<p>Title I - Materials & Supplies: \$5500.00</p> <hr/> <p>ACTION BUDGET: \$5500</p>
<p>4. Communication with families will be of prime importance. All avenues will be explored as means of communication: The school marquee, progress reports every five weeks, a PARENT COMPACT for student learning, interim reports as deemed necessary by the teachers, telephone calls to the parents to discuss positive reports and areas of concern, school wide notes and newsletters, informative meetings, and fun activities will all be used to communicate with the parents. Each teacher will maintain a parent contact log.</p> <p>Action Type: Parental Engagement</p>	Linda Davis Principal, Teachers, Willie Branch, Parent Facilitator, and District staff	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>8. During registration an INFORMATIONAL PACKETS will be given to parents with information concerning Anna Strong Intermediate School.</p>	Willie Branch, Parent Facilitator	<p>Start: 07/01/2013 End: 06/30/2014</p>	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

Documentation: Copy of information given to parents and families Action Type: Parental Engagement				
5. Parenting workshops will be conducted to help parents and other caregivers understand how to assist their children with homework assignments, study habits, and their learning. Teaching materials that parents can utilize at home will be purchased. These funds are supplemental to those required by ACT 397. Documentation: Workshop sign-in. Action Type: Parental Engagement	Linda Davis, Principal; Parent Facilitator, Willie Branch; and Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office 	Title I - Materials & Supplies: \$1500.00 <hr/> ACTION BUDGET: \$1500
9. Written notification of Anna Strong Intermediate School's status in school improvement will be provided to parents two weeks prior to the beginning of school. Stamps will be purchased. Documentation: Copy of letter. Action Type: Parental Engagement	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	<hr/> ACTION BUDGET: \$
7. By conducting a survey, ASIS will gather information for Parent and Family Volunteers to work in our school. A "PARENT VOLUNTEER RESOURCE BOOK" that will consist of a list of parent names, contact information, and areas in which parents are willing to help, will be maintained in a notebook in the Parent Center. The facilitator will coordinate a system for effective use of school volunteers. Documentation: Copy of the form	Willie Branch, Parent Facilitator, and Classroom Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ District Staff ○ Teachers 	<hr/> ACTION BUDGET: \$

used in the notebook. Action Type: Collaboration Action Type: Parental Engagement				
1. Honoring parents who contribute to the success of the learning of our students will take place in a format chosen by the Parental Involvement committee. Documentation: Copy of planning notes, or event announcement. Action Type: Collaboration Action Type: Parental Engagement	Willie Branch, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ Teachers 	ACTION BUDGET: \$
11. The school will pay the cost of training and travel expenses to Parent meetings/conferences for the facilitator, school staff and parents. Action Type: Parental Engagement	Linda Davis, Principal, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	Title I - Purchased \$1200.00 Services: ACTION BUDGET: \$1200
6. Anna Strong Intermediate School's Parent Advisory Committee will be organized into a PARENT ORGANIZATION (PTA/PTO) to foster the parents' and community involvement within the school and decision making that involve the students. Action Type: Collaboration	Linda Davis, Principal , Theodore Shumpert, Counselor, Teachers, and Willie Branch, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
12. The Student handbook contains a page (located in the back) for parents to write in their concerns or recommendations for changes. Documentation: Handbook Form	Linda Davis, Principal & Administrative Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Central Office ○ District Staff 	ACTION BUDGET: \$
14. Parent Meetings will be held to train parents on how to work with their children's progress and to	Willie Branch, Facilitator	Start: 07/01/2013 End:		ACTION BUDGET: \$

address other concerns of school and/or parents. Doc. Minutes, Sign-In, or Letter to Parents Action Type: Parental Engagement		06/30/2014		
15. Develop a process for resolving parental concerns in the Student handbook. Doc. Written copy of the process Action Type: Collaboration	Mrs. Carolyn Love, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
16. Students will have less office referrals and increase academic success in the classroom and on Districts, as well as, state mandated NRT due to increased parental involvement Doc. Fewer referrals, Test scores Action Type: Parental Engagement Action Type: Program Evaluation	Willie Branch, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
18. Anna Strong Intermediate School will serve "light refreshments" at parent events as a way of encouraging parents of Title I students to participate in school activities. Action Type: Parental Engagement	Linda Davis, Principal; Willie Branch, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ Teachers 	Title I - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
19. Open House and two scheduled Parent/ Teacher Conferences and AIP meetings will be held in addition to other parental involvement meetings to encourage parental participation in their child's education (Supplemental to Act 307) Action Type: Parental Engagement	Willie Murdock, Superintendent; Linda Davis, Principal & Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
20. Family literacy, math, and science nights and other activities	Linda Davis, Principal; Willie Branch, Parent	Start: 07/01/2013		ACTION BUDGET: \$

for students, teachers, and parents to interact will continue to be held in order to encourage parental involvement. Surveys will be conducted throughout the school year. Materials/supplies(books, markers, cardstock, sentence strips, scissors, index cards, etc.) will be purchased. Action Type: Parental Engagement	Facilitator, Teachers	End: 06/30/2014		
25. Anna Strong Middle School staff will prepare "Take Home Kits" for Literacy, Math, and Science Family Nights. Materials, books, supplies, etc. will be purchased as needed. Action Type: Parental Engagement	Linda Davis, Principal , Teachers, & Instructional Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	Title I - Materials & Supplies: \$5000.00 <hr/> ACTION BUDGET: \$5000
22. All staff will be provided training on how to conduct "Family Nights" to enhance better communication between parents and school. Action Type: Parental Engagement Action Type: Professional Development	Linda Davis, Principal, Teachers, Great River Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
23. A minimum of two hours of parental involvement training will be provided for all staff. Action Type: Parental Engagement Action Type: Professional Development	Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014		<hr/> ACTION BUDGET: \$
24. Teachers will develop activities that illustrate lessons being taught in the classrooms with special emphasis on their practical application in everyday life which	Linda Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	<hr/> ACTION BUDGET: \$

will enhance parents as learning partners. Action Type: Parental Engagement				
26. Anna Strong Intermediate School will purchase materials/supplies necessary to publish a school/home newsletter. Paper and ink for color printer Action Type: Parental Engagement	Linda Davis, Principal; Parent Facilitator; Teachers	Start: 07/01/2013 End: 06/30/2014	○ Teachers	Title I - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$16200

- Priority 6: The school will raise awareness of the importance of nutrition and physical activity and will continue to refine local policies that address issues and goals related to nutrition and physical activity.
261. Anna Strong Intermediate School (formerly Anna Strong Middle) Body Mass Index Data SY 2011-2012 Show appropriately 25.7% of all students measured were in the OVERWEIGHT category Anna Strong Middle School:
262. School Health Index Module 8, Family and Community Involvement: Elementary, Middle and High School - Collaboration between schools and parents & community identified as an area needing improvement. All schools need to increase families opportunities to learn about health and safety topics.
- Supporting Data:
263. Free and Reduced price Meal eligibility for Anna Strong Middle School 2010 was 100% Free.
264. Lee County Unemployment Rate: The unemployment rate in Lee County in 2010 was 7.9%.
265. Lee County % of population in poverty, 2007 was 39.4% .
266. Anna Strong Middle School had an average daily attendance of 91.13%. We met the attendance goal.
- Goal Anna Strong Middle will provide support for students in making healthy lifestyle choices by implementing systems to aid in decreasing the average body mass index (BMI) on routine annual student screening and increasing collaboration between all segments of the school community in support of positive lifestyle choices.
- Benchmark By the 2011-12 school year there will be a decrease of the average BMI for students by _% as evaluated by the annual BMI screening.

Intervention: 1. Administrative support for Wellness.

Scientific Based Research: Pateman, B. (2004) Healthier students, better learners. Educational Leadership, 61, 70-74.

Actions	Person Responsible	Timeline	Resources	Source of Funds
2. Participating in professional development will ensure successful implementation of the Wellness Policies; and will make use of resources to improve the overall school nutrition environment; and will promote health and physical activity curriculum and student health. Documentation: Training sign-in or materials. Action Type: Professional Development Action Type: Wellness	Shirley Crawford, Nurse	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ District Staff ○ Teachers 	ACTION BUDGET: \$
3. Involving parents in physical activity and nutrition education through homework, national school lunch program menus, and parent-teacher organization meeting presentations and professional development activities will be the done by the school. Professional development will focus on physical activity and nutrition education, and health risk indicators that compromise students ability to perform academically. Documentation: Presentation sign-in or materials. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Wellness	Shirley Crawford, Nurse; Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ District Staff ○ Teachers 	ACTION BUDGET: \$
1. Monitoring goals and evaluating the effectiveness of interventions by reviewing data results and other assessments related to Wellness (School Health Index Modules, Wellness Policy Checklist, etc.), The Nutrition and Physical Activity Committee (part of the ACSIP Committee) will ensure the successful implementation of the school program. The ACSIP will be modified as needed. Documentation: Meeting notes or sign-in. Action Type: Collaboration Action Type: Program Evaluation	Shirley Crawford, Nurse; Linda Davis, Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Community Leaders ○ District Staff ○ Outside Consultants ○ Teachers 	ACTION BUDGET: \$

Action Type: Wellness				
TITLE 1-A Delta Transitional Home. Consultation was conducted in August for face to face discussion concerning the needs of the children at Delta Transitional Home. Follow Up conversations in January and May 2 identified the following needs. Digital Technology such as e readers I pad I touches and e books. Also exercise balls to help the ADHD and ADD children focus and concentrate on homework and other task. Action Type: Equity Action Type: Wellness	Jeanie Helms; Accountability Coordinator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Anna Strong Intermediate will cultivate strong parent/school/community relations in order to strengthen student achievement.

279. State Law-Act 307 Of 2007

Supporting Data: 280.

Goal Anna Strong Intermediate will cultivate strong parent/school/community relations in order to strengthen student achievement.

Benchmark Anna Strong Intermediate School will show significant improvement in student growth on the 2012-2013 ACTAAP

Benchmark Anna Strong Intermediate School will organize an active PTO that will be involved in determining and supporting Anna Strong's programs and school improvement goals.

Intervention: Parent Involvement Plan National PTA Standards, 1998

Scientific Based Research: Scientific Based Research: Title: _A new wave of evidence. The impact of school, family, and community connections on student achievement._ Author: Henderson, A., & Mapp, K. Date: 2002 Source: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory, (<http://www.sedl.org/connections/>) Abstract Summary: Noting the evidence of families influence on their children_s school achievement is consistent, positive, and convincing, this report examines research on parent and community involvement and the impact on student achievement. Conclusion: The report finds that there is strong and steadily growing evidence that families can improve their children_s academic performance in school and have a major impact on attendance and behavior. Children at risk of failure or poor performance can profit from the extra support that engaged families and communities provide. All students, but especially those in middle and high school, would benefit if schools supported parents in helping children at home

and in guiding their educational career. This report's appendix provides a short history of the research in this field over the past 30 years (Contains 96 references.)

Actions	Person Responsible	Timeline	Resources	Source of Funds
In compliance with ACT 83, the following professional development will be provided; 6 hours of technology, 3 hours of parent involvement for administrators, and 2 hours of parent involvement for teachers. In addition to state requirements, none of which are paid for with Title I money, supplemental professional development will be offered and materials purchased to meet student needs and equip parents parents to be more involved.	Teachers, Principal, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The building principal will designate one certified staff member to serve as a parent facilitator to organize meaningful training for staff and parents and to undertake efforts to ensure that parental participation is recognized as an asset to the school. The district will ensure that parental participation is recognized as an asset to the school. The district will pay the parent facilitator a stipend for assuming duties as required by ACT 307 of 2007. Effectiveness will be documented by results of parental involvement survey.	Willie M. Murdock,superintendent,Linda Davis,principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The school will maintain a designated area to be used as the Parent Center. Parenting books, magazines and other supplementary materials in various languages, regarding responsible parenting and community resources will be purchased using Title I monies and made available for parents to borrow for review. Monies may also be used to provide materials for to all parents to keep and reference at home.	Willie Branch, Parent Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The district will designate two Parent/Teacher Conferences each school year. Anna Strong Intermediate will provide a welcome/refreshment	Linda Davis,principal, Willie Branch, Parent Facilitator, teachers	Start: 07/01/2013 End:		ACTION BUDGET: \$

center to encourage parent participation. At the end of the year, the district will publish a notice in the local newspaper thanking the parents as a group for attending the conferences. Title I funds will be used to purchase the materials and supplies needed for the refreshment center. The welcome/refreshment center supplements the state required Parent Teacher conferences in order to encourage the participation of high-poverty families by helping them feel welcome at school.		06/30/2014		
Total Budget:				\$0

Priority 8:	Based on the ADE flexibility waiver for priority schools Anna Strong Intermediate School will create a priority intervention plan to meet growth in areas of deficiencies in order to improve student achievement. Anna Strong Intermediate School will use the Indistar System to develop our internal processes to address student.
Supporting Data:	281. Because we are in a priority improvement status, the data we're going to use will be taken from the Intermediate Measurable Objectives (IMO) Report.
Goal	Anna Strong will meet the requirements as outlined in the Arkansas ESEA Flexibility Request and exit Priority Status by the 2014-15 school year.
Benchmark	Using data from the state provided software, Indistar, Anna Strong Intermediate School will reach the required AMO_s on a yearly basis.
Benchmark	Benchmark: Anna Strong Intermediate will meet all 2013 AMO_s. Benchmark: Anna Strong Intermediate will meet all 2014 AMO_s. Benchmark: Anna Strong Intermediate will meet all 2015 AMO_s. Benchmark IMO: Anna Strong Intermediate will assess all first semester indicators by January 1, 2013. Benchmark IMO: Anna Strong Intermediate will assess all second semester indicators by May 1, 2013.

Intervention: Conduct a Diagnostic analysis and needs assessment of the school system.				
Scientific Based Research: Scholastic Audit & Indistar Software				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The 1003a Grant has been approved. Expenditures are listed as follows: Classroom materials and supplies for Math and Literacy grades 3-6.	Principal	Start: 07/01/2013 End: 06/30/2014	○ Outside Consultants	ACTION BUDGET: \$

Action Type: ADE Scholastic Audit				
Anna Strong Intermediate School in 2012-2013 will purchase 3-30 item laptops with storage carts, for the purpose of aiding students with calculating, organizing, maintaining classroom notes, downloading e-textbooks and completing electronic assessments. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Program Evaluation	Principal, Math & Literacy Facilitators	Start: 07/01/2013 End: 06/30/2014	○ Central Office	Title I 1003(a) - Capital Outlay: \$91817.26 ACTION BUDGET: \$91817.26
An ADE pre-approved external provider, Learning Forward was selected and contracted according to ESEA Flexibility. Action Type: Collaboration Action Type: Professional Development	Superintendent	Start: 07/01/2013 End: 06/30/2014	○ Outside Consultants	ACTION BUDGET: \$
Teacher teams will be given time to plan and monitor the parts of the system for which they are responsible. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal, Facilitators	Start: 08/26/2013 End: 06/05/2014	○ Teachers	ACTION BUDGET: \$
Teams will have a written purpose. Action Type: Collaboration	Principal, Teachers, Facilitators	Start: 07/01/2013 End: 06/30/2014	○ Administrative Staff ○ Teachers	ACTION BUDGET: \$
Total Budget:				\$91817.26

Goal	Changing Teacher Practice (Turnaround Principles 1,2,3)
Benchmark	IMO: Changing Teacher Practice: By February 1,2014, 50% the classroom walkthrough monthly reports will reflect increases in the number of students who are authentically engaged according to Danielson Framework for teaching. IMO: Changing Teacher Practice: By June,2014,50% of the classroom walkthrough reports (CWTs) will reflect 50% of students in classrooms are authentically engaged as measured by Danielson's Framework for Teaching Rubric; Domain 3, Component 3c.
Benchmark	IMO: By June, 2014, 50% of the classroom walkthrough reports will reflect that 50% of students in classrooms are authentically engaged as measured by Danielson_s Framework for Teaching rubric; Domain 2, component 3.

Intervention: Students are engaged and on task; ID13 Instructional will meet for blocks of time (4to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will identify research based instructional strategies to use during instruction to improve student engagement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal, Facilitators, Teachers	Start: 08/26/2013 End: 06/05/2014	<ul style="list-style-type: none"> ○ Administrative Staff ○ Teachers 	ACTION BUDGET: \$
Core team and other visiting central office staff will calibrate expectations for scoring this component (and others) Action Type: Collaboration Action Type: Professional Development	Principal, Teachers, Facilitators, Central Office Staff	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
Teachers will engage in monthly PLC meetings focusing on deepening understanding of Domain 3, including but not limited to: questioning, discussion, authentic engagement.	Principal, Facilitators, Teachers	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Teachers will engage in weekly planning sessions with colleagues to create highly engaging lesson plans. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal, Teacher, Facilitator	Start: 08/26/2013 End: 06/05/2014	<ul style="list-style-type: none"> ○ Teachers 	ACTION BUDGET: \$
Teachers will expect students to engage in rigorous content orally and in writing.	Principal, Math & Literacy Facilitators, Teachers	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Teacher teams will have extended planning opportunities each month to engage in high	Principal, Facilitators,	Start: 08/26/2013		ACTION BUDGET: \$

quality, effective lesson planning.	Teachers	End: 06/05/2014		BUDGET:
Instructional facilitators will spend on average 50% of their day working with teachers through informal observations, modeling, co-teaching, and feedback conversations.	Math & Literacy Facilitators, Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Teachers will implement the curriculum as written.	Principal, Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Student success will be celebrated monthly, and include student of the month, TLI high scores, Clean Sweep, On time, every time, etc.	Principal, Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Principal and facilitators will conduct a minimum of 25 CWTs collectively each week. Shared aggregated staff with all staff.	Principal, Davis and P. Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal Changing Leader Practice (Turnaround Principles 1,2,3)

Benchmark April, 2014, the principal will spend, on average, 50% of the instructional day working with teachers: observing instruction, providing feedback and conferencing with teachers .

Intervention: Intervention: ID01 A team structure is officially incorporated into the school governance policy; ID02 All teams have written statements of purpose and by-laws for their operation; IF01 The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers; IID07 The Leadership Team will monitor school-level student learning data; IE06 The Principal keeps a focus on instructional improvement and learning outcome; IE07 The Principal monitors curriculum and classroom instruction regularly; ID10 The school_s Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs.

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
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The principal will monitor student assessment data and discuss data with staff members. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The principal will hold teachers accountable for changing practice through monitoring, feedback conversations, and the evaluation process. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Principal, Davis	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Community Leaders Outside Consultants Teachers 	ACTION BUDGET: \$
The principal will attend PLC meetings. Action Type: Collaboration Action Type: Professional Development	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
The principal will develop a leadership team to regularly monitor ACSIP/PIP and adjust actions as necessary. Action Type: Alignment	Principal, Facilitators	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The leadership team will meet the second and fourth Tuesday of the month. Action Type: Alignment Action Type: Collaboration	Principal, Facilitator	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
The principal, in collaboration with staff, will develop a year long calendar to include events such as PBIS celebrations, planning sessions for teachers, PLC meetings and professional development times. Action Type: Collaboration	Principal, Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The principal will use email to regularly communicate with staff. Action Type: Collaboration	Principal, Facilitators	Start: 07/01/2013 End:		ACTION BUDGET: \$

Action Type: Professional Development		06/30/2014		
The principal will ensure instructional facilitators are available to teachers for coaching and problem solving	Principal, Davis	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
The principal will ensure instructional facilitators conduct CWTs and provide non-evaluative immediate feedback to teachers	Principal, Davis	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
The principal and instructional facilitators will support teacher improvement through continuous process measures aligned to the Framework for Teaching and the teacher excellence support system (TESS)	Principal, Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
The principal will hold teachers accountable for professionalism and agreed on actions expressed in the Strong Teacher Procedures Book through the use of feedback, progressive discipline as needed, and the evaluation process.	Principal, Davis	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Established committees will include a hospitality committee to build staff spirit. Action Type: Collaboration	Principal, Leadership Team	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
Teachers will be recognized weekly, monthly through shout-outs at meetings, Kudos in the staff newsletter and on a posted bulletin board.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
The principal will monitor student assessment data and discuss data with staff at PLC and at individual meetings.	Principal, Davis and P. Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal Student/Progress Achievement (Turnaround Principles 4 & 5)

Benchmark	IMO: By June 2014, TLI Assessments will show 50% of students are proficient or advanced at every grade level and every content area.
Benchmark	10% increase in the number of students meeting or exceeding proficiency targets as measured by ACTAP in reading and math. TLI assessments will show a 62% proficiency rate by grade level.

Intervention: Intervention: ID02 All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment.: IIB01 Units of instruction include pre-posttests assess student mastery of standards-based objectives.: IIB02 Unit pre-test and post-test are administered to all students in the grade level and subject covered by the unit of instruction.

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will implement the Common Core units of study. Action Type: Alignment Action Type: Equity	Principal, Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
All teachers will engage in backwards design planning, and meet end dates for completion. Action Type: Collaboration	Teachers, facilitators, principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will use bell to bell instruction. Action Type: Collaboration	Principal, Facilitators	Start: 07/01/2013 End: 10/30/2013		ACTION BUDGET: \$
Teachers will follow curriculum unit pacing to ensure target dates of completion.	Principal, Facilitators, Teachers	Start: 07/01/2013 End: 10/30/2013		ACTION BUDGET: \$
Teachers will only review on days outlined in the backwards design planning.	Principal, Math & literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET: \$
All teachers will use performance tasks, currently outlined in the curriculum units, for summative unit assessments.	Principal, Math & literacy Facilitators	Start: 08/26/2013 End: 06/05/2014	<ul style="list-style-type: none"> Performance Assessments 	ACTION BUDGET: \$

Teachers will collaboratively score TLI writing prompts.	Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will collaboratively score TLI open response items.	Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will collaboratively score TLI performance tasks.	Math & Literacy Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will meet regularly in PLC meetings and staff meetings to analyze data, action plan and create new lessons for students in need of remediation and acceleration.	Principal, Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will analyze data after each TLI administration and create action plans for re-teaching and acceleration as necessary.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will assessment data multiple times during the year to guide planning.	Principal, Facilitators	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Staff will establish intervention time for BURST small group remediation.	Principal, Literacy Facilitator	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Staff will establish intervention time for math intervention at all grade levels.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will track mastery of standards and objectives for each student and report to parents at report card time.	Principal, Math & Literacy Facilitators	Start: 08/26/2013 End:		ACTION BUDGET:	\$

		06/05/2014		
Create a school wide fact fluency program	Principal, Davis and P. Shears, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will manage fact fluency program and monitor progress of students.	Teachers, Math Facilitator	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal Parent and Community (Turnaround Principles 7)

Benchmark By June, 2014, Strong will increase by 4, the number of opportunities for parents and community members to engage in the life of the school compared to the previous year.

Intervention: Intervention: IIIB06 All teachers will systematically report to parents the student_s mastery of specific standards-based objectives. :IIIA05 All teachers maintain a record of each student_s mastery of specific learning objectives. :IIIB03 All teachers check mark, and return homework: IIIB02 All teachers regularly assign homework (4 or more days a week.) :IE10 The principal will celebrate individual, team, and school successes, especially related to student learning outcomes. (61)

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
NWEA student objective reports will be sent to parents after each NWEA testing cycle. Action Type: Parental Engagement	Facilitator, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will have parents sign student portfolios which include a student objective tracker during every parent teacher conference. Action Type: Parental Engagement	Ms. Bracely, Principal	Start: 07/01/2013 End: 06/30/2014	o Teachers	ACTION BUDGET: \$
Newsletters will be sent to parents that will include data, stories, and highlights. Action Type: Parental Engagement	Ms. Bradshaw, Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Teachers will create an objective tracker sheet	Principal.	Start:		

which includes nine week objectives. Action Type: Parental Engagement	Facilitators, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Teachers will check daily homework assignments and logs. Action Type: Alignment	Teachers, Principal, Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Teachers will include specific comments on homework for student corrections.	Principal, Teachers	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Teachers assign homework on specific dates.	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Teachers provide homework folders with homework logs on a daily basis.	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Teachers will replace homework logs daily.	Principal	Start: 07/01/2013 End: 08/26/2013		ACTION BUDGET:	\$
Teachers, students and/or parents are recognized at monthly school board meeting. Action Type: Parental Engagement	Principal	Start: 07/01/2013 End: 06/30/2014	<ul style="list-style-type: none"> ○ Community Leaders ○ Teachers 	ACTION BUDGET:	\$
Teachers are recognized in the newspaper for outstanding effort monthly.	Principal	Start: 01/01/2014 End: 06/05/2014		ACTION BUDGET:	\$

An academic wall of fame will be established. Data from benchmark testing , TLI testing, and NWEA testing will be used to update the wall quarterly.	Facilitators	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Staff will submit shout outs daily for positive actions related to academics and behavior for both students and staff.	Staff	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Students of the month are recognized monthly for academic achievement and positive behavior. They are recognized on a school bulletin board, in the newspaper, and the school newsletter. Action Type: Parental Engagement	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
Positive Behavior Intervention System rewards behavior daily by receiving "tickets" from teachers on a daily basis. Number of tickets qualify students for purchases in the school book store. Celebrations for those students receiving tickets are held each month.	Kim Sims, Kim Edwards	Start: 07/01/2013 End: 01/30/2014		ACTION BUDGET: \$
Total Budget:				\$0

Goal Safety and Discipline

Benchmark IMO: 10% decrease in office referrals and suspensions on a quarterly basis through May, 2014 as recorded in SWIS.

Intervention: Intervention: IIIC04 Students will raise hands or otherwise signal before speaking. :IIIC08 All teachers will display classroom rules and procedures in the classroom.

Scientific Based Research: Wiseways

Actions	Person Responsible	Timeline	Resources	Source of Funds
The principal and staff will develop and use with fidelity, a school-wide behavior management system, PBIS. Action Type: Alignment	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET: \$
The leadership team will regularly monitor infractions	Principal	Start:	o Teachers	

at leadership meetings and report data to staff.		07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
Staff will hold PBIS launch within the first week of school, 2013-14.	Principal	Start: 07/01/2013 End: 06/30/2014	○ Teachers	ACTION BUDGET:	\$
A PBIS committee will plan a full year of activities, incentives and assemblies to ensure school-wide use with fidelity.	Principal	Start: 07/01/2013 End: 06/30/2014		ACTION BUDGET:	\$
PBIS activities will be recorded on the school-wide calendar and held sacred.	PBIS Committee Chair	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will consistently use Strong Bucks to reward desirable behavior, including lunch and recess.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
All teachers will post classroom rules and reinforce rules and expectations using a positive supportive voice.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Teachers will collaboratively develop student of the month criteria.	Teachers, principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
A school-wide emergency plan will be developed and practiced with staff and students.	Principal	Start: 08/26/2013 End: 06/05/2014		ACTION BUDGET:	\$
Total Budget:					\$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Anthony Elliott	Physcial Education	Health and Wellness
Classroom Teacher	Jennifer West	3rd grade	Science
Classroom Teacher	Kehila Gardner	4th grade	math
Classroom Teacher	Kim Sims	6th Science/Social Studies	science
Classroom Teacher	Laura Coleman	4th grade teacher	math
Classroom Teacher	Lois Paschal	3rd grade	literacy
Classroom Teacher	Mallory Potter	Music teacher	PIP
Classroom Teacher	Margaret Howard	Physical Education Teacher	Health and Wellness
Classroom Teacher	Mary Smith	6th literacy	literacy
Classroom Teacher	Melanie Bradshaw		

4.

School/District: Lee County

Date: October 8, 2013

Office of Intensive Support Site Visitors:

Andrew Tolbert Present

Janice Streeter Present

Other Support Personnel: Peggy Woosley

Comments:		Recommendations/Timelines
Strong Leadership	<p>Ms. Murdock gave an opening with a short presentation on Human Relations. Warm up activity (exercise). Celebrations: All team members gave celebrations to improved classroom performances, parents, budgeting, special education, students, curriculum, growth in assessment, error pattern analysis,</p>	
Effective Teachers	<p>RTI and Co-teaching was presented by Ms. Ginn. Need RTI committees in place at all building levels. Students individual progress will start with individual interventions.</p> <p>Co-teaching a struggle this year. Need to start in May of 2014 getting ready for the next school year.</p> <p>Ms. Davis does not have an interventionist in literacy but does have one in math.</p> <p>Ms. Woosley asked for training on RTI. Mrs. Murdock assured training could occur but to use paraprofessionals etc. for RTI.</p> <p>External provider, Cheryl. Asked about Tier II interventions. Too many students in Tier III or eligible for Tier III. Ginn says that documentation is not occurring, committees are not meeting to determine interventions, packages are now available.</p> <p>Matthis: What are plans of support for the high school. Ginn Look for special education teachers. Co-teaching not occurring. Must adjust the IEPs to take co-teaching off. Matthis need extra support for HS special ed. And questions about assessment. Standley has identified a person through subteach with formal training in special education.</p> <p>Ms. Shield is going to be pulling 11th grade students. Matthis says need support for regular ed teachers with special ed students.</p> <p>Behavior intervention or academic interventions. Ms. Murdock says focus on academics and behavior should come into plan. PBIS (school wide discipline</p>	

	plan is already in place).	
Redesign the School Day/Schedules		
Rigorous and Aligned Curriculum	<p>Ms. Branch presented CWT reports. Focus of this meeting is curriculum and instruction. Ms. Branch had all team members to sign in to Teachscape to create a report.</p> <p>Discussed PARCC Field Test Guidance. Mrs. Murdock announced that the technology is being updated as we speak. Ms. Branch went over the F drive. Instructional facilitators will also be able to help the principals. This will allow you to be able to pull up the curriculum. Building a curriculum website (ADE). Parents will be able to see. Progressing nicely on this. Will be available after Thanksgiving.</p> <p>Ms. Matthis reminded them of the PD plan and continuation of this plan is important.</p>	
Use of Data for Continuous Improvement	<p>PARCC field testing will begin this year online with 4 and 5. Online testing on grades 7,8.</p> <p>TLI results were in. Random sharing of these results. Nothing specific from the district level or school level.</p>	
Environment Safe and Healthy for Students	<p>ALE will start to address credit recovery. Bullying addressed. Community and school violence discussed. School-wide bullying surveys. Anna Strong pilot to determine prevalence of bullying and bullying types. Mr. Smith spoke on Cyber bullying. Detective will be in district, and others will address students and parents on bullying training.</p>	
Family and		

Community Engagement	Annual Report to the public. All departments and schools will make short reports. Bullying Prevention week. 9th grade At Risk Girls that the social worker will work with. Participation in Homecoming is huge for the community. Struggling financially. Will try to get what you need to support this effort.	
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General Comments: Learning Forward (Cheryl, Estelle, Janinne), ADE (Peggy Woosley), Office of Intensive Support (Tolbert and Streeter), principals, parent coordinator, gt coordinator, social worker, transportation, finance/federal programs, pre-school, Branch district Curriculum Coordinator. Annual report to the Public-principals and coordinators will give a brief summary of their programs to the board on October 15. Be prepared to answer or direct responses to community questions. School calendar will be changed to reflect the correct AEA days. Personnel Policies Committees will need to provide input. Every voice is needed to go before the board to correct this issue. This will effect Parent Teacher Conference day. November 7 and 8 can still be staff development days. Teachers should have made requests to attend AEA by October 1. They still have time if needed. Substitutes will be used on October 31 and Nov 1. October 22, next A team meeting. October 14 Homecoming week. Parade etc. Ms. Standley will be in charge of this. Abner surveys and enrollment data needed to make sure that testing information is accurate without having to make a great many of test corrections due to problems in APSCN. Training of new counselors and keying in accurate data is necessary. We are spending lots of money to get this data corrected. Results from Standards will be back in just a few days. Will have some problems but willing to correct.

A survey has been developed to assess the standards that were set by the ADE Academic Distress team. Once survey has been compiled. Discussion will occur.

Lack of communication expressed by GT. Feels that he is not well informed by the district. Sharing 2 way communication need to take place. He is invited by the back end. PLC meetings once per month. He gets invited to meetings after the meeting has started. He offered to help with differentiated instruction. He wants to be invited to the table when it comes to curriculum and instruction. ADE is finally coming to the table.

Job descriptions are clearly defined.

Specific needed #3 Refinement of data was suggested. Refocus data based upon the goal. Ms. Murdock announced that CWTs ought to be done with the principals.

Professional Development on Common Core Standards for the District. This has not been done in this district. This has been done at the high school. But no where else.

Discontinued Accelerated Reading, Read 180.

Collaborative process is evaluated weakly. Reactive mode. Vision at the top don't exist. Need a collaborative mission and vision

Building collaboration is a key says Ms. Murdock.

More training for our instructional facilitators. They are carrying the district. They are not principals. They are instructionally sound. These facilitators are in constant training. They are the backbone of instruction.

School/District: Lee County**Date: November 12, 2013****Office of Intensive Support Site Visitors:****Andrew Tolbert Present****Janice Streeter Present****Other Support Personnel: Cheryl of Learning Forward****Comments:****Recommendations/Timelines**

Mrs. Murdock did a round robin of celebrations for this A team Meeting. The district has started during building and classroom Walk-throughs

Departments then spoke on the topic of increasing support for their efforts.

- Mr. Marshall spoke on the issues of technology. He is implementing Emails, group emails, the change in the technology is progressing, He will continue to update the staff on technology changes and progress. Windows operating system has replaced the old Novell system. Each campus has been scheduled to update the technology in the labs and classrooms. APSCN. Test coordinators will have training on cleaning up the SIS data base today.
- ALE Ms. Murdock asked all of the principals to visit the ALE to increase their knowledge of this area so that they can appropriately program into this program
- Attendance reports were requested from the SIS person. The attendance clerk should record attendance and should report or generate a letter to the parents after the third and sixth day. The attendance clerk has been trained on how to do this. Mrs. Murdock asked for additional training for individuals in the buildings to make sure that there is not a lap in the attendance recording. Ms. Angela has some practice activities for the attendance personnel. The social worker wants the roster so she can call the parents. Mr. Smith stated that he will contact parents if the letters come back. Ms. Pool stated that her secretary needs some additional training.
- Ms. Helms spoke on health insurance savings account. Can anyone open a health savings account. No you have to be a bronze member. This is different from Flex account where you lose money if you don't spend it. The HSA is a carryover account. If you don't spend all of your money then it will carryover. They will issue you a credit card that is a Mastercard. This card is to be used for medicine only. This spending card will let you use this for over the counter drugs also. Ms. Helms passed out a handout of questions and answers. This card can be used for dental, vision, hearing and medical. There is no open enrollment date for this plan.
- School improvement data was presented by Ms. Branch. Open response Is dropping down the proficiency average. I offered training. They said That they have been trained on strategies but are not implementing with fidelity. Ms. Branch asked that I train her on strategies open response, writing prompts, and how to increase prior knowledge in vocabulary. Mrs. Murdock said that she would love for me to provide some training.
- Seven Habits of Highly Effective Leadership:
 - Balance management with leadership.
 - Envision on the durable
 - Act as a representative for the missing voice
 - Listen and interpret
 - Reflect constantly
 - Plan for your own departure
 - Improving student learning is our sole responsibility
- Concerns from the floor:

- Are we ready for after school tutoring? Ms. Murdock stated that the principals need to make recommendations for after school staff quickly so that Ms. Murdock can make recommendations to the school board on November 19. She instructed them to have hire packets complete before making the recommendations to her.

Tues: 3/18/2014

Email sent to : Phy Stanley, Mary Hayden and Willie Murdock

From : J. Streeter

Attached you will find the recommendations from the OIS student service support provider. I have additional recommendations that I have given to you verbally but will provide to you in an additional report. Call me if you need me tomorrow, as I will still be in the area until around 12:00 pm.

Sent from my iPhone

LEE HIGH SCHOOL

PER ARKANSAS DEPT. OF EDUCATION OFFICE OF INTENSIVE SUPPORT

RECOMMENDATIONS AND/OR SUGGESTIONS: UPDATE

March 18, 2014

After reviewing the records of students, the following **recommendations and/or suggestions** are being presented:

- CHECK FOR ALL HIGHLIGHTED INFORMATION ON TRANSCRIPTS, **SCHEDULES**, AND TRIAND SHEETS. THIS INDICATES INFORMATION TO BE CHANGED AND/OR CORRECTED. YOU SHOULD FIND SOME TYPE OF MESSAGE/INSTRUCTION WITH EACH HIGHLIGHT.
- CONTINUE WITH THE GRADUATION CHECKLISTS AND UPDATE THEM AT THE END OF EACH SEMESTER. ALWAYS PLACE THE "CHECKMARK" IN THE BOX TO INDICATE CREDIT ON THE SEMESTER EARNED.
- IMMEDIATELY PREPARE A CHECKLIST FOR EACH NEW STUDENT. BLANK COPIES ARE PROVIDED.
- THE GRADUATION CHECKLISTS IN THE THREE-RING BINDERS ARE FOR THE COUNSELOR'S PRIVATE USE AND RECORD AND MUST BE KEPT UP-TO-DATE AT ALL TIMES. DO NOT MAKE COPIES FOR PARENTS AND/OR STUDENTS. HOWEVER, THE CHECKLISTS MAY BE REFERRED TO WHILE CONFERENCING WITH STUDENTS AND/OR PARENTS. IF A HARDCOPY IS REQUESTED, GIVE AN UP-TO-DATE COPY OF THE PRE-REGISTRATION CHECKLIST.
- ALWAYS REFER TO THE STUDENT'S UP-TO-DATE CHECKLIST WHEN MAKING COURSE SELECTIONS FOR THE STUDENT. THIS WILL HELP TO AVOID DUPLICATING ANY COURSES AND ASSIST WITH ANY PROGRAM COMPLETIONS.
- PREPARE A BINDER TO PLACE ALL DROP CHECKLIST (ALPHABETICAL ORDER) IN CASE THE STUDENT RETURNS.

- A FOUR-YEAR PLAN FORM HAS BEEN DEVISED AND COPIED TO THE BACK SIDE OF THE GRADUATION CHECKLIST FOR YOUR USE. FEEL FREE TO MAKE SINGLE/INDIVIDUAL COPIES AS NEEDED OR IF IT IS YOUR PREFERENCE.
- MAKE A COPY OF EACH SET OF PRE-REGISTRATION CHECKLIST TO KEEP AS A RECORD BEFORE GIVING EACH STUDENT HIS/HER SHEET. STUDENTS SHOULD KEEP THEM AS A REFERENCE.
- THE PRE-REGISTRATION CHECKLIST IS GIVEN TO STUDENTS JUST PRIOR TO REGISTERING FOR COURSES FOR THE UP-COMING YEAR. STUDENTS WILL USE THIS AS A GUIDE WHEN MAKING COURSE SELECTIONS.
- IT APPEARS THAT NONE OF THE 9th MATH PORTFOLIO GRADES ARE ON THE 9th GRADE TRANSCRIPTS. THIS MIGHT ALSO BE THE CASE FOR OTHER GRADE LEVELS AS WELL. CHECK ALL TRANSCRIPTS FOR ANY GRADES THAT ARE MISSING. SOME WERE OBVIOUS AND THE SPACE HAS BEEN HIGHLIGHTED ON THE TRANSCRIPT.
- IF IT HAS NOT ALREADY BEEN DONE, ADD A ROW TO THE TRANSCRIPT TO SHOW THE STUDENT'S TOTAL CREDITS. IN ADDITION, ARRANGE A PLACE FOR OFFICIAL SIGNATURES, TITLES, AND DATES.
- PLEASE BE AWARE THAT A RECALUATION MUST BE DONE EVERY TIME A CHANGE OR CHANGES OCCUR ON ANY AND ALL TRANSCRIPTS.
- REMOVE THE ATTENDANCE REPORT FROM THE TRANSCRIPT. THIS RECORD IS ON FILE IN THE ATTENDANCE OFFICE.
- TAKE ADVANTAGE OF THE LAST DIGIT OF COURSE NUMBERS TO BE A LITTLE MORE SPECIFIC ABOUT COURSE TYPES, GENDER, LEVELS, ETC. (example: 41100P for Pre-Ap English 10; 42000P for Pre-Ap Biology; 48500G for Girls P.E.; 99982V for Girls Volleyball).
- CHECK THE COURSE NUMBER OF SCIENCE PORTFOLIO 10th. SHOULD IT BE 973910 INSTEAD OF 971540?
- YOU MIGHT WISH TO CONSIDER CHANGING THE COURSE NAMES OF CLOTHING MANAGEMENT (493030) AND PHYSICAL SCIENCE (423000) TO ONE THAT WOULD RESEMBLE THE NAME. (example: Clothing Mgmt I instead of CL MAN I; Phy Science instead of PH SC).
- PRINT TRANSCRIPTS WITHOUT THE SOCIAL SECURITY NUMBER WHEN USING IT AS A WORK COPY. IN ADDITION, TRANSCRIPTS MAY BE PRINTED TO SHOW ONLY THE GRADES EARNED IN SPECIFIC SCHOOLS IN THE DISTRICT.
- IT APPEARS THAT RASHEENA WEBB (9th) IS NOT IN AN ENGLISH CLASS. YOU MIGHT WISH TO MAKE THIS ADJUSTMENT IN HER SCHEDULE.

Thank you for allowing me to work with you.

Sana F. Bryant
Retired School Guidance Counselor/Educator

Lee County Collaborative Team Meeting
Great Rivers Education Service Co-op
December 12, 2013

Attendees: Ray Simon, Andrew Tolbert, Susan McCommon, Willie Murdock, Janice Streeter, the GRESC Teacher Center Coordinator, and the Instructional Facilitators for Literacy and Math

Purpose: Gaining a 360-degree View

This meeting is not intended to conflict with any entity present, but rather to complement new and existing policies, practices, and procedures that are or will be used within the Lee County school district. This can only be done by gaining an accurate 360 degree view of needs of this district, its goals and implementation procedures, and determine how those needs/goals are being addressed by all entities who service this district.

The Office of Intensive Support requested this meeting to assist in gaining a 360 degree view so that we may provide accurate and intensive support to this district which will enable them to develop efficacy in leadership, effective teaching, curriculum and instruction, fiscal operations, improvement in facilities, student achievement, and to aid them in developing sustainable practices.

We are particularly interested in the aligned resources and integrated services that are matched to Lee County's set goals so that administrators, teachers and support staff are properly trained, equipped, supervised, and centrally supported through their improvement process.

Essential Questions:

1. What is being done to align resources and services with the schools in Lee County to the successful implementation and evaluation of the following?
 - a. Priority Improvement Plan
 - b. ACSIP Plan
 - c. Professional Development Plan
 - d. Finances and Budgeting
2. How can we effectively communicate what services and the success of implementation of these services among and between the service providers?
3. How often should we collaborate?
4. How are we:
 - a. tracking the selected indicator(s) that measure each result at the aggregate level for all children within the district
 - b. using the data to target its resources to improve results for each student with special emphasis on students facing significant challenges, such as students with disabilities,

English learners, and students affected by impacts of poverty or family instability;

- c. developing strategies improve results over time;
- d. monitoring the implementation
- e. measuring and communicating progress.

5. How are we building an infrastructure that will support capacity in:

- a. curriculum and instruction
- b. day to day operations
- c. use of data
- d. professional practices
- e. fiscal soundness
- f. supervision and leadership
- g. school-parental-community-board relations
- h. positive and professional employer/employee relations



ARKANSAS DEPARTMENT OF EDUCATION

Lee County Scale Scores vs Student Growth 5 Years Trend Analysis

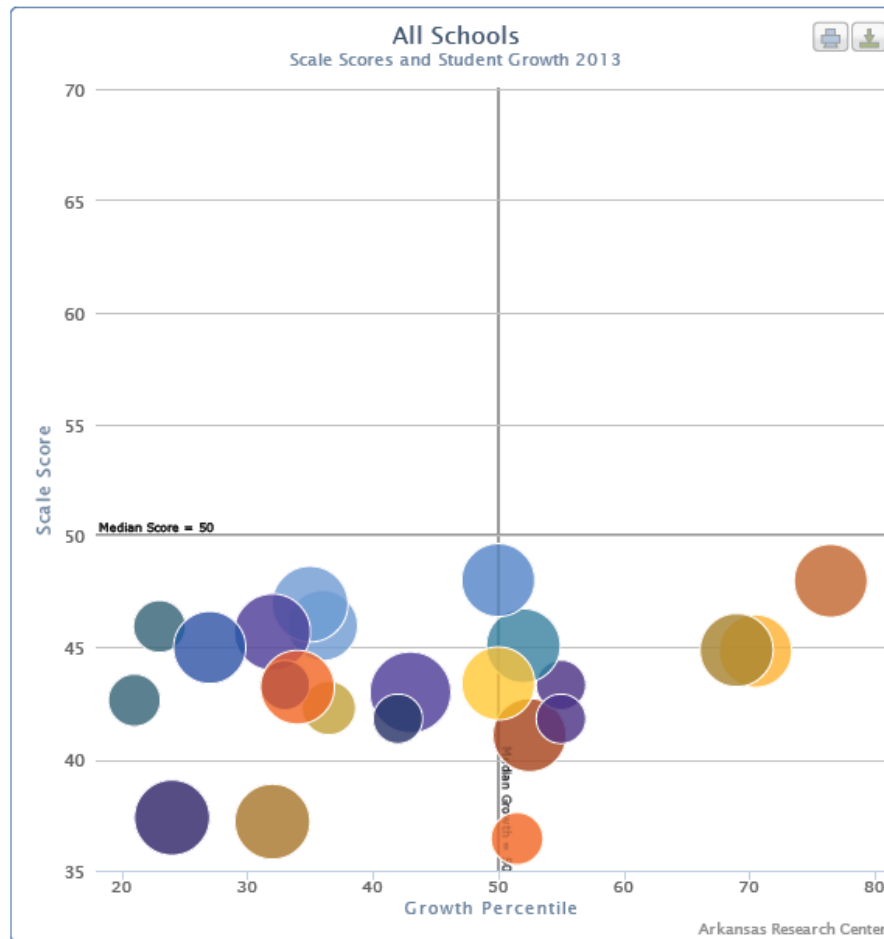
Summary:

Lee County trend has been a little better in the past. The odd thing about 2013 is that the scale scores (which are really normalized T-Scores) are all below the average of 50, so even for teachers with above average growth, their students are below average in scores. That's the first time I can recall seeing that no teacher had average or above average scores in a district. The easy explanation for this is the historically low growth over time.

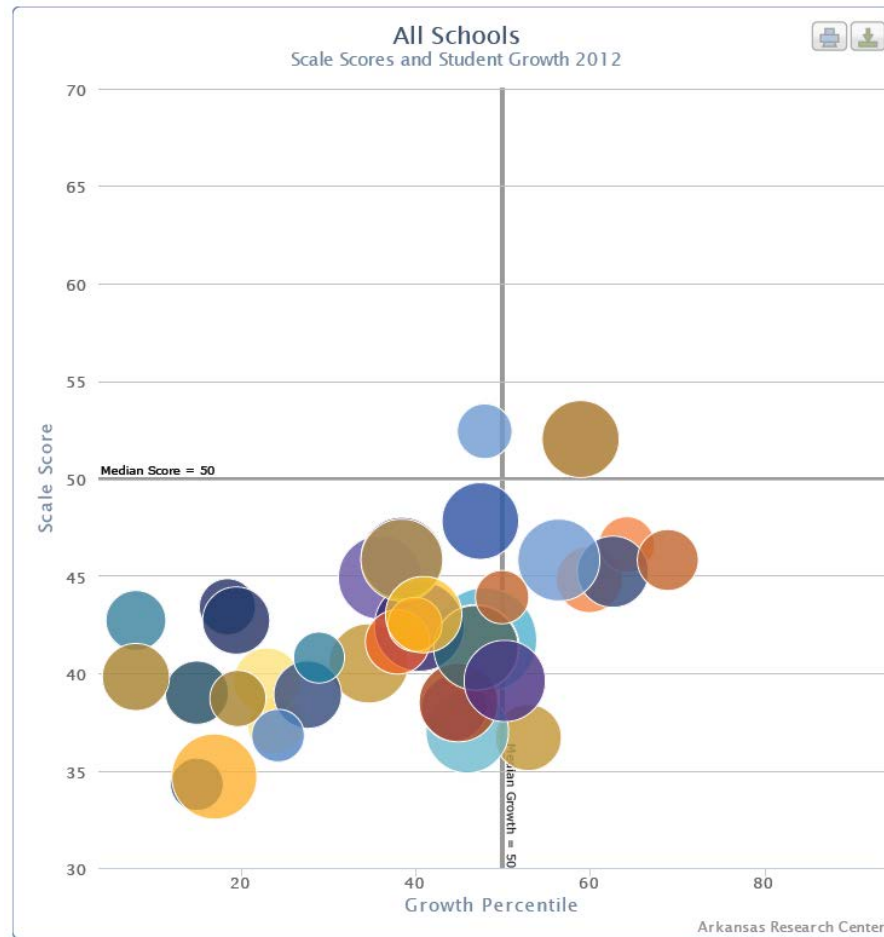
Lee County

- Scale Scores vs Student Growth 2013
- Scale Scores vs Student Growth 2012
- Scale Scores vs Student Growth 2011
- Scale Scores vs Student Growth 2010
- Scale Scores vs Student Growth 2009
- Scale Scores vs Student Growth – Last 3 Years

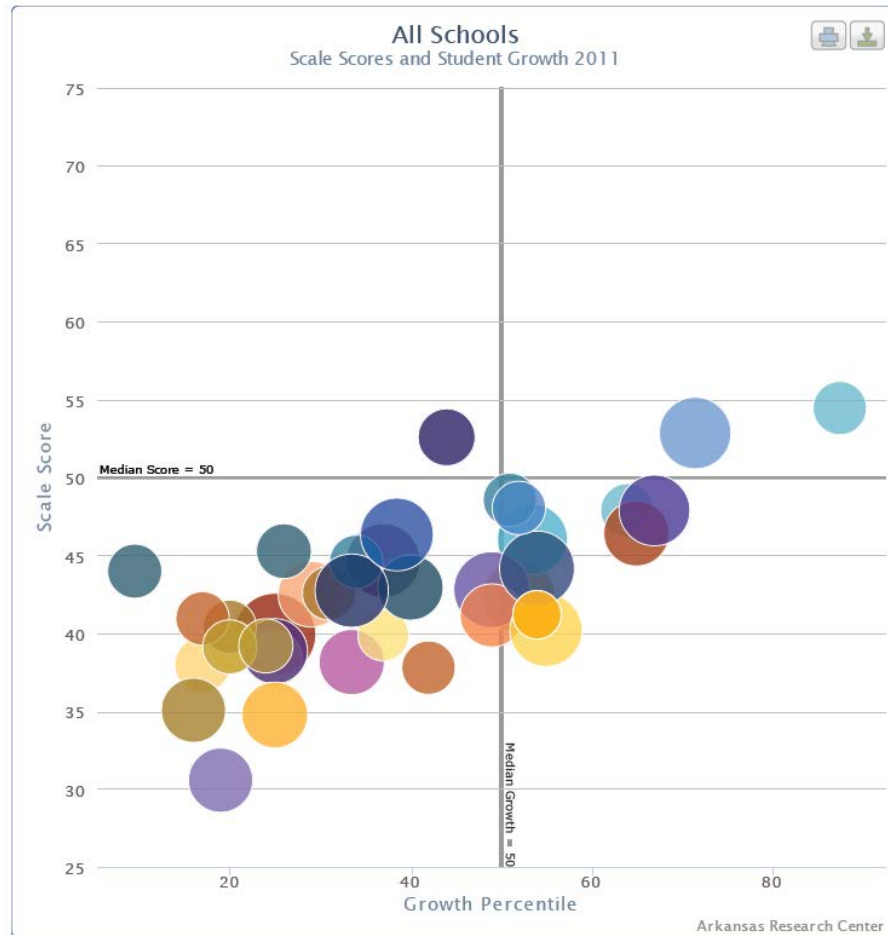
Scale Scores vs Student Growth 2013



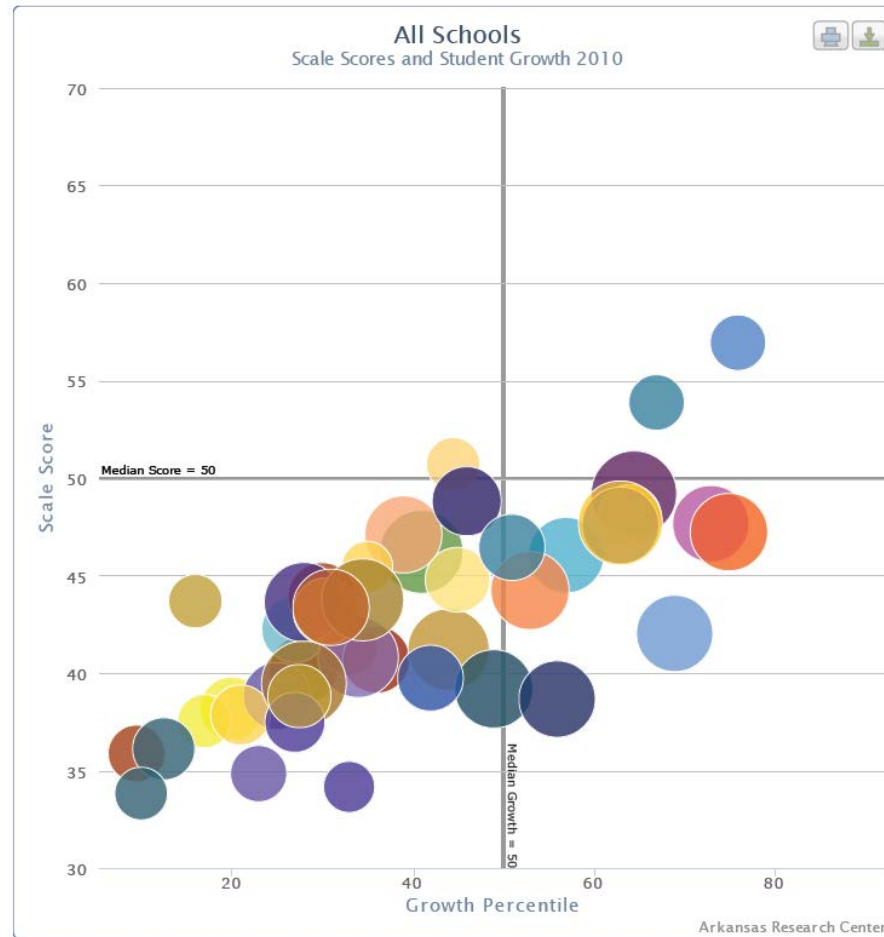
Scale Scores vs Student Growth 2012



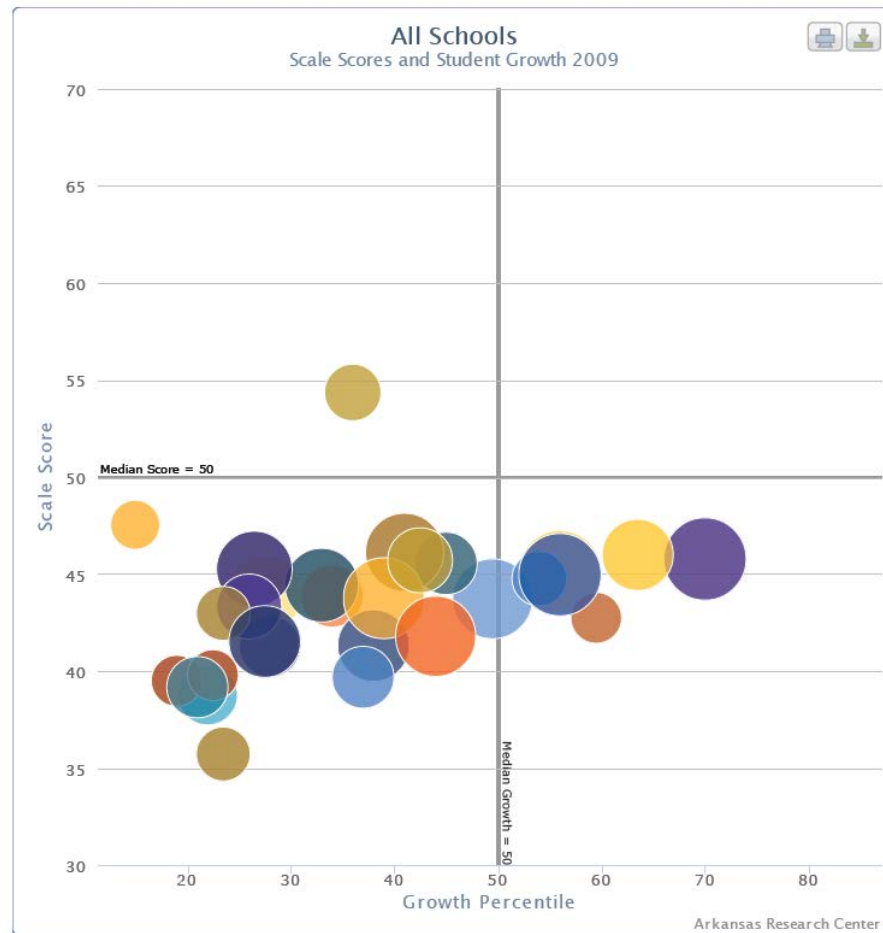
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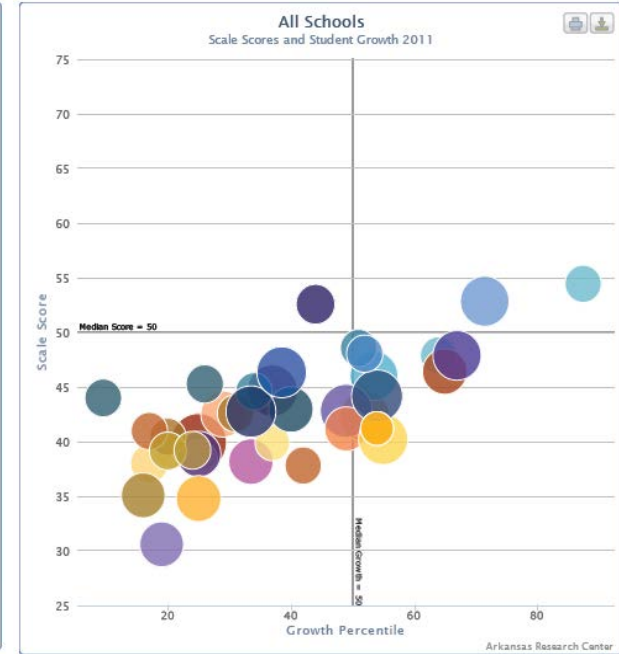
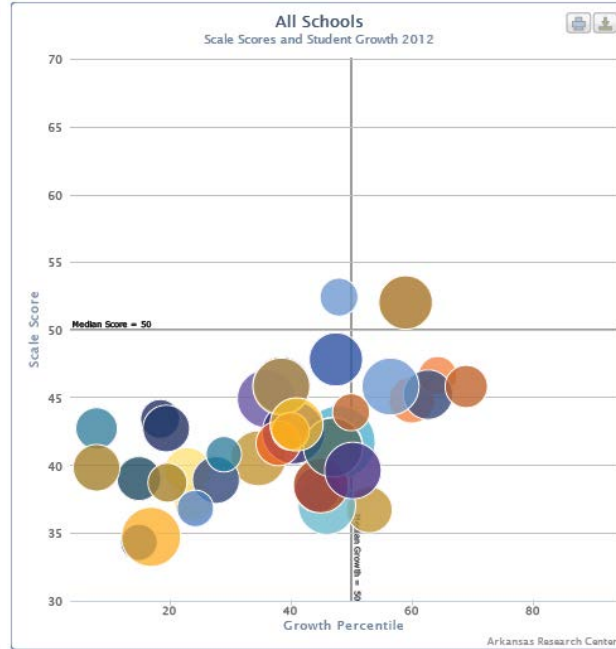
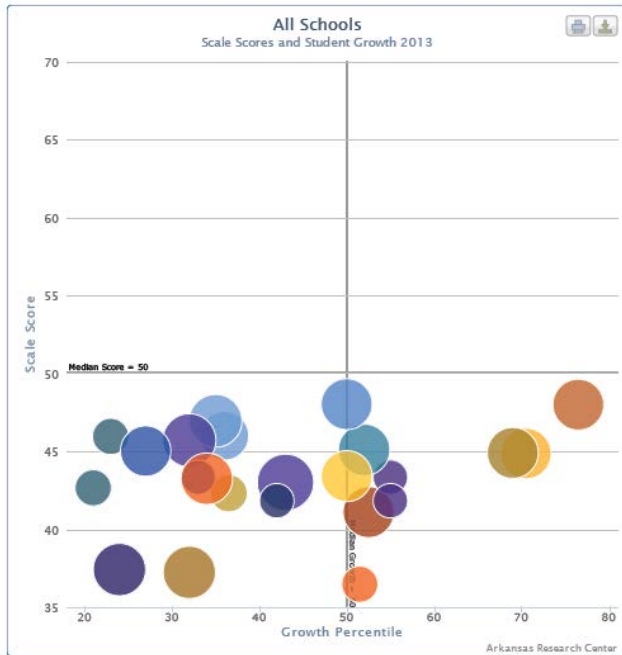
Scale Scores vs Student Growth 2010



Scale Scores vs Student Growth 2009



Scale Scores vs Student Growth – Last 3 Years



Lee County School District
Anna Strong Middle School
School Audit Report



11/16/2008 - 11/21/2008

Anna Strong Middle School
 2008 Scholastic Audit Report
 At-a-Glance

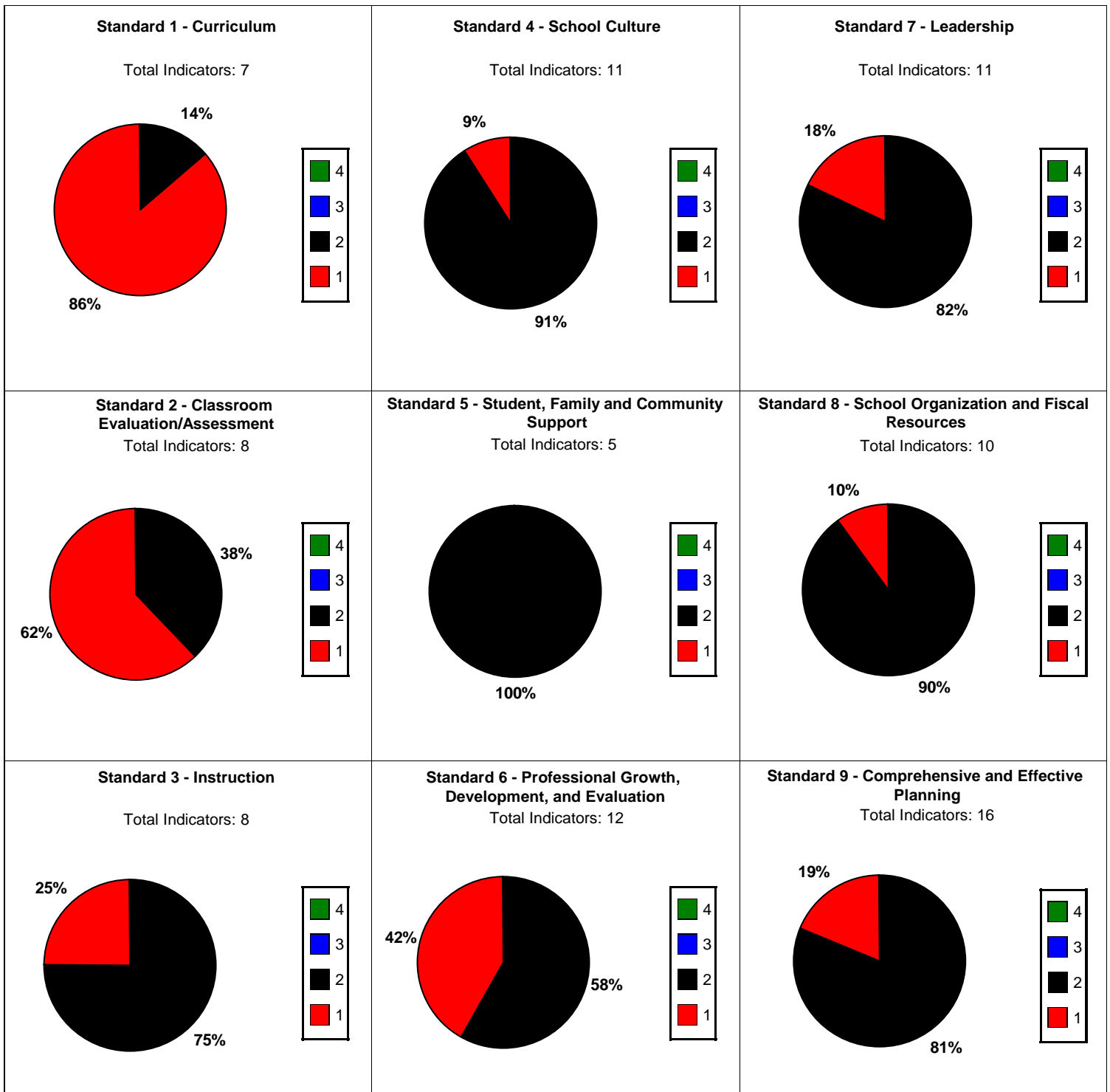
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lee County School District - Anna Strong Middle School

<p>Standard - 1 - Academic Performance - Curriculum</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>Standard - 4 - Learning Environment - School Culture</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p>	<p>Standard - 7 - Efficiency - Leadership</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p>
<p>Standard - 2 - Academic Performance - Classroom Evaluation/Assessment</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment - Student, Family and Community Support</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance - Instruction</p> <p>Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="73 1648 527 1974"> <p>Legend</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities...alignment...goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Anna Strong Middle School during the period of 11/16/08-11/21/08. This school's last performance rating identified its classification as being in school improvement year 5.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile; classroom observations (128); and formal interviews and informal discussions with teachers (60), students (160), parents (64), family resource/youth services center director (10), central office personnel (10), support staff members (23), assistant principal, counselor (1), and the principal (7).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The scholastic review report was based upon examination of the documents provided in the school portfolio, team experiences and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Dr. Ricki Bailey. The other team members were Ms. Mary Jo Barnett, Ms. Judy Hobson, Mr. Kenny Pennington, Ms. Vera Rideout, Ms. Nell Rockett, Dr. Janice Warren, and Ms. Laura Wilson.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 1 Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 6 indicators (86%) evaluated as "Evaluation Category 1," 1 indicator (14%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Lesson Plans

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Review of Individual Graduation Plans

Interviews with District Administrators, Dean of Students, Counselor, Students, and Parents

Observation of Classrooms

The career orientation class provides structures for students to explore career options. Special education classrooms provide life skill opportunities in domestic tasks such as reading signs in the environment. Some classes such as keyboarding provide opportunities for learning skills that will help students become self-sufficient and productive citizens. Intentional real-world applications are not included across the curriculum. Students have developed, with their parents and the counselor, Individual Graduation Plans.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding For This Indicator is Based On:

Review of Curriculum Guides

Review of Pacing Guides

Review of Basal Teacher Editions

Review of Lesson Plans

Interviews with Teachers and Classified Staff

Observation of Classrooms

The school is using the Arkansas Academic Content Standards and Student Learning Expectations and basal textbooks as their curriculum. The school has not gone beyond the Arkansas Curriculum Frameworks to align their instruction, curriculum, and assessments to reflect the needs of their students. Pacing guides have been developed for all core and some non-core content areas. Most teachers are using these to guide some lesson planning and instruction. All classroom instruction is not age and developmentally appropriate and does not always intentionally promote mastery of learning. The literature observed in all classrooms is culturally appropriate. There has been no intentional planning to ensure that teachers use multicultural materials. Authentic connections among and between different content areas were not observed.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding For This Indicator is Based On:

Review of Curriculum Guides

Review of Pacing Guides

Review of Basal Teacher Editions

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Interviews with Teachers

The district does not conduct meetings among the feeder/receiver schools to articulate curriculum standards. The school does initiate discussions between grade levels within content areas to address standards, the America's Choice Design Model, and pacing guides. For example, the district math specialist meets with the sixth, seventh, and eighth grade math teachers. The America's Choice trainers also attend these meetings as scheduled by their contract. The other content area teachers meet in this same fashion. The school conducts grade level meetings which include non-core content area

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 1 Curriculum

Performance Rating **1**

teachers. The topics for these meetings are determined by the teachers and may cover academics, achievement data, and/or behavior issues.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Interviews with Counselor and Teachers

The district has not developed a systematic process, based on state and local standards, to eliminate unintentional curricular overlaps. The district has not initiated or facilitated any meetings for schools to discuss how overlaps and gaps in the curriculum can be eliminated.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Interviews with Counselor and Teachers

The district does not facilitate discussions between Anna Strong Elementary School and Anna Strong Middle School or between Anna Strong Middle School and Lee Senior High School to identify key curriculum transition points. The school does initiate discussions among grade levels within content areas to address standards, America's Choice Design Model, and pacing guides.

- 1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local School Board Policy

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Interviews with District Administrators, Teachers, Students, and Parents

Observation of Classrooms

The district does not have a fully developed curriculum. The district does not

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

have a systematic process for monitoring, evaluating, reviewing, or revising the curriculum. Teachers use the Arkansas Academic Content Standards and Student Learning Expectations and their basal textbooks to guide their instruction. Pacing guides have been developed. These are reviewed during grade level and departmental meetings. The local school board has adopted a policy on instructional programs.

1.1g The curriculum provides access to an academic core for all students.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local School Board Policy

Review of Grade and Department Level Agendas, Minutes, and Signatures

Review of Professional Development Agendas

Interviews with District Administrators, School Administrator, Teachers, Students, and Parents

Observation of Classrooms

The school does not have an identified curriculum that is aligned to the Arkansas Academic Content Standards and Student Learning Expectations. The school provides access to an academic core for all students. All students have access to the core content classes. Some students with disabilities are scheduled in language arts and math classes co-taught with the regular grade-level teachers. Student learning expectations are communicated to students by writing objectives on the board in most classrooms. The objectives and classroom instruction do not always correlate. Few classrooms provide opportunities for students to think critically and/or solve problems. Most instruction is at the knowledge and comprehension levels. Most classroom instruction does not reflect higher-order thinking and problem-solving skills for students. There is minimal evidence of teachers differentiating instruction to meet the needs of all students.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Academic Performance**

Standard 1 Curriculum

The district should develop or adopt a K-12 curriculum that is aligned with the Arkansas Academic Content Standards and Student Learning Expectations. A committee comprised of all stakeholders of the district should begin reviewing other curriculum documents available from the Education Service Cooperatives across the state. Curriculum components should include essential questions, enduring understandings, key vocabulary, instructional strategies which promote higher-order thinking and problem-solving skills, task analysis, pacing guides, and classroom assessments. These components should be research-based and provide opportunities for all students to think at the highest levels of Bloom's Taxonomy. The basal textbooks should become one of the resources for implementing the developed curriculum. There should be a process for revisiting and revising the curriculum annually. One suggested document is the Total Instructional Alignment available through the Great Rivers Education Service Cooperative. Other resources are "Total Instructional Alignment: From Standards to Student Success" and "Five Big Ideas: Leading Total Instructional Alignment" by Lisa Carter (www.solution-tree.com).

District and school leadership should continue to provide professional development opportunities for staff in research-based best practice instructional strategies through America's Choice Design Model training, local professional development, and other opportunities. Teachers should identify research-based instructional strategies (e.g., reciprocal teaching, cooperative learning, graphic organizers) to fully implement during the school year to meet the needs of diverse learners. The school leadership should be able to clearly observe these practices and provide on-going, meaningful feedback, and support. Teachers should help students make connections across curriculum by demonstrating the transfer of these practices from one content area to another. The school leadership should attend at least one grade-level meeting each week to monitor the status of the strategies selected by each teacher.

Teachers should receive training in how to enable low performing students to analyze, synthesize, and evaluate. Select classroom teachers who have or can demonstrate the understanding of using differentiated instruction could become model classrooms for other teachers to observe. Genuine activities which allow students multiple opportunities to show they can think critically and solve real-world problems should be included in all classrooms. A systematic process should be developed to ensure that coaching and monitoring for all teachers is provided on a regular basis by district and school instructional specialists.

The district leadership should organize vertical team meetings between feeder/receiver schools to develop transition plans, which include a well-articulated curriculum, review of student performance data and interventions to meet the needs of a diverse student population, and eliminate curricular overlaps and gaps.

The meetings should occur quarterly while curriculum articulation is being created. Once team members are comfortable with these, articulation and transition plans should be continually reviewed and revised. Research-based professional learning tools that enhance the current grade and departmental meetings include book study groups, professional learning committees, and critical friends. A resource is Richard DuFour, et al, "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn" (www.nesoline.com).

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 5 indicators (62%) evaluated as "Evaluation Category 1," 3 indicators (38%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Units of Study/Lesson Plans

Review of Classroom Assessments

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers

Observation of Classrooms

The school has hired an instructional specialist, and the district has employed district literacy and math specialists. They provide district nine-weeks' assessments or assist the teachers in selecting assessments that are aligned with the Arkansas Academic Content Standards and Student Learning Expectations and mirror the Benchmark assessment format. These assessments are textbook-driven and generated from a CD containing "the school curriculum" with tools and a test bank provided by the publishing company. The teachers score the literacy, math, and science open-response items, and the Triand On-line System scores the rest of the test. These assessments become part of the students' nine-weeks' grades. This format for assessment is not conducted in all curricular areas. There is a local school board policy that addresses classroom assessments. This policy is not current and does not require frequent or authentic assessment to ensure continuous student progress. Many of the teacher-designed assessments do not require problem-solving and higher-order critical thinking skills at a proficient level.

- 2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Units of Study/Lesson Plans

Review of Classroom Assessments

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

Observation of Classrooms

Few teachers develop and share rubrics with students prior to the assignment of tasks. Students are not involved in the development of scoring rubrics and do not use them to evaluate their work or their peers. Some examples of student work are available in the building, and a few examples of proficient student work are posted to serve as models of student performance to clarify or show distinctions in levels of performance. Commercially produced posters appear on some of the walls, and many posters are evident illustrating the Rituals and Routines of America's Choice Design Model. Few assessments require rigorous work based on Arkansas' Academic Content Standards and Student Learning Expectations and are age and developmentally appropriate. Some teachers have received professional development on strategies for improving student performance such as narrative writing, readers' workshop, and writers' workshop. Teachers provide information to parents through parent-teacher conferences, progress reports, phone calls, and notes and letters sent home. Some parents provided positive comments regarding the communication from teachers.

- 2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding For This Indicator is Based On:

Review of Test Security Guidelines and Testing Journal

Review of Agenda

Review of Test Schedule

Review of Student List for Accommodations

Review of Sign in Sheets

Interview with Test Coordinators

The local board of education does not have a policy that addresses the ACTAAP. The school has a school testing coordinator team who attended training on the administration of state assessments and ethical procedures for state assessments provided by the ADE. These coordinators trained the faculty at the school who carry out the state recommended procedures and testing schedule. The counselor, who is one of the school test administrators, develops a testing schedule and communicates information to staff members including assessment accommodations for individual students. This is done as part of a faculty meeting through a PowerPoint presentation. Handouts of important information are provided to the participants. Testing procedures are outlined. Accommodations for individual students are provided based on properly documented needs with adherence to state regulations.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

Sign-in sheets are required documenting attendance as well as to verify the distribution and collection of testing materials.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Units of Study/Lesson Plans

Review of Classroom Assessments

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers

Observation of Classrooms

Teachers do not intentionally and regularly collaborate to design authentic assessments that reflect rigor and appropriate demonstrations of student learning. Teachers who teach core content subject matter have common planning periods, and some teachers informally discuss assessments and teaching strategies. Another opportunity for collaboration is provided every Thursday afternoon when teachers meet for vertical teaming. Some teachers collaborate to reinforce vocabulary words and writing strategies. Most assessments do not provide for students' varied learning styles, and students are not provided choices in demonstrating what they know and are able to do.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Units of Study/Lesson Plans

Review of Classroom Assessments

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers

Observation of Classrooms

Teachers do not collaborate in the development and use of rubrics. Some teachers use rubrics provided by the Arkansas Department of Education or by America's Choice Design Model to assess student work. All teachers are instructed to give an open response assessment weekly. Rubrics are rarely used with assessments other than the writing rubrics. Few students are able to articulate the characteristics of quality work or formally evaluate their own performance.

2.1d Test scores are used to identify curriculum gaps.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Units of Study/Lesson Plans

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

Review of Classroom Assessments
Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers
Observation of Classrooms

District math and literacy specialists disaggregate data and share information with school faculty and staff. Folders with this data and test materials are provided to each teacher for the purpose of writing Academic Improvement Plans for students not scoring proficient on the Benchmark assessments. School data including Benchmark assessments and the norm-referenced tests have not been disaggregated to the depth necessary to identify specific needs of all sub-populations. Staff members do not consistently use data from any of these sources to modify curricular, instructional, and assessment practices used in the classroom or to address specific needs of the sub-populations.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Units of Study/Lesson Plans
Review of Classroom Assessments
Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers
Observation of Classrooms

Opportunities for students to demonstrate learning through their individual learning styles are limited. Students are rarely given opportunities across the curriculum to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. Some teachers provide feedback to students on their understanding of class work by responding to their answers to questions, modeling the process of solving problems, and discussing correct answers to assessments. Most teachers are positive in responding to students' questions and answers.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Units of Study/Lesson Plans
Review of Classroom Assessments
Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, and Teachers

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

Observation of Classrooms

Most teachers have not received recent training in analyzing student work across all content areas and grade levels. The analysis of student work is rarely used to inform instruction or develop curriculum. Few teachers analyze student work by utilizing rubrics. Few teachers review the work completed by students to determine the need for remediation or further re-teaching. Some literacy teachers require students to have a writing portfolio. Teachers do not utilize portfolios or student profiles in all content areas to measure student growth over time. Most teacher-made assessments are used for reporting grades and are not viewed as tools for evaluating personal effectiveness in the delivery of instruction.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Academic Performance**

Standard 2 Classroom Evaluation/Assessment

School and district leaders should provide professional development in the creation of authentic assessment tasks aligned with the Arkansas Academic Content Standards and Student Learning Expectations. School leadership should designate specific planning time where teachers within grade levels and across all content areas will intentionally and regularly collaborate to design authentic assessments that are standards-based, frequent, and rigorous. They should address a variety of authentic assessment tasks that are based on learning styles and the multiple intelligences of students. The assessments should require students to use inquiry, problem-solving, and higher-order and critical-thinking skills at a proficient level. They should be age and developmentally appropriate with input from students. Students should be given opportunities for choices in selecting the tasks that will require them to provide valid and appropriate demonstrations of what they should know and be able to do. The local board of education should adopt a classroom assessment policy. School leadership should implement procedures to ensure that classroom assessments are consistently used to promote student progress. A resource is "Classroom Assessment and Grading That Work" by Robert Marzano (www.ascd.org).

School leadership should provide professional development in the creation of rubrics for teachers within and across all content areas. Teachers should collaborate with other teachers and students to develop clearly defined rubrics for skills and processes to assess what students know and are able to do to be proficient. Anchor papers of proficient work should be explained to all students and posted in classrooms to clarify assignments and raise expectations. Teachers should ensure that students can articulate what they should know and be able to do to be proficient in all content areas and demonstrate connections among academic disciplines. General and specific rubrics and scoring guides should be shared with students both prior to being given a performance task and after the assessment has been evaluated and returned to students for discussion and revision. Teachers should provide meaningful feedback which extends student learning and assists them in using higher levels of thinking and problem-solving skills. Students should be taught to use rubrics to reflect upon, evaluate, and identify areas for improvement in their work and that of their peers. Assessments should be used to inform instructional next steps. School leadership should provide support to teachers to ensure school-wide implementation of rubrics to improve student performance. Rubistar.com is a source that can be used for rubrics.

The leadership team should lead school staff members and other stakeholders to conduct ongoing, data disaggregation analysis of the results of multiple assessments. This data should include all state-mandated tests and other appropriate data. Once data are collected, it should be broken down by school level, grade level, classroom level, subgroup level, and individual student level.

Results of the data analysis should be discussed at the weekly departmental meetings. This data analysis should be utilized to determine gaps in the curriculum and instructional implications. Faculty of these weekly meetings should use the knowledge they gain to customize classroom-level instruction in all classrooms for all students and subgroups. The school leadership team should monitor and provide assistance and support to ensure that the implementation effort is sustained by administering formative and summative assessments. A resource is "Checking for Understanding: Formative Assessment Techniques for Your Classroom" by Douglas Fisher and Nancy Frey (www.ascd.org).

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 2 indicators (25%) evaluated as "Evaluation Category 1," 6 indicators (75%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Lesson Plans
Review of Curriculum Documents
Interviews with Academic Coaches, Teachers, and Students
Observation of Classrooms

Instruction is textbook-driven and often based on America's Choice Design Model, school pacing guides, and the Arkansas Academic Content Standards, and Student Learning Expectations. Student Learning Expectations are posted in the classrooms. The district literacy and math instructional specialists and the school instructional specialist provide support for teachers. Instruction does not always reflect this support. Many teachers rely on lecture, questioning for comprehension, and textbook-generated worksheets. Students are engaged in the Orchard Math, Literacy, and Science nine-weeks' assessments and the district assessments. Many classroom teachers utilize the textbook-provided testing formats that include multiple-choice and open response for their classroom assessments. These assessments contain tasks similar to those on the state assessment. Results of the assessments are not always being used to guide instruction. The Benchmark Released Items are used in some classrooms for reinforcement and practice.

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Lesson Plans
Review of Student Work

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **2**

Interview with Teachers
Observation of Classrooms

Through classroom walkthroughs and teacher evaluations, the school leadership monitors classroom instruction. There is minimal one-on-one feedback to assist teachers in their efforts to meet the instructional needs of students. Teachers indicated that results from the walkthroughs are compiled and shared at faculty meetings or departmental meetings. Instructional strategies and activities are varied to meet the learning modalities (e.g., auditory, visual, and kinesthetic) of students. Many instructional practices observed (e.g., whole-group, worksheets, and questioning) are not responsive to all learning styles and intelligences. Interventions to meet some learning needs include tutoring and software reinforcement programs. Students may also opt to participate in pre-advanced placement classes.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Individual Professional Growth Plans
Review of School Report Card
Interviews with District Administrators and School Administrator

Teachers are appropriately licensed and certified. Not all pre-advanced placement teachers have received the required college board approved training. Departmental and grade level meetings occur frequently to discuss lesson plans, instructional strategies, and review frameworks. Teachers participate in the required hours of professional development to meet state law. Teachers have minimal input in professional development. In many cases, professional development is not focused on the teachers' individual professional growth plans or used to update their content knowledge and current professional practices.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding For This Indicator is Based On:

Review of Lesson Plans
Review of District Technology Plan
Review of Local School Board Policies
Interviews with Teachers, Parents, and Students
Observation of Classrooms

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

The district has a technology plan. A literacy lab and a math lab are used to reinforce classroom instruction for identified students. The literacy lab uses computer-based programs designed to reinforce reading and writing skills. Computers are available in the classrooms on a limited basis with minimal integration into instruction across content areas. Teacher and student use of technology outlined in the Technology Plan does not reflect the actual use in the classrooms. Many of the computers in the classrooms are outdated or broken. PowerPoint presentations, internet research, scientific calculations, technology-based student projects, and graphic tablets are not evident in the majority of the classrooms. Most math classes utilize calculators. Overhead projectors are used in many of the classrooms. A SmartBoard is available for checkout. It was not observed in any classroom. Technology is used for the Orchard pre- and post-assessments in math, literacy, and science. Other technology programs include the STAR assessment, Renaissance Place Software, and GradeQuick. Teachers receive technology professional development within the district.

- 3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding For This Indicator is Based On:
Review of Curriculum Documents
Review of Media Materials
Interviews with Teachers, Parents, and Students
Observation of Classrooms and Media Center

Instructional resources are sufficient in some content areas. Teachers use the textbook as the primary source for instruction. All classrooms have a computer with internet accessibility. Some classrooms have more computers than other classrooms. Teachers mainly rely on overhead projectors, white boards, and chart paper to aid in instruction. Math classrooms have calculators and some manipulatives. Science equipment is minimal. In-class libraries are used within the classroom or for student checkout. The majority of these in-class libraries contain below age-level reading materials. The media center provides some current, culturally diverse, and appropriate instructional resources to support student learning expectations.

- 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding For This Indicator is Based On:
Review of Lesson Plans
Review of Student Handbook

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 2

Review of District Homework Policy
Interviews with Teachers, Parents, and Students

The school district maintains in its homework policy that homework is an important and integral part of the instructional program. It is to be used for reinforcement of concepts and skills, the grading of students' abilities, and to provide feedback to the teachers on areas of weakness in students' understanding of concepts and/or acquisition of skills. Homework assignments are frequent in most classes and are related to classroom instruction. Often the homework is to complete unfinished class work. Some students can articulate the purpose of homework. They do not always see homework as essential to learning. Monitoring and feedback are sometimes provided for homework assignments. Checks are sometimes given for completed homework, and other times grades are received.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Curriculum Maps

Review of Student Work

Review of Lesson Plans

Interviews with Teachers and Students

Observation of Classrooms

There is limited variety in classroom instruction, cultural responsiveness, learning styles, multiple intelligences, and brain dominance. Differentiation in instruction and flexible grouping are not visible in most classrooms. Whole-group, teacher-led, textbook-driven instruction is predominately used by teachers. Many of the textbook-generated worksheets require little more than recall of facts, comprehension, and application. A limited number of teachers use activities and questioning techniques that encourage students to use higher-order thinking, decision-making and problem-solving skills. Interdisciplinary connections are not deliberate and intentional. There is minimal cross-curricular collaboration. Teachers are required to use a lesson plan form that indicates the student learning expectation and the concept to be taught. Levels of Blooms, instructional strategies, and assessment techniques are checked. The levels of Blooms checked on the lesson plan do not always match the actual lessons taught. Teachers follow the lesson rituals (opening, work time, closing, and ending class) as outlined by America's Choice Design Model.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Meeting Minutes

Interviews with District Literacy Specialist, District Math Specialist, School Instructional Specialist, and Teachers

Teachers have not received training in protocols for analyzing student work. School leadership provides a common planning time for most grade level teachers to collaborate and reflect on instructional practices. Few teachers review and analyze work samples. While some teachers have displayed student work with rubrics attached to show levels of proficiency, this is not a widely observed practice.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

There are individual teachers who analyze the work of their students.
Results of the analysis is used for remediation and
reinforcement of skills.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Academic Performance**

Standard 3 Instruction

Faculty should receive training on data analysis. School leadership needs to encourage and monitor collaboration during planned grade level and departmental meetings on data analysis and best practices to meet the challenging and/or deficient needs of the diverse student population. Teachers need to analyze student data and use the results to plan research-based best strategies that are rigorous and relevant to student needs. The Great Rivers Educational Service Cooperative is a good resource for data analysis training.

Faculty should have a systematic plan to move from teacher-centered, textbook-driven instruction to a differentiated student-centered focus. First, school leadership and faculty should schedule meeting times for collaboration, identification of best practices/high-yield strategies, and provide job-embedded professional development. Faculty should then implement and document the strategies through detailed, rigorous, and relevant lesson plans that reflect the Arkansas Academic Content Standards and Student Learning Expectations, higher levels of Blooms, high-yield strategies, and performance-based evaluation. Strategies, content, and activities should intentionally elicit student products that demonstrate a variety of multiple intelligences, learning modalities, learning styles, and student needs as determined from data analysis. School leadership should monitor and evaluate the implementation of the strategies and provide feedback on the effectiveness relevant to student achievement. Lesson plans must be monitored by school leadership. School leadership should provide feedback and support from classroom walkthroughs that address the implemented strategies from lesson plans. A good resource for writing lesson plans is Richard D. Kellough's book "A Resource Guide for Teaching K-12" (<http://www.prenhall.com>).

Classroom instruction should closely follow the America's Choice Design Model rituals. Various learning styles, multiple intelligences, and brain modalities must be addressed in the instruction. Instruction must be monitored to determine its effectiveness for diverse learners and modified as necessary. Classroom activities should require all students to use inquiry learning as well as higher-order thinking, decision making, and problem solving. Teachers should extend student thinking through effective questioning. Effective questioning techniques include: Socratic questioning, open-ended questioning, questions from the higher levels of Bloom's taxonomy, interpretive questioning, etc. Teachers can search the internet for questioning techniques. One such site is www.sedl.org. Other ways to provide an enriched learning environment is to utilize graphic organizers, display student work with attached rubrics, and verbalize Bloom's levels in the classroom. A packet that includes verbs for each level of Blooms and question starters can be pulled from the Northwest Arkansas Educational Service Cooperative website. Content area and interdisciplinary connections should be made. Standards-based instructional strategies, differentiated instruction, grouping, and cooperative learning can be

enhanced through book studies, and professional development. Resources might include Carol Ann Tomlinson's books and videos from Association of Supervision and Curriculum Development on differentiation (www.ascd.org), materials on cooperative learning from Kagan, Slavin, Johnson, and Johnson, and Eric Jensen's (Corwin Press, 1-800-818-7243) and Marcia Tate's work on brain-based classrooms (www.corwinpress.com).

District and school leadership should determine appropriate age and developmental books to be read for the book of the month. Having high expectations and modeling expectations will promote excellence. When purchasing reading materials, appropriate levels and cultural diversity should be a consideration.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there was 1 indicator (9%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Review of Local School Board Policies

Review of School Student, Parent, and Teacher Handbooks

Review of School Culture Audit

Review of Discipline Infraction Reports

Review of Classroom Walkthrough Observations

Interview of District Office Administrators, School Administrator, Counselor, Social Worker, Teachers, Classified Staff, Students, Parents, and Community Members

Observation of Classroom, Hallways, and General Areas

Anna Strong Middle School was constructed in 1962. The physical structure of the school generally provides students and staff with a safe, healthy, orderly, and equitable learning environment. Procedures are in place to protect the instructional day. Few interruptions were noted during the instructional day. Use of the intercom is restricted to the beginning and end of the day. Classrooms have telephones to communicate with the office. There is a school safety plan in place that addresses emergency situations. Emergency procedures are posted in most classrooms. Academic behavior standards are defined.

The local school board has adopted a policy on school discipline contained in the student handbook. Behavior rules are posted in most classrooms. They are not clearly defined to students. Discipline infraction records indicate 119 discipline infractions from August, 2008 through October, 2008. Transition procedures are in place for movement in the hallways, cafeteria, and bus lines. School leadership and teachers monitor halls during transition periods between classes. Learning environment data are collected. The data are not analyzed for use in planning and decision-making.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Finding For This Indicator is Based On:

Review of ACSIP

Review of School Mission Statement

Review of School Calendar

Review of Classroom Walkthrough Observations

Review of Academic Improvement Plans

Review of Documentation of Professional Development Days

Review of Lesson Plans

Review of Individual Professional Growth Plans

Interview of Teachers, Students, Classified Staff, and Parents

School leadership verbalizes high expectations for all students. All staff members do not articulate or demonstrate high academic expectations for all students. Some classroom instruction does not reflect best practice instructional strategies. Minimal differentiated instruction was observed in most classrooms. School leadership and some staff members promote opportunities designed to encourage family members, business leaders, and other community members to share in the goals for student learning. Adequate Yearly Progress goals are posted in hallways. The Second Cup of Coffee Parent Center hosts monthly parent-community meetings to highlight the school's activities and solicit community support. Parents, retired educators, government, civic, and community leaders attend these meetings. Issues related to the school and community are also discussed. The school social worker organizes the meetings. Teachers as well as the principal are on the monthly agenda. A parent volunteer base is established as a result of the meetings. School leadership provides opportunities for teachers to share ideas and innovations that have resulted in higher student achievement during faculty meetings and weekly content area meetings. School leadership generally emphasizes improvement in student learning.

- 4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding For This Indicator is Based On:

Review of Lesson Plans

Review of Classroom Walkthrough Observations

Review of Student and Parent Handbooks

Review of Posted Behavior Standards

Review of Individual Professional Growth Plans

Review of Master Schedule

Review of Student Work

Interviews of Teachers, Students, and Parents

Some teachers set high expectations for students academically or

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

behaviorally. Teachers' primary method of instruction is lecture. Most teachers rely on textbook- driven worksheets, questions, and assessments. Teaching is done at the lower levels of Bloom's Taxonomy in most classes. Rubrics indicating levels of proficiency are rarely provided to students. Most supplemental reading books in classroom libraries are not developmental and age appropriate. The standards of behavior are posted in the classrooms and hallways. Students observed in classrooms, hallways, and cafeteria, before- and after-school exhibited appropriate behavior based on the posted behavior standards.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Classroom Walkthrough Observations

Review of Documentation of Professional Development Days

Review of Employee Handbook

Interview of Teachers, Students, Classified Staff, and Parents

There is more than one school mission statement. The school's mission statement in the ACSIP is: "The staff of Anna Strong Middle School will provide an equitable, quality education for ALL students. We believe that ALL students can become proficient in the Cognitive and Expressive Skills necessary to develop into positive, contributing members of society. We will foster students' Social, Emotional, and Moral Development through collaboration with the Community and our Students' Families. We accept and welcome this responsibility." The school mission statement posted in most classrooms and recited during the morning school ritual is: "Anna Strong Middle School will provide a safe atmosphere that is conducive to learning, wherein teaching the required skills will give each child an opportunity to become a positive and productive citizen. To this end, we will work with parents to create a cohesive relationship between the home and school that will strengthen and empower instruction and learning." There are limited decision-making structures and systems in place to promote collegiality among staff members. A common planning time is provided to content area teachers for planning and evaluation of student learning and instruction. Limited common planning time is provided for academic core and co-teachers to plan for teaching and learning. Structures are in place for weekly grade level meetings. Representation on the leadership team does not reflect both teaching and non-teaching staff. Some non-teaching (classified) staff members cooperate with teaching staff members when making decisions in

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **2**

their areas of responsibility that contribute to a positive learning environment. Some non-teaching (classified) staff members do not consider teaching and learning when making decisions in their areas of responsibility. A few non-teaching (classified) staff members state that their input is neither wanted nor valued.

- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding For This Indicator is Based On:
Review of Master Schedule
Review of Enrollment Data
Review of Teacher Certification/Experience Records
Interviews with Teachers, Students, and Parents
Observation of Classrooms

The local school board has not adopted a policy that requires teaching assignments to be made based on teacher strengths and student needs. The district does not have a policy requiring a flexible master schedule for teaching assignments. All teachers are placed in their areas of teacher certification. The district does not have a policy regarding student/teacher ratio. Class sizes normally do not exceed 18 students per class. The ACSIP actions reflect the employment of some highly-qualified teachers in core areas to reduce class size. Students have equitable access to classes regardless of cultural background, physical disabilities, socio-economic status, or intellectual abilities. Students have access to the common core curriculum. Student groupings are created based on instructional needs.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding For This Indicator is Based On:
Review of Local School Board Policies
Review of School Web Pages
Review of Parent Involvement Plan
Interviews with Teachers, Students, and Parents

The local school board of education has adopted policy (Parent-Teacher Conferences Policy GAHA adopted 4-27-04), and school leadership has implemented procedures for guiding interactive school/home communication about student progress. Course syllabi listing academic goals for the week are sent home each Monday for sixth grade students. Course syllabi listing academic goals for grades seven and eight are sent home monthly with the students. Nine-week progress reports are sent home. Interim progress

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

reports are sent home at the five-week interval of each grading period and include space for specific written comments from the teachers. There is no place for parents to respond. Students are involved in reporting interim progress by collecting grades from the teachers and taking the reports home. GradeQuick, an electronic grade monitoring system, is used as a mechanism to record grades. It is not used to share student grades with parents. Most teachers contact families concerning discipline problems.

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding For This Indicator is Based On:

Review of Perception Surveys

Review of Student Handbook

Review of Master Schedule

Interviews of Teachers, Students, Parents, and Community Members

Staff members establish a nurturing learning environment for some students. Advocates have not been assigned to meet regularly with students. The first period of the day is designed as a homeroom period. There is limited adult-student interaction during this period except for the book of the month activity. There is occasional interaction between students and staff. The school social worker meets with students on an as needed basis. Students can make requests for assistance in the form of clothing, shoes, and food. Other adult interaction is usually on behavioral related issues. Student accomplishments are recognized and reinforced by some teachers and the principal. Students are recognized using the Positive Behavior Intervention System token model, Student of the Month, photos in the classroom, and work displayed in the hallways and classes. Teachers identify students throughout the school year for students to be recognized for academic, behavioral, and athletic achievement at each regularly scheduled local school board meeting. The Stakeholder Survey revealed 78 percent of the respondents agreed or strongly agreed that teachers and staff care about students and inspire their best efforts.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding For This Indicator is Based On:

Review of Local School Board Policies

Review of School Web Pages

Review of School Marquee

Review of Parent Advisory Committee Meeting Minutes

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

Review of Newspaper Clippings
Interview with Teachers, Parents, and Community Members

The district has adopted board policies that describe procedures for communication between the school and parents (Parental Involvement Policy KDA adopted 2-16-99, Parent-Teacher Conferences Policy GAHA adopted 4-27-04). Stakeholders are contacted through traditional modes of communication to disseminate information. These include face-to-face contact, phone calls, news media (radio, newspaper), school marquee, and limited electronic communication. Staff members use limited technology to communicate with stakeholders. A school web page has general information about the school that can be accessed through the district's web site (lcsd1.grsc.k12.ar.us). The school does not have a focused plan to establish and maintain interactive communication between the school and all stakeholders.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding For This Indicator is Based On:
Review of ACSIP
Review of Displayed Student Work
Review of School Web Pages
Review of Media Documentation
Review of Student Recognition Program Documentation
Review of Perception Surveys
Interviews with Teachers, Students, and Parents

School leadership has clearly defined procedures in place for regularly and equitably recognizing and celebrating the accomplishments of students for academic success including formal and informal recognition. Students are recognized through the use of the school marquee, Student of the Month, America's Choice 25 Book Campaign, Posting of Honor Roll Lists throughout the hallways, Are You a 3 or 4 Criterion Writing Evaluation, Orchard Raising the Bars in Math and Literacy Bulletin Boards, and Unit Test Rock Stars. Some teachers display and showcase student work outside their classrooms while others have displays within the classroom. Art work is displayed outside the art classroom that included scratch art, line design, and weave. In other hallways a few teachers display student work related to science, reading, and social studies. Smarty Pants, an in-class recognition of students who make 100 percent on tests, allows students to autograph the "teacher's pants" found on the bulletin board. When the pants are completely autographed from the front to the back, the teacher wears them to school for a day. All

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 2

teachers do not display examples that represent proficient work. Student work accompanied by scoring rubrics reflecting high quality or exemplary models is rarely displayed in the school.

- 4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding For This Indicator is Based On:

Review of ACSIP
Review of Local School Board Policies and Minutes
Review of Classroom Walkthrough Observations
Review of Student and Parent Handbooks
Review of Posted Behavior Standards
Review of Perception Surveys and School Culture Audits
Interviews of Teachers, Students, and Parents

The district has not adopted a policy that addresses a commitment to educational equity and an appreciation of diversity. The district has a non-discrimination policy stating, "It is a denial of equal education opportunities whenever any class, program, or activity is denied one student or groups of students which is available to other students without valid reason for students being treated differently." Multicultural education is not intentionally addressed through classroom instruction and the textbook-driven curriculum. Some school staff have not been trained in the impact of cultural differences. Some school staff members have established a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning. The school social worker collaborates with the Arkansas Food Bank Network and Arkansas Rice Depot to provide backpacks and/or bags of food that are distributed free of charge to students at Anna Strong Middle School. The school social worker also solicits donations from area businesses, churches, and city government to provide clothing, shoes, and belts for students who cannot purchase the school required uniforms. Businesses in Marianna and Forrest City have also been contacted by the social worker to donate incentives for students who are nominated as students of the month. A parent advisory committee meets monthly to determine ways in which the community can become more involved in the school to address specific needs of students.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding For This Indicator is Based On:

Review of Local School Board Policies

Review of Documentation of Professional Development Days

Review of Lesson Plans

Observation of Classrooms

The district does not have a policy linking teacher efficacy and student performance. Few teachers reflect on the impact of their instruction on the success of their students as a means to improve student achievement. Most teachers' individual professional growth plans are not based/linked to identified student weaknesses. The lesson plan format utilized by the teachers is a generic checklist. Some teachers have completed the form for weeks in advance omitting the date and student learning expectation. The form has no place for identification of specific resources to be used during the lesson implementation. There is not a place for reflection on this form. Teacher reflection that occurs is not regular and does not often lead to a change in classroom practices (e.g. varied instruction strategies are not implemented if re-teach is needed). Levels of Bloom's Taxonomy are listed in checklist form. Most teachers do not check or teach at levels above application. Questioning techniques reflect the low levels of Bloom's Taxonomy. Few teachers consider how their instruction impacts the success of their students. Some teachers believe that external factors outside the school limit the students' ability to learn. Teachers do not give students opportunities to evaluate their instructional performance.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

School leadership should establish a culture to promote the belief that all students can learn at high levels. Student academic success should be recognized, celebrated, and publicized. Input from all certified staff, non-certified staff, students, parents, and community members should be included in the design of programs and services to maximize and sustain learning opportunities (e.g., Student Council, National Jr. Honor Society, Quiz Bowl). The district administration and local school board should actively support these efforts. The leadership team should research schools with successful advisor/advisee or other mentoring programs and implement a system to nurture and encourage students. School leadership should build upon the existing base of parent/community support to create a school atmosphere that encourages school visits, open dialogue, and support for learning. Minutes, agendas, and sign-in sheets should be kept.

School leadership should actively involve all stakeholders in the decision-making processes regarding teaching and learning. The focus of this team should be to develop a shared vision, beliefs, goals, and mission statement to improve instructional effectiveness and student achievement. The existing leadership team should be expanded to include school administrators, teachers, classified staff, counselor, parents, and students. This team could serve as an umbrella of all school improvement initiatives and communication for the school. The leadership team should meet regularly with agendas that reflect meaningful discussions and reflection. Agendas, sign-in sheets, and minutes should be maintained. A resource could be, "Building a Shared Vision: A Leader's Guide to Aligning the Organization," by Patrick C. Lewis.

The leadership team should investigate research-based best practices in educating young adolescents. This should include learning about the developmental needs of adolescents and how to best match instructional methods to their educational needs. On-going professional development with follow-up on high-yield instructional strategies to assist teachers in accepting their professional role in the success and failure of students should be provided. Opportunities for teachers to reflect upon and study the connections between their instructional practice, student success, and the design of daily lessons should be provided. Frequent monitoring and feedback to teachers should be provided by school leadership. A plan should be developed to evaluate the impact of the various high-yield instructional strategies on the classroom performance of students and the professional growth of teachers. Students should be given the opportunity to evaluate classroom instruction. This feedback should be used to inform and modify classroom practice. Professional development on the classroom walkthrough model would benefit all teachers. A resource for professional development on classroom walkthrough is The Great River Educational Service Cooperative. A resource to assist with professional development using various high-yield strategies is "Classroom Instruction that Works" by Robert Marzano.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 5 Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 5 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding For This Indicator is Based On:

Review of ACSIP

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, Social Worker, Teachers, Parents, and Students
Observation of Classrooms

The local school board of education has adopted a policy for parent and community involvement. The school has a parent facilitator, the Second Cup of Coffee Parent Center, and a Parent Advisory Committee that was established in October 2007, consisting of 15 members. The members consist of parents, retired educators, grandparents, custodians, and community members. The committee meets once a month and is designed to provide support through volunteers and mentors to students. There are no other active support groups such as a Parent Teacher Association. The ACSIP planning committee lists five parents, one grandparent, and four community representatives. Some families and community members support the school by attending parent/teacher conferences, band concerts, athletics, and choir programs. Many of the parental involvement activities listed in the ACSIP such as parent nights have not been initiated. Teachers communicate with parents through parent-teacher conferences, progress reports, phone calls, newsletters, notes, and letters sent home. Some parents provided positive comments regarding the communication from teachers. The school does not actively provide continuous and sustained assistance and involvement from all stakeholders in the learning and planning process.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding For This Indicator is Based On:

Review of ACSIP

Interviews with District Math Specialist, District Literacy Specialist, School Instructional Specialist, Counselor, Social Worker, Teachers, Parents, and Students

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

Observation of Classrooms

Achievement data on students are analyzed for their participation in remedial instruction programs to ensure that students enter and exit the program as needed based on specific criteria. The after-school remediation program has begun with three teachers providing literacy instruction and three teachers providing math instruction. Transportation is provided. Other students receive remedial instruction through the Orchard labs during the school day. The principal is responsible for the scheduling of these students. No achievement data on student participation in supplemental or remedial instruction programs are available. School guidance programs provide multiple sources of support services (e.g., speech therapy, physical therapy, and occupational therapy) to remove barriers to learning. The Title I program is closely coordinated with the school's instructional program. This is the primary source of funding for educational materials and supplies. The district has adopted policy to ensure that all students have equal access to the Smart Core curriculum. Scheduling allows students access to all classes, Smart Core, common core, and pre-advanced placement.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local School Board Policies

Interviews with District Administrator, School Administrator, Teachers, Classified Staff, and Parents

Observation of Classrooms

Some teachers utilize instructional materials and resources that promote active learning. Most teachers do not use differentiated instructional strategies or consider multiple intelligences to reduce barriers to learning. Procedures for referring students to health and social services are not in place. A nurse is shared between the middle school and elementary school to assist with health issues. Nominal professional development has been provided to understand the impact of cultural differences on learning. The district allocates Title I funds to reduce barriers to learning. The school social worker collaborates with the Arkansas Food Bank Network and Arkansas Rice Depot to provide backpacks and/or bags of food that are distributed free of charge to students. The school social worker also solicits donations from area businesses, churches, and city government to provide clothing, shoes, and belts for students who cannot purchase the school required uniforms. Businesses in Marianna and Forrest City have also been contacted by the

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

social worker to donate incentives for students who are nominated as students of the month. A parent advisory committee meets monthly to determine ways in which the community can become more involved in the school to address specific needs of students.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local School Board Policies

Interviews with District Administrator, School Administrator, Teachers, Classified Staff, and Parents

Observation of Classrooms

Some teachers are available before- and after-school to provide additional assistance to students to support their learning beyond the initial classroom instruction. Designated teachers are involved in the after-school tutoring to address the identified deficiencies of students. Supplemental services are not available at this time. A few classroom teachers collaborate with remediation teachers to meet student needs and to close achievement gaps. Support services (physical therapy, speech therapy, and occupational therapy) and community mental health services (Counseling Services of Eastern Arkansas, Life Strategies of Arkansas, and Counseling Consultants) expand the equitable opportunities for meeting special needs of students. Medical services are expanded through a three-year grant, Long Distance Rural Health, which provides the school with access to Tele-health Nurse. The students are connected with nurse practitioners at the University of Arkansas Medical Sciences via a machine that provides a video connection as well as the ability to transfer medical profiles to the University of Arkansas Medical Sciences site. A stethoscope and an otoscope connected to the machine transmit medical information from the patient to the nurses. Glucometers can also transmit blood sugar readings. University of Arkansas Medical Sciences nurses make site visits to check students, respiratory therapists provide services to students with asthma, and other nurses provide information to the staff on such topics as attention deficit hyperactive disorder and diabetes. Delta AHEC provides Health Fairs where they administer health checks for the staff. The nurse at Great Rivers Educational Service Cooperative is consulted for additional resources.

- 5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

Finding For This Indicator is Based On:

Review of ACSIP

Review of Technology Plan

Review of Local School Board Policies

Interviews with District Administrator, School Administrator, Teachers, Classified Staff, and Parents

Observation of Classrooms

The school maintains cumulative student records that provide a profile of each student's academic and educational development. Relevant, current, and accurate data from multiple sources are not always included in cumulative student records. Academic Improvement Plans for students are developed. Technology resources provide limited support for sustaining an accurate student record system and efficient data management practices at the school classroom/individual student levels. Triand, a data management system, is available for tracking and sustaining student records. This is used in a limited manner.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Learning Environment**

Standard 5 Student, Family and Community Support

It is necessary that family and community stakeholders become active partners with the school and create an environment that removes barriers to learning for all students. The Advisory Committee should be expanded and additional parents actively recruited to collaborate and select programs and strategies that will increase the communication and interaction with the school, parents, and community. The parent facilitator should be supported and assisted by other faculty members to implement the parental actions stated in the ACSIP.

School leadership should provide training and assistance to help all teachers understand and use data to effectively plan instruction. Training should consist of in-depth analysis, item analysis, trends and root causes of demonstrated gaps. Teachers should be provided opportunities to break down and understand data at the individual student level. Data should be used as a tool as individual teachers plan daily instruction to address the diverse needs of every student in every class. Leadership should support and monitor this process. A resource that may be helpful "Using Data to Improve Schools: What's Working," by the American Association of School Administrators (www.aasa.org).

Appropriate training in technology should be provided for all staff in order for its use to become an integral part of instruction and data management. Teachers need to use a variety of technology resources for instruction. Students need to be able to demonstrate learning using current technology resources on a routine basis. Sufficient technology resources should be used to sustain an accurate student record system and efficient data management practices at the school and classroom levels. School leadership should evaluate the effective use of technology through classroom walkthrough observations and provide feedback and support. Resources to utilize are TICAL.org and the National Education Technology Standards (for teachers, students, and administrators) at www.iste.org.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 5 indicators (42%) evaluated as "Evaluation Category 1," 7 indicators (58%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

Professional growth needs of all individual staff members that include both instructional and leadership growth are not consistently planned on a long-term basis. The district has a Professional Development Policy revised on February 26, 2005, that requires teachers and administrators to complete 60 hours of professional development as mandated by the ADE. Building/district administrators and specialists, with some input from staff, annually plan professional development. The Professional Development Policy states that the local school board "encourages employees, at all levels, to engage in programs and activities which will lead to their professional growth, expansion of skills, and increased job competencies." The district offers 60 hours of professional development on site. With prior approval by the staff development coordinator and the superintendent, 18 of the required 60 hours can be obtained outside the district. Many of the professional development opportunities described in the ACSIP are associated with a textbook-driven curriculum or with programs or software (e.g., Orchard Lab and Renaissance Place). Two of the interventions in math and literacy are associated with implementing the America's Choice Design Model. Most staff members are organized into professional learning communities that meet weekly during common planning time. Weekly departmental meetings and leadership team meetings are held after school. The district has employed an instructional specialist to work at the school to provide support in improving the delivery of classroom instruction. Title I funds are budgeted for sending five educators to

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

the America's Choice Success by Design National Conference. Professional development is not viewed by many staff members as a change process that occurs over time.

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

The school does not have an intentional plan for building instructional capacity through on-going professional development. Local school board policy on professional development allows the staff development coordinator to appoint a Staff Development Task Force (sometimes called the ACSIP Team) for the district. This Staff Development Task Force is composed of district/school administrators and specialists. They informally solicit input from staff regarding professional development needs. There is no formal assessment process to identify professional development needs for all staff. Professional development planning is not balanced between the needs of the individual teachers and the school wide focus for improvement. The school's assessment data for sub-populations and individual students have not been examined to the degree necessary to uncover the root causes of low student achievement. A formal process to analyze information on student achievement to determine the short- and long-term professional development needs of instructional staff members and administrators has not been developed. Most professional development is not on-going or job-embedded with follow-up activities. Most professional development is not supported/monitored during implementation.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Review of Perception Surveys

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

There is minimal connection between professional development offerings, ACSIP goals for student learning, and the individual professional growth plans of teachers. The school evaluation process, as implemented, does not identify or support professional development for the needs of each individual teacher or the goals of the ACSIP. Many individual professional growth plans have little to do with raising student test scores. Some teachers indicated that professional development is often "whole staff" and does not address their specific needs. The Stakeholder Perception Survey revealed that 11 of 19 respondents do not know if employee evaluations and individual professional growth plans are used by the school to improve staff proficiency. The formal evaluation process and the existing individual professional growth plans are not consistently used as tools for focusing professional development on both the individual growth needs of the staff and the instructional needs of the students.

6.2a The school/district provides a clearly defined evaluation process.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Teacher Evaluation System Document

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

The local school board has adopted a policy requiring annual evaluation of certified staff members. The evaluation process is available in the School Board Policy Manual. The policy includes a Teacher Summative Evaluation form and Supplement to Summative Evaluation forms for the counselor, media specialist, coaches, and technical/technology personnel. Specific evaluation forms are available for paraprofessionals, custodial personnel, the secretary, and the nurse. There is limited connection between the goals of the ACSIP and the competencies found on the evaluation document. There is a limited connection between the growth needs of staff and the evaluation document. There is no system for reviewing the evaluation process with all staff on an annual basis.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

Finding For This Indicator is Based On:

Review of ACSIP

Review of District Policy Manual

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

The local school board has adopted Staff Development Policy (GAD, revised 2005) which encourages “employees at all levels” to participate. This policy states that the district will “set aside an appropriate amount of funds each year to provide an effective staff development program that is practicable and feasible.” This policy does not necessarily ensure appropriate and equitable allocation of professional development funds. Professional development is not always provided to meet the individual needs of all staff members. State professional development allocations were not included in the ACSIP at the building level.

- 6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

District policy for personnel evaluations meets the requirements of state statute and regulation. Staff receive copies of their completed formal evaluation. The existing personnel evaluation process, as implemented, provides few opportunities for coaching and feedback to improve effective teaching practices and student achievement.

- 6.2e The school/district improvement plan identifies specific instructional needs and has strategies to address them.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District Policy Manual

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

The ACSIP does not contain specific instructional leadership needs with an

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 2

action plan and resources. School administrators select professional development that fulfills the requirements of the ADE's Rules Governing Professional Development. This professional development does not necessarily address the needs of individual school administrators. The individual professional growth plans of school/district administrators are not always collaboratively developed with supervisors.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 1

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

A formal process that includes surveys, needs assessments, and data collected from student achievement and the teacher evaluation process is not used in determining priorities for professional development. There is no specific plan for long-term professional development for all staff members or for determining priorities at the school level. Professional development is included as actions in literacy, math, and science goals in the ACSIP. Many of these actions reference providing professional development and support in using the textbooks, materials, technology, and methods in presenting instruction that is aligned with state frameworks. Most of the professional development is done at the school/district site by consultants from textbook and software companies and school/district personnel. The principal, school instructional specialist, district literacy and math specialists, and cluster leaders from America's Choice are available to provide some support for classroom-focused improvements. Most professional development is traditional, such as, a one-day workshop with little follow-up. There is not sufficient follow-up for most professional development opportunities to ensure that enhanced professional practice integrates the acquired knowledge into classroom instruction to improve student learning. There is no formal process for evaluating the effectiveness of professional development on student achievement.

6.1e Professional development is on-going and job-embedded.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Review of Team Meeting Minutes

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 1

Many professional development offerings are not on-going and job-embedded. Many of the workshops are generic and do not significantly impact instruction. Few professional development workshops are content specific or directly linked to the reasons for Anna Strong Middle School's year five school improvement classification. There is little follow-up with specific feedback on professional development to ensure that skills and knowledge learned in workshops are implemented in classroom instruction. Professional development meets minimal requirements for some teachers. The master schedule reflects common grade-level planning time for most content teachers. This time has not been consistently used for research-based best practices, such as, collaboration on lesson plans to ensure rigor, relevance, differentiation, and higher-order thinking processes; analysis of student work to determine individual student needs; or reflection on classroom instruction to make instructional modifications in a timely manner when the needs of students are not being met. The district has employed an instructional specialist to provide job-embedded professional development for the teaching staff that is designed to improve the delivery of classroom instruction. The district literacy and math specialists oversee the analysis of state mandated and local test results. Professional development is not evaluated systematically over time to determine implementation and impact on student achievement. The school has not extensively used non-traditional avenues such as on-line professional development from Arkansas Education Television Network.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Professional Development Verification Records

Review of Professional Development Calendar

Review of Individual Professional Growth Plans

Review of Lesson Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

Limited in-depth analysis of multiple data sources including student work is conducted by school leadership to determine professional development needs. The ACSIP addresses data disaggregation workshops to identify curriculum/instruction needs and drive professional development decisions and instructional practices. The lesson plan template currently being used is

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating **1**

not detailed and does not reflect attention to the needs of diverse learners. Longitudinal data are not analyzed to identify trends or adequately consider and plan for the diverse needs of sub-populations and individual students with demonstrated achievement gaps. Professional development for all (non-core and core) teachers does not address the learning needs of all students identified through the analysis of assessment data and student work. Some professional development choices do not focus directly on the root causes of achievement gaps.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding For This Indicator is Based On:

Review of Teacher Evaluation Systems Document

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

There is little connection between employee evaluations, individual professional growth plans, and student proficiency. All licensed employees do not have individual professional growth plans collaboratively developed with supervisors that reflect the instructional needs of students and the professional needs of staff members. Individual professional growth plans were independently completed and turned in to the supervisor in October, 2008. Many plans reflect broad goals such as "to be the best teacher to students and be a role model for all students." The existing individual professional growth plan process does not foster purposeful reflection and refinement of professional practice. The evaluation process is valued by few staff members as a route to proficiency. Some employees view the evaluation process as an employment requirement.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District Policy Manual

Review of District Evaluation System Documents

Review of Individual Professional Growth Plans

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, Classified Staff, and Local School Board Members

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 1

The evaluation process is not used to provide teachers with follow-up and support to change behavior and instructional practices. The individual professional growth plans of teachers are not directly linked to formal evaluation. Individual Professional Growth Plans are submitted to the principal at the beginning of the year and are reviewed at the end of the school year. They are not collaboratively developed by supervisors and teachers. Regular, meaningful feedback is not provided to teachers as an integral part of the evaluation process focused on long-term strategic changes in teacher behavior and practice.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Learning Environment**

Standard 6 Professional Growth, Development, and Evaluation

Individual professional growth plans for teachers and administrators should be collaboratively developed with leadership and tied to specific needs as determined by evaluations and analysis assessment data. They should foster purposeful reflection and refinement of professional practice that results in increased student achievement. They should be monitored throughout the year to determine impact. On-going, job-embedded professional development should be planned for each staff member based on information obtained from student data analysis and the individual professional growth plan. A system for the evaluation of professional development to determine its impact on improved staff and student efficiency should be developed.

A formal process for determining school-wide professional development priorities at the school level should be developed and implemented in a collaborative manner. A site-based professional development needs assessment survey should be administered to the staff. Individual professional growth plan goals should be reviewed and analyzed in order to link professional development needs to the goals in the ACSIP. School leadership should work with district supervisors to ensure that all professional development provided truly meets the needs of the teachers and students and are aimed at improving student achievement. In order for professional development to be sustained, staff should be involved in on-going and job-embedded training. Implementation and follow-up should be monitored. A resource that might be helpful is "Getting Started: Reculturing Schools to Become Professional Learning Communities" by Richard DuFour, Rebecca DuFour, and Robert Eaker.

Additional training and assistance to help teachers use data effectively should be planned. Training should consist of disaggregation of data, in-depth analysis of achievement results, and the impact of classroom practices on student achievement. This process should include conducting item analysis and identifying gaps in the curriculum both vertically and horizontally. Data analysis training should lead teachers to conclusive evidence as to why students struggle with certain student learning expectations. Information gained from the analysis of data must result in targeted changes in instructional practices in the classroom to effectively address the individual needs of each student. Resources that might be helpful are "Using Data to Improve Schools: What's Working" by the American Association of School Administrators of Arlington, Virginia (www.aasa.org) and Triand.com.

Instructional leadership should be developed at the school level. School and district leadership should consider expanding the existing school leadership team to include representatives from each Professional Learning Community or content area, non-certified staff, and parents. This team should be viewed as a means of intentionally encouraging and supporting school leaders. Appropriate training should be provided

for the team. They should meet regularly with agendas, sign-in sheets, and minutes. This team should be involved in meaningful discussions and decision-making to impact teaching and learning. This team should become a voice to share information with other staff members and promote opportunities for developing a culture of shared decision making, high expectations for student achievement for all students, and shared responsibility at the school level.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 2 indicators (18%) evaluated as "Evaluation Category 1," 9 indicators (82%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding For This Indicator is Based On:

Review of District Evaluation Plan

Review of Individual Professional Growth Plans

Interview with Building Administrator

Each administrator has an individual professional growth plan. The building administrator has an individual professional growth plan focused on the development of effective leadership skills. The building administrator currently participates in the Leadership Academy Phase II professional development program for principals. The professional growth plan was accepted and discussed with a supervisor. There is not an evaluation process in place for the review/revision of the individual professional growth plan for modifications to occur throughout the school year. The professional growth plan is not analyzed to determine effectiveness in improving student achievement and teacher instructional effectiveness. The individual professional growth plan of the building administrator is reviewed with the supervisor at the end of the school year.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Student Achievement Data

Review of School Report Card

Interviews with School Leadership Team, Building Administrator, Counselor, Teachers, and Students

Disaggregated student achievement data are included in the school's ACSIP. The data are used to identify goals and benchmarks for the current school years' ACSIP. The ACSIP actions (e.g., language arts/math district tests,

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

school leadership teams classroom walkthroughs and focus walks, Orchard pre- and post-tests assessments in literacy/math, STAR Assessments, and Accelerated Reader assessments) are included in the plan. The ACSIP actions and interventions based on best practices and timelines for reducing achievement gaps are not sufficiently analyzed by school leadership to determine effectiveness. Review and revision are not effectively conducted to meet the needs of the students and faculty. The disaggregated data are not always communicated to all stakeholders. The ACSIP does not have timelines and targets for reducing achievement gaps among subpopulations.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding For This Indicator is Based On:
Review of ACSIP
Review of Pacing Guides
Review of Lesson Plans
Observation of Classrooms

School leadership has provided teachers with access to the Arkansas Academic Content Standards and Student Learning Expectations. School leadership has provided limited training on ways to use the documents. Teachers display specific student learning expectations on the board in their classrooms. School leadership, through America's Choice Design Model math and literacy curriculum, share curriculum information with the literacy and math teachers to identify achievement gaps among students. The information is not always utilized in the classroom to improve instructional effectiveness and to increase student achievement. Teachers use textbook-driven pacing guides to guide daily instruction. A school leadership team has been formed to provide some leadership and direction to the school. The team has not been built to capacity. There is not a process in place to align the total curriculum with professional development and the writing of individual professional growth plans to improve student achievement and to close the achievement gap among sub-populations.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding For This Indicator is Based On:
Review of District Policy Manual
Review of Master Schedule
Interviews with Building Administrator and Teachers

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

Observation of Classrooms and Hallways

Procedures have been adopted to minimize disruptions of instructional time. Intercom announcements are made at the beginning of first period. Other announcements are made at the end of the school day or on an emergency basis. The master schedule is structured to accommodate some common planning time for grade-level collaboration among instructional staff. The district and building instructional specialists, along with America's Choice cluster leaders, provide a structure for scheduling weekly grade-level and math/literacy content area meetings to provide common planning time for lesson planning, evaluating student learning, and collaborating on instructional strategies and instruction. These meetings are scheduled weekly after school.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District School Board Policies and Budgets

Review of Safe Schools Report

Interviews with District Administrator, School Building Administrator, Teachers,

Transportation Director, and Parents

Observation of Classrooms

School leadership's allocation of resources (fiscal, human, physical, and time) supports the goals and interventions of the ACSIP. Resource allocation is sufficient to support the learning goals of the school. The resources (e.g., Orchard Software Assessments, Accelerated Reader, and STAR Assessments) are not always fully utilized to enhance student achievement. The data from these assessments are not always used to identify gaps in curriculum and to improve instructional organizational practices for continuous school improvement. Some instructional resources are not utilized to enhance student learning and instructional effectiveness by the faculty. The district has purchased Smartboards that are not fully utilized. Most classrooms have computers with limited student use for project-based learning. School leadership monitors the physical facilities to provide a safe and orderly environment for student achievement. Physical facilities are well maintained. The school has a safety plan in place to address emergency situations (e.g., fire, inclement weather, tornado, earthquake drills, and procedures for terroristic threats). School leadership does not measure the effect of interventions on instructional programs in order to measure

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

sustained continuous school improvement.

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding For This Indicator is Based On:

Review of District Board Policies

Review of School Safety Plan

Review of School Report Card

Review of School Discipline Report

Interview with District Administrator, Building Administrator, Teachers, Parents, and Students

Observation of Classrooms, Hallways, and Facilities

The local board of education establishes policy, and school leadership implements procedures that maintain a supportive, safe, healthy, orderly, and equitable learning environment. School leadership allocates resources for facilities and equipment. The focus of equipment is not always supporting the learning environment to lead to sustained and measureable growth in student achievement. School leadership monitors the instructional/testing programs of the ACSIP. The physical facilities of the building are well maintained and provide for a safe and orderly learning environment.

- 7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District School Board Policies

Review of School's Mission Statement

Review of School Report Card

Interviews with District Administrators, Building Administrator, and Teachers

The local board of education has adopted most policies required by statute. Some policies are outdated, and others are not fully implemented. The local board of education periodically reviews district policies. The local board of education rarely revises district policies. School leadership and staff members have limited knowledge of existing local board of education policies or have limited input into the development of these policies. The impact of these policies is not always collaboratively discussed with all stakeholders to determine the potential impact the policies would have on school culture, climate, and learning.

- 7.1j There is evidence that the local school board of education and the school

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

have an intentional focus on student academic performance.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District School Board Policies

Review of School's Mission Statement

Review of School Report Card

Interviews with District Administrators, Building Administrator, and Teachers

The school leadership team (district math/literacy instructional specialist, school instructional specialist, school social worker, school librarian, and the building administrator) review student performance data. The focus of data to be collected and analyzed is on the benchmarks, district math/literacy nine-weeks' assessments, Orchard pre- and post-tests, STAR Assessment, and Accelerated Reader assessments to drive instruction in math/literacy. School leadership does not always share the data with all teachers to address math/literacy across the curriculum to improve teacher instruction and student performance in a frequent and timely manner. The actions of the local board of education and the school are not always aligned with the school's mission to improve student achievement and to close the achievement gap among sub-populations.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding For This Indicator is Based On:

Review of Principal's Professional Growth Plan

Review of Perceptual Survey

Review of Staff Development Agendas

Review of Classroom Walkthrough Data Analysis

Review of Leadership Self-Assessment

Interview with District Administrators, Building Administrator, Teachers, Students, and Parents

The principal implements district policy as required by law. The principal and the staff have not developed a vision and belief statements for the school. The mission statement is stated in the ACSIP. The principal meets with the A-Team (district administrators, district instructional specialists, and other team members) weekly to address issues and needs of the school. The principal demonstrates knowledge of the Arkansas Academic Content Standards and Student Learning Expectations. The principal and the school leadership team conduct classroom walkthroughs to gather data on instructional practices in the classroom. Feedback is not always given in a timely manner to improve instructional effectiveness and to close the achievement gap among

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

subpopulations. The internal capacity to develop leadership among teachers is not fully developed. Collaboration in the development of the school's ACSIP plan and the teacher's professional growth plans is minimal. Some staff, students, and parents stated that they respect the principal for a commitment to improve student achievement and behavior. The principal provides organizational structure for a safe and orderly environment (e.g., hall monitors, transitional procedures, and the Positive Behavior Intervention System). Some formal and informal conversations regarding teacher instructional performance occur. The principal sometimes focuses faculty meetings on improving student academic performance. Most feedback is in general terms and does not address specific instructional strategies in the classroom that will improve student achievement. These meetings are usually held after school with the school's leadership team and math/literacy teachers. The staff has not been provided the necessary professional development to improve instruction in order to improve student achievement and to implement research-based best practices to close the achievement gap among sub-populations. The principal and school leadership disaggregate data to improve instruction in math/literacy through analyzing Benchmark test scores and district- made math/literacy nine-weeks' tests. The district has purchased Orchard software to provide point-in-time remediation for students that are not achieving at the appropriate level. The principal continues to develop leadership skills by attending the Arkansas Leadership Academy Phase II as stated in the principal's professional growth plan for the 2008-2009 school year. The principal has promoted a culture for academic achievement by posting in the building Adequate Yearly Progress goal posters for the school year. Students, teachers, and most parents report that they feel supported, cared for, and respected.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 1

7.1a Leadership has developed and sustained a shared vision.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Student Handbook

Interview with District Administrators, Building Administrator, and Teachers

Observation of Classrooms

No vision or belief statements have been developed for the school. The mission statement that was developed several years ago was reviewed during the spring of 2008 by the school leadership team. The mission statement in the ACSIP is not the mission statement posted in the classrooms and recited at the beginning of each school day. No other stakeholders were involved in the development of the mission statement contained in the ACSIP. The school's mission statement was not printed in the 2008-2009 Student Handbook. School leadership seldom provides updates on the progress toward accomplishing the mission statement. Review and revision of the ACSIP is not considered as a foundation when designing instructional programs. Collaboration between the school leadership team, faculty and staff, and community members is minimal. There is no established procedure in place to notify all stakeholders on the progress toward accomplishing the mission statement. School leadership provides reinforcement by having selected students lead the recitation of the mission statement over the intercom at the beginning of each school day. The mission statement does not always guide the decisions of school leadership in making fundamental changes in instructional practices and professional development.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District Staff Development Sign-in Sheets

Interviews with Building Administrator, School Leadership Team, Counselor, and Teachers

School leadership does not have a systematic process for analyzing student data to inform academic decisions. Few staff members have been actively involved in the disaggregation of data and the development of the ACSIP. A few teachers stated that student performance data have not been shared to make informed decisions about students' needs. Most teachers do not understand the use of data as a guide to plan instruction. Teacher instruction is primarily textbook-driven.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Efficiency**

Standard 7 Leadership

School leadership should continue to develop the leadership capacity to be distributed among the school leadership team and teachers. In order to promote capacity, the school leadership team should develop a plan for building and utilizing leadership skills among all staff. The school leadership team should develop a comprehensive process or plan to train the faculty and staff on disaggregating and using data to drive and improve instruction. Common planning time could be used as the vehicle to encourage communication within the departments and across subject areas about how students are performing, their unique learning needs, and the methods teachers are successfully using to increase student performance. This could be used as a method to "grow your own" leaders.

School leadership should develop a plan to include all stakeholders in the development of the school's vision, beliefs, goals, and mission statements. School leadership should review the interventions and actions of the ACSIP frequently and in a timely manner. The review should target the strengths and weaknesses of the plan to identify instructional strategies and research-based best practices that will increase student achievement among all sub-populations. Interventions and actions of the ACSIP should target closing the achievement gaps and increasing student learning. The focus of the school leadership team should be on the learning needs of all students. School leadership should regularly include all stakeholders in the review and revision of the ACSIP to be communicated throughout the district.

Professional development for all faculty and staff should align with the needs of the students based upon the review of the state's criterion- and norm-referenced data. The principal must collaborate periodically with teachers in the development of individual professional growth plans. These plans should be reviewed and revised regularly to evaluate the plans' effectiveness in increasing student achievement. School leadership should provide professional development for teachers on disaggregation of student achievement data to meet the learning needs of their diverse population and to reduce the achievement gap among sub-populations.

The principal should clearly become the instructional leader of the school. The principal should continue in training. The principal should demonstrate that instructional leadership is the number one responsibility. Central office should support the principal and provide the necessary resources to develop these skills. The principal must regularly engage staff members, parents, and students in discussions about students' academic achievement. The principal must demonstrate the leadership skills to actively change the mindset of the students concerning the "value of an education" by demanding the best from teachers and students. District administration must hold the building administrator accountable. The building administrator must hold the staff accountable through classroom walkthroughs and the evaluation process for student success and failures. The

principal must delegate roles and responsibilities to the school leadership team by building a greater capacity for leadership among all staff members. School leadership must demand the “full” implementation of the effective research-based best practices, interventions, and actions of the ACSIP in order to increase teacher effectiveness, student achievement, and close achievement gaps among sub-populations. The principal must continue to develop trust and respect from all stakeholders by providing for a safe, orderly, healthy, and equitable learning environment.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there was 1 indicator (10%) evaluated as "Evaluation Category 1," 9 indicators (90%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Budget

Review of Local Board Policies

Interviews with District Administrators, School Administrator, Counselor, Teachers,

Classified Staff, and Students

Resource management policies are in place and are used to distribute and monitor fiscal resources to support high student and staff performance. The superintendent, federal programs coordinator, and financial coordinator allocate funds based on recommendations from school administrators and/or district literacy and math specialists. The district administrators collaborate with building level administrators and those who assist in developing the ACSIP. Student achievement is a priority in considering allocations. The local board of education adopts a budget annually. No systematic structure exists that allows stakeholders input into how these funds will be spent. The school takes advantage of external community resources such as donations from local businesses for incentives for student achievement and staff recognition.

- 8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Review of Individual Graduation Plans

Review of Local Board Policies

Interviews with School Administrator, Counselor, Teachers, and Students

The district does not have a policy that addresses equitable access to the curriculum. The district has a Non-Discrimination Policy stating, "It is a denial of equal education opportunities whenever any class, program, or activity is denied one student or groups of students which is available to other students

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Performance Rating 2

without valid reason for students being treated differently.” Most students have equitable access to classes. Some adjusting of schedules must occur for students to have access to extracurricular courses such as band, music, and athletics. Course offerings are sufficient to allow students to meet the requirements of the Arkansas Academic Content Standards and Student Learning Expectations.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Review of Local Board Policies

Interviews with District Administrators, School Administrator, Teachers, and Classified Staff

The district has adopted a policy which authorizes the superintendent to assign all teachers and other employees of the school district to their respective positions upon employment. There is no district policy that guides placing staff based on the specific needs of students. Staff turnover is prevalent, and some teachers were hired after the school year started. All teachers are licensed to teach in their assigned areas. One teacher has a provisional certification pending completion of requirements. Some classroom assignments allow resource sharing, mentoring, and collaboration. Most core content teachers have common planning time. These arrangements are not systematically utilized to maximize teaching and learning. Paraprofessionals are provided in many areas.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Review of Local Board Policies

Interviews with School Administrator, Teachers, Classified Staff, and Students

Observation of Classrooms

There is a district policy that addresses the school day. There is not a specific policy that addresses the protection of instructional time. The school leadership has established procedures to protect the instructional time. Intercom announcements are limited to the beginning of the school day and at the end of the school day. Other interruptions and assemblies during the school day are limited. Classroom management and organizational practices

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

are in place in the majority of the classrooms. These practices do not consistently promote the effective use of class time. Students earn "Blue Tickets" for exhibiting appropriate and responsible behaviors. Some teachers ensure that instructional use of class time is maximized to provide students with an environment that is conducive to learning.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Interviews with District Administrators, School Administrator, Counselor, Teachers, and Classified Staff

Observation of Classrooms

Common planning time for some content area teachers is available. This common planning time is not consistently used to focus on the goals and actions in the ACSIP. Interdisciplinary coordination that focuses on the goals, objectives, and strategies to improve student learning is rare. There is some vertical and horizontal team planning. Weekly grade level meetings are held during the school day to review assessments, content, and rubrics. Teachers meet after school in departmental teams to coordinate learning expectations. Planning during this time has not been utilized to focus on improving student performance. Resources are not always maximized to meet the individual learning needs of students.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Review of Mission Statement

Interviews with School Administrator, District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, and Students

Observation of Classrooms

The school's schedule is developed to accommodate the student body and

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Performance Rating 2

the core offerings. The developmental needs and learning styles of students are not given priority in arranging students' schedule. Most staff members do not provide a variety of high quality instructional strategies to promote successful student performance. Differentiated instruction to ensure that students are provided quality instruction has not been implemented in the majority of the classrooms. Instruction is primarily whole-group, textbook-driven, and does not allow for higher levels of teaching and learning.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local Board Policies

Review of School Budgets

Review of School Board Minutes

Interviews with District Administrators, School Administrator, Counselor, Teachers, and Classified Staff

Observation of Classrooms

The local school board of education has adopted a budget policy that is clearly defined. It indicates equitable and consistent allocation of funds to support student learning. The superintendent, federal programs coordinator, and financial coordinator allocate funds based on recommendations from school administrators and/or district literacy and math specialists. The district administrators collaborate with building level administrators and those who assist in developing the ACSIP. All stakeholders are not involved in budget development. Teachers have limited input into decisions concerning fiscal resources. Teachers stated they are allocated \$250-\$500 for classroom materials. Additional requests are submitted to the principal for discussion and consideration. Some donations are received from external sources such as local businesses like Wal-mart, Pizza Hut, Food Giant, and the Forrest City Western Sizzlin. They provide support for funding student incentives and materials and supplies for various school functions.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local Board Policies

Review of School Budgets

Interviews with District Administrators, School Administrator, School Instructional Specialist,

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

Teachers, Classified Staff, and Students

Some budget decisions are aligned with the action components of the ACSIP. Some actions are being made to expend funds according to needs informed by data. Expenditures are not regularly monitored or adjusted to meet student needs based on data. The superintendent, federal programs coordinator, and financial coordinator allocate funds based on recommendations from school administrators and/or district literacy and math specialists.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local Board Policies

Review of School Budgets

Review of School Board Minutes

Interviews with District Administrators, School Administrator, School Instructional Specialist, Teachers, and Classified Staff

Categorical funds do not always support identified student needs based on assessment results. Expenditures are monitored by the district leadership team and are not always revised based on specific learning needs of the students. There is limited integration of revenue from other sources. Title I is the major source of funding. Revenue from various sources is not integrated to maximize student achievement. The superintendent, federal programs coordinator, and financial coordinator allocate funds based on recommendations from school administrators and/or district literacy and math specialists.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 1

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Local Board Policies

Review of School Budgets

Review of School Board Minutes with District Administrators, School Administrator, School Instructional Specialist, Counselor, Teachers, and Classified Staff

The district does not have a specific policy regarding the distribution of discretionary funds. A formal needs assessment has not been conducted to determine how these funds and resources should be budgeted for the purpose of supporting the ACSIP. School leadership is responsible for the decision-making concerning how the funds will be expended in the building. Few staff members beyond the school and district leadership team are involved in procedures for the distribution of funds. The superintendent, federal programs coordinator, and financial coordinator allocate discretionary funds.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

All expenditures should be based on school goals and reflect student needs. The current budget policy should be revised to mandate that all expenditures be aligned with the ACSIP. Spending should support instructional needs, and input from all stakeholders should be obtained. All resources should be utilized to meet the goals reflecting needs as determined by data. Priority should be given to those areas identified as in need of improvement. The plan should be monitored for effectiveness and for the impact it has on student achievement. Clearly defined procedures must be established and communicated so stakeholders understand that the school utilizes categorical and discretionary funds monies to the best interest of the students.

The principal should develop a school leadership team that consists of representatives from all stakeholders. Team members should include school administrators, teachers, classified staff, counselor, parents, and students. School leadership should seek learning opportunities for building leadership capacity through team building and other collaboration strategies. This team should serve as a resource to school leadership in planning, communicating, and creating a school that is committed to excellence in areas of instruction, caring environment, fiscal responsibility, and a clean and orderly campus. This group can be an expansion of the existing team and should become a vital communication link within the school and community. Agendas, sign-in sheets, and minutes should be kept to record progress toward improving student achievement. A resource could be the Great Rivers Educational Service Cooperative.

School leadership and all staff at Anna Strong Middle School should cultivate a climate to promote the belief that all students can learn at high levels. An expectation should be created within the school to ensure that students have access to a high-quality learning environment during the entire class period. School leadership should provide professional development to assist teachers in understanding their professional role and responsibility for student success or failure. Varied instruction demonstrating research-based best practices should be differentiated to meet the needs of each student. The beginning successes experienced from implementing the America's Choice Design Model should be extended to include every classroom and instructional area. Leadership should provide training opportunities on high-yield instructional strategies. Leadership should develop and implement a means for monitoring instruction on a frequent basis and providing meaningful feedback. Leadership should continue to recognize, celebrate, and publicize student academic success. A resource for professional development is Robert Marzano's "Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement."

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 3 indicators (19%) evaluated as "Evaluation Category 1," 13 indicators (81%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with District Literacy Specialist, District Math Specialist, School Instructional Specialist, Counselor, Teachers, and Local School Board Members

Observation of Classrooms

There is a process for collecting, managing, and analyzing data that enables school leadership to determine areas of strength and limitations. The data analysis is not used to inform decision-making at the school and classroom levels. Benchmark assessments are analyzed, and Academic Improvement Plans are written for all students scoring below proficient. The school has an instructional specialist, and the district has employed district literacy and math facilitators to oversee the analysis of state mandated and local test results to identify curricular gaps between the assessment instruments and the adopted literacy curriculum. They provide technical assistance in the evaluation of test data and development of assessments. Language arts and math district tests, given at the end of each nine-weeks' grading period, are scored by the Triand On-line System, and the results are used as nine weeks' test grades. The Orchard Pre-Tests, administered soon after school starts, for math, literacy, and science are used to create individual work assignments for students. A performance report will be generated as a result of post-tests given during the last month of the school year. The STAR Assessment and the Developmental Reading Assessment are given.

School profile data reflect the school's overall performance. The data are not always disaggregated and analyzed by appropriate subgroups to the depth necessary to be prescriptive to individual student needs. The Literacy Benchmark assessment data for sixth, seventh, and eighth grade students are reported in a three year average for combined populations and three subgroups. The identified areas of weakness are reported only for the 2008 test data and are in very general terms. The Iowa Test of Basic Skills data are reported only for 2006-2007 by average of students scoring above the

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

50th percentile in total language and reading. No data are available for the 2007-2008 seventh grade SAT-10 Literacy Exam that was administered. The math Benchmark assessment data are reported by averages only for the three year period 2006-2008 for the combined populations and the subgroups for grades sixth through eighth. The lowest identified areas of weakness for sixth grade are not disaggregated by subgroups. The Iowa Test of Basic Skills data for math are reported for 2005-2007 by average of students scoring at or above the 50th percentile in total math. The Iowa Test of Basic Skills in science are reported for grades, sixth, seventh, and eighth for 2007 only. The average daily attendance data are provided, and the school met its Adequate Yearly Progress. The data are not reported by gender and are not compared to similar and high-performing schools. There is no data management system in place to allow ready access to the school's longitudinal profile data for revision and analysis over time.

9.2b The school/district uses data for school improvement planning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of School Web Page

Review of Meeting Agendas, Minutes, and Signatures

Review of Pacing Guides

Review of Lesson Plans

Review of Academic Improvement Plans

Interviews with Counselor, Teachers, Classified Staff, Parents, and Students

Observation of Classrooms

The data collected and analyzed are used to identify and prioritize areas of need for the school ACSIP. Student achievement data on the Benchmark and norm-referenced tests are the sources of data used to identify priorities, goals, and benchmarks for the 2008-2009 school-year. There are three action statements for analyzing test results from the Benchmark and/or SAT 10 to determine the skill deficiencies of all students. The sixth grade data identified deficiencies in reading practical passages, geometry multiple-choice, number and operations open response items, and earth and space science. The seventh grade data identified deficiencies in writing multiple-choice, number and operations open response items, and earth and space science. The eighth grade data identified deficiencies in reading practical passages both multiple-choice and open response items, geometry open response items, and physical science. There are no action statements which explicitly address the deficiencies in the data analysis. There are action statements for using the Orchard to create individual work assignments for

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

students and STAR to determine reading levels of students. Action statements are not focused. The ACSIP process does not involve all stakeholders.

- 9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with District Math and Literacy Specialists, School Instructional Specialist, Counselor, and Teachers

Observation of Classrooms

Current research is cited for all interventions and goals in the ACSIP. As stated in the ACSIP, classroom teachers submit to the principal weekly lesson plan checklists that identify specific objectives to be taught, instructional strategies to be used, content strand, student learning expectations, and the assessments to be used. The principal and the instructional specialist conduct weekly classroom walkthroughs, utilizing the palm pilot software, of all teachers to determine if instruction is aligned to the Arkansas Academic Content Standards and Student Learning Expectations. Very little individual feedback is provided to teachers as a result of these walkthroughs. After studying several intervention models, the America's Choice School Design Model was selected. Leadership team meetings are held weekly to plan and monitor the implementation plan of the America's Choice School Design Model.

- 9.3c The desired results for student learning are defined.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Student Performance Level Descriptions

Interviews of Teachers and Parents

The desired results for student learning are stated. They are not clearly defined in measureable terms. Goals are stated in broad terms with no level of increase identified. Benchmarks are based on the state's measure of Adequate Yearly Progress. Teachers teach at the lower levels of Bloom's Taxonomy. Questioning techniques primarily focus on comprehension and knowledge level responses. School leadership has identified three student-learning goals under the priorities of literacy, mathematics, and science in the ACSIP. Not all staff members share a sense of responsibility for achieving

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

Performance Rating 2

the goals of the plan. Not all teachers participated in the development and implementation of the actions in the ACSIP. School leadership is responsible for 121 of the ACSIP actions. Throughout the ACSIP, interventions are frequently the same for all targeted academic areas. Some interventions are a one time attempt at improving student achievement (e.g. math and science fair participation). Methods of determining success are not always measureable (e.g. project sign-in sheets to demonstrate positive attitude toward science). Few parents participated in the development of the ACSIP.

- 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Perceptual Surveys

Interview with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, Counselor, Social Worker, Teachers, Classified Staff and Local School Board Members

Twenty-four stakeholders completed a perception survey. The perception data have not been used to inform decision making and instructional practice. The literacy and math program survey results are presented to the ACSIP committee for program updates. The level of analysis is not always sufficient to verify the perceived strengths and limitations in the organizational and instructional domains of the school. Data collected have been limited to achievement, attendance, behavior, and wellness. Leadership and staff reviewed assessment data to identify student deficiencies. These deficiencies validate the goals of the ACSIP. The data from the Orchard assessments are not being utilized for comparative analysis with other testing.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Achievement Data

Interviews with District Administrators, School Administrators, Counselor, Teachers, and Classified Staff

Some actions in the ACSIP are based on research. Actions in the ACSIP may have an impact on closing achievement gaps among sub-populations. The focus is not intentional. Actions do not focus on increasing the achievement of particular subpopulations or individual students. Specific, sequenced steps for addressing the disparities in student achievement or

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

gaps/overlaps in the ACSIP are not specifically designed to improve instruction.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding For This Indicator is Based On:

Review of ACSIP

Review of School and District Budgets

Review of Local School Board Minutes

Interviews with District Administrators, School Administrators,
District Literacy Specialist, District Math Specialist, School Instructional Specialist,
Counselor, Teachers, and Classified Staff

Funding sources are limited and are not integrated to provide resources to meet the actions of the school improvement plan. Title I funds are the major source of revenue utilized to carry out each action. Some timelines that are established for the actions are doable, and the responsibility for implementing each action is shared among a few of the staff members. The principal is listed individually and collectively as the person responsible for 121 of the 165 actions. The timelines for most activities do not impact student performance. One hundred fifty-six of the action components reflect an implementation starting date of 7/01/08 and an end date of 6/30/09.

- 9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Team Meeting Minutes

Interviews with District Administrators, School Administrator,
District Literacy Specialist, District Math Specialist, School Instructional Specialist,
Counselor, Teachers, and Classified Staff

The ACSIP does not include a systematic process for evaluating the overall effectiveness of the plan. Data from Orchard, state mandated, and some interim assessments are reviewed in team meetings. Appropriate modifications to the plan are not reviewed or revised in a timely manner. During the school day, weekly grade level meetings are held to review assessments, content, rubrics, and student progress. Teachers meet after school in departmental meetings to plan lessons and discuss subject area needs.

- 9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

effectiveness.

Finding For This Indicator is Based On:

Review of ACSIP

Review of School Profile and School Mission Statement

Interview with Building Administrator, Teachers, and Parents

Some of the action components of the ACSIP are aligned with the school's mission for student learning. A limited number of stakeholders have been involved in the development of the mission statement. The core beliefs of the school have not been developed for the 2008-2009 school year. The desired results for student learning, instructional, and organizational effectiveness are not stated in the ACSIP. The goals are not written in measureable terms. The action components in the ACSIP are not congruent with the desired results of academic achievement for students in all sub-populations.

9.6a The ACSIP is implemented as developed.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Lesson Plans

Review of Faculty Meeting Minutes and Agendas

Interviews with District Administrators, School Administrator, Counselor, Teachers, and Classified Staff

The ACSIP includes no actions related to how school leadership will give directions for implementation of components in the plan. An overall plan for implementation is not addressed in the ACSIP. The plan does not include well-defined evaluation components designed to assist school leadership in making informed decisions about programs and practices. The ACSIP Planning Team includes only eight of the classroom teachers and no students. Most staff members are aware of the ACSIP, and it is discussed in the regularly scheduled faculty meetings. School leadership conducts classroom walkthroughs. Little feedback is provided to the staff. The principal is listed as the ACSIP chairperson.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding For This Indicator is Based On:

Review of ACSIP

Interview with Building Administrator and Teachers

Observation of Classrooms

There is a process in place for school leadership to collect and analyze data

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

(e.g., language arts district tests, year-end literacy survey, Orchard Language Arts/Math pre-post tests, Accelerated Reader Program, STAR Summary Reports) in the targeted areas of the ACSIP. The plan does not compare levels of student achievement at regular and timely intervals to evaluate the degree to which the goals of the plan are achieved. The data are not used to measure the impact on student achievement and classroom instructional practices. There is not a plan in place to monitor the effectiveness of the ACSIP to evaluate the degree to which the goals of the plan are achieved.

- 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACTAAP Data

Interviews with District Administrators, School Administrator, Counselor, Teachers, and Classified Staff

School leadership analyzes student achievement data provided through the ACTAAP. The levels of student performance are reviewed annually using these data. These data have not been disaggregated to identify specific student learning expectations that need additional instructional focus. There is not an identified process to evaluate the degree to which classroom practice and student performance is impacted except for the review of student achievement performance each year. There is no process to monitor the effectiveness of the action components of the ACSIP at frequent intervals. Actions in the ACSIP state that the principal and instructional specialist will conduct weekly classroom walkthroughs to determine if instruction is aligned to the state frameworks, and focus walks will be conducted periodically by the cluster leader/leadership team to monitor the implementation of the America's Choice Design Model. District tests in math, literacy, and science are administered each nine-week grading period and are scored through The Triand On-line System. Scores are used as nine-weeks' test grades.

- 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding For This Indicator is Based On:

Review of the ACSIP

Review of District's Meeting Agenda and Minutes

Review of School Culture Inventory

Review of Perception Surveys

Interviews of Teachers and Parents

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

School leadership and the instructional specialists conduct classroom walkthroughs to determine if instruction is aligned to the state frameworks. Classroom walkthrough data analysis are kept for documentation. An ACSIP planning committee is listed that includes stakeholders from the school and community. The ACSIP is discussed at faculty meetings. Feedback from teachers is received at this time. There is no statement of how feedback is collected from the community stakeholders. No formal evaluation process exists that provides for making modifications prior to the annual review. Twenty-four perception surveys were returned in October of 2008.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding For This Indicator is Based On:

Review of ACSIP
Review of School Web Page
Review of Local School Board Minutes
Review of Secondary School Student Handbook
Review of Perception Survey
Interviews with Teachers, Classified Staff, and Parents
Observation of Classrooms and Hallways

A collaborative process involving all stakeholders was not used to define the school's vision, beliefs, mission, and goals. There is a mission statement in the school ACSIP. The mission statement posted on the school's web page does not match the one in the ACSIP. The school ASCIP does not indicate how or by whom the mission statement was created. The ACSIP team consists of eight classroom teachers with only five of these listed on the 2008-2009 faculty and staff list. The district web page mission statement matches the one reviewed in the May 19, 2008, local school board minutes. The district mission and education goals were discussed with the Federal Programs ACSIP Committee on May 13, 2008. The revised mission statement presented to the local school board on May 19, 2008, appears on the current school district web page. There is a school vision contained in some teachers' handbooks. The date it was developed is unknown.

- 9.3b The school/district analyzes their students' unique learning needs.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with District Math and Literacy Specialists, School Instructional Specialist, Counselor, and Teachers
Observation of Classrooms

The ACSIP planning team does not regularly survey all stakeholders to determine perceptions on the strengths and limitations of the school in meeting the unique learning needs of students. Twenty-four perception surveys were collected from stakeholders in mid-October, 2008. The survey results are not thoroughly analyzed and are not used as a data source for planning. The district has employed district literacy and math specialists to oversee the analysis of the state mandated and local test results. Student performance data that are analyzed by the school leadership team are not always used to identify students with unmet special learning needs or to

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

identify achievement gaps within the student population.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding For This Indicator is Based On:

Review of ACSIP

Interviews with District Administrators, School Administrator, District Literacy Specialist, District Math Specialist, Counselor, Social Worker, Teachers, Classified Staff, and Local School Board Members

Six priority goals are stated in the ACSIP. These goals are generally stated and are not clearly defined in measurable terms. There is limited focus on the school's capacity for instructional and organizational effectiveness.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

School leaders should develop or review the vision, belief statements, and mission of the school. The process should involve stakeholders from the school and community including students. Statements should reflect the current status of expectations and philosophy of the school and community. An open and honest process involving representation from all stakeholders must be utilized to ensure meaningful input. The goal of the process should be to develop a realistic vision, mission, and core beliefs that will serve as the foundation for all school improvement processes. The vision, mission, and core beliefs should be presented to all stakeholders in a public forum allowing input and reaction before final adoption.

Multiple sources of data should be used to guide the development, review, and revision of the ACSIP and all other decisions concerning curriculum/instruction. Data should be analyzed to identify the critical issues (reasons not achieving desired success). Staff should look beyond single sets of data in isolation. Staff should regularly analyze data to determine precise deficiencies of each student. The multiple sources of data available (ACTAAP, perception surveys, district tests, classroom assessments, etc.) should be compiled and cross-referenced to fully identify those critical issues. A culture of high expectations where all staff members take ownership of each student in need of improvement should be established. The analysis of data should be validated against educational research to design curriculum, assessment, and instruction that fosters positive change. School leadership should establish and maintain a data management system that is accessible throughout the district. A resource would be the Great Rivers Education Service Cooperative in West Helena, Arkansas.

The principal should develop a schedule for focused staff meetings designed to review, discuss, and revise the ACSIP. Faculty meetings should be scheduled on a regular basis with agendas and sign-ins. Minutes of all meetings should be kept to monitor progress over time. All teachers and staff should be assigned to committees for work on the ACSIP. During meetings, committee work should include reviewing and disaggregating student achievement data, determining areas of need, finding strategies to overcome barriers to learning, and reflecting on progress toward ACSIP goals. Actions in the ACSIP should be narrowly defined and should include specific, sequenced steps for increasing student achievement. Timelines should include starting and ending dates that reflect the actual work involved in the action. Intermediate steps for reviewing progress and making modifications if needed should be included. The responsibility for actions in the ACSIP should be shared.

School leadership should consider the Total Instructional Alignment process for all subject areas. Total Instructional Alignment is the process of ensuring that what is taught, how it is taught, and what is assessed are congruent. Alignment of standards, materials, methods of instruction, and assessments will greatly enhance

the school's curriculum. In order to align curriculum in classrooms, teachers must be goal oriented for the planning and execution of lessons. Once goals have been clearly established and stated in measurable, behavioral terms, the teachers then select those activities and learning experiences that are congruent to and support the intended goal. Resources for this work are "Total Instructional Alignment" by Lisa Carter, 2007 and "Five Big Ideas: Leading Total Instructional Alignment" by Lisa Carter, 2009 (www.solution-tree.com). Another resource would be the Great Rivers Education Service Cooperative.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

Summary of Next Steps:

School leadership and all stakeholders should develop a plan to address high expectations for all students. All communication networks should reflect the message that all students will achieve. Samples of proficient work will be displayed.

The principal should begin the process of using data to guide instruction. District math and literacy specialists, along with the school instructional specialist, should train teachers in the analysis of data to identify individual student needs. The data should include all norm-referenced, criterion-referenced, and interim assessments.

School leadership should immediately begin collaboration with all stakeholders to review and revise the ACSIP. The focus should be the creation of vision and belief statements and the revision of the mission statement to reflect high expectations for all students. Monthly meetings should be held and minutes, agendas, and sign-in sheets kept to document progress.

School and district leadership should immediately establish a curriculum committee. The curriculum committee should include a representative from all content areas. The committee should begin reviewing curriculum documents available across the state. The committee should work to develop or adopt a curriculum aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

School leadership should immediately survey the faculty's expertise in the use of instructional technology. In order to effectively use technology, professional development should be provided on best practices in maximizing the use of technology as a tool in classroom instruction to increase student achievement.

School Audit Executive Summary
Anna Strong Middle School
Lee County School District School District
11/16/2008 - 11/21/2008

Ms. Carolyn Love, Principal

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Anna Strong Middle School during the period of 11/16/08-11/21/08. This school's last performance rating identified its classification as being in school improvement year 5. Here are the most relevant facts and next step recommendations from the ADE audit.

School Deficiencies and Next Steps

1. Deficiency	High expectations for student performance and success are not articulated or modeled by all staff.
Next Steps	School leadership and all stakeholders should develop a plan to address high expectations for all students. All communication networks should reflect the message that all students will achieve. Samples of proficient work will be displayed.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Instruction is not data driven.
Next Steps	The principal should begin the process of using data to guide instruction. District math and literacy specialists, along with the school instructional specialist, should train teachers in the analysis of data to identify individual student needs. The data should include all norm-referenced, criterion-referenced, and interim assessments.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	There is no formal process for seeking input from all stakeholders in the development of the vision, belief, goals, and mission statements.

Next Steps	School leadership should immediately begin collaboration with all stakeholders to review and revise the ACSIP. The focus should be the creation of vision and belief statements and the revision of the mission statement to reflect high expectations for all students. Monthly meetings should be held and minutes, agendas, and sign-in sheets kept to document progress.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	The school does not have a fully developed curriculum.
Next Steps	School and district leadership should immediately establish a curriculum committee. The curriculum committee should include a representative from all content areas. The committee should begin reviewing curriculum documents available across the state. The committee should work to develop or adopt a curriculum aligned with the Arkansas Academic Content Standards and Student Learning Expectations.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	Technology is not an integral part of instruction.
Next Steps	School leadership should immediately survey the faculty's expertise in the use of instructional technology. In order to effectively use technology, professional development should be provided on best practices in maximizing the use of technology as a tool in classroom instruction to increase student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

In Conclusion:

The scholastic audit team would like to thank the staff and students at Anna Strong Middle School for the hospitality extended to us during the course of this review. We appreciate your attention to our comfort and the provision of a spacious and convenient area in which to work. It is hoped that this report will become a beneficial part of the school improvement effort and make a difference in the lives of the staff and students. We encourage the school to reflect on the findings and recommendations.

The charge to the school leadership is to ask questions that will help your school address continuous improvement and academic performance. It will be critical to engage all stakeholders in related discussions to create awareness and a sense of urgency.

1. What would Anna Strong Middle School look like if all stakeholders were involved and felt ownership in the design, development, and implementation of the school's mission, vision, and belief statements?
2. What would it look like if there were an in-depth analysis of all student work, and the results were used to prescribe rigorous and relevant instruction utilizing research-based, high-yield strategies?
3. How exciting would learning become if all staff members consistently used best practices and involved students in interactive learning with technology as an integral part of daily instruction?
4. What would Anna Strong Middle School look like if there were a fully developed curriculum in all content areas to guide teaching and learning?
5. What would Anna Strong Middle School look like if professional development were data driven and job embedded to guide curriculum development aligned with classroom instruction and assessment?

Scholastic Audit Summary Report

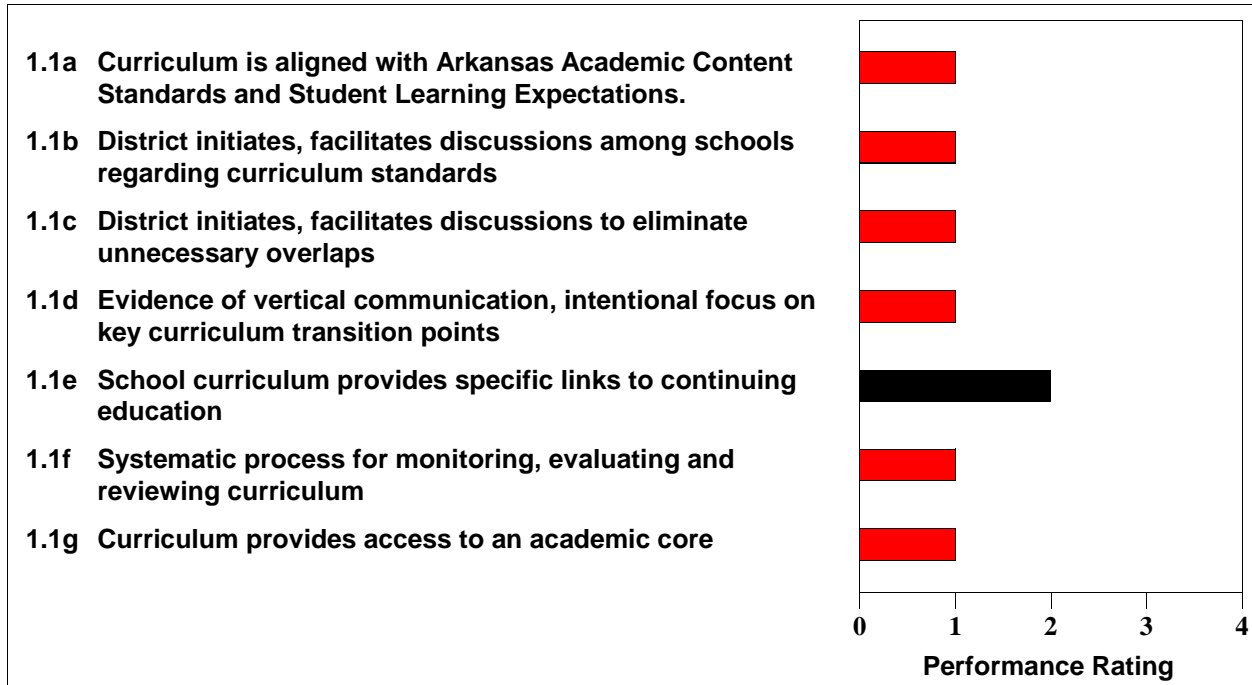
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

1.1 Curriculum

Academic Performance



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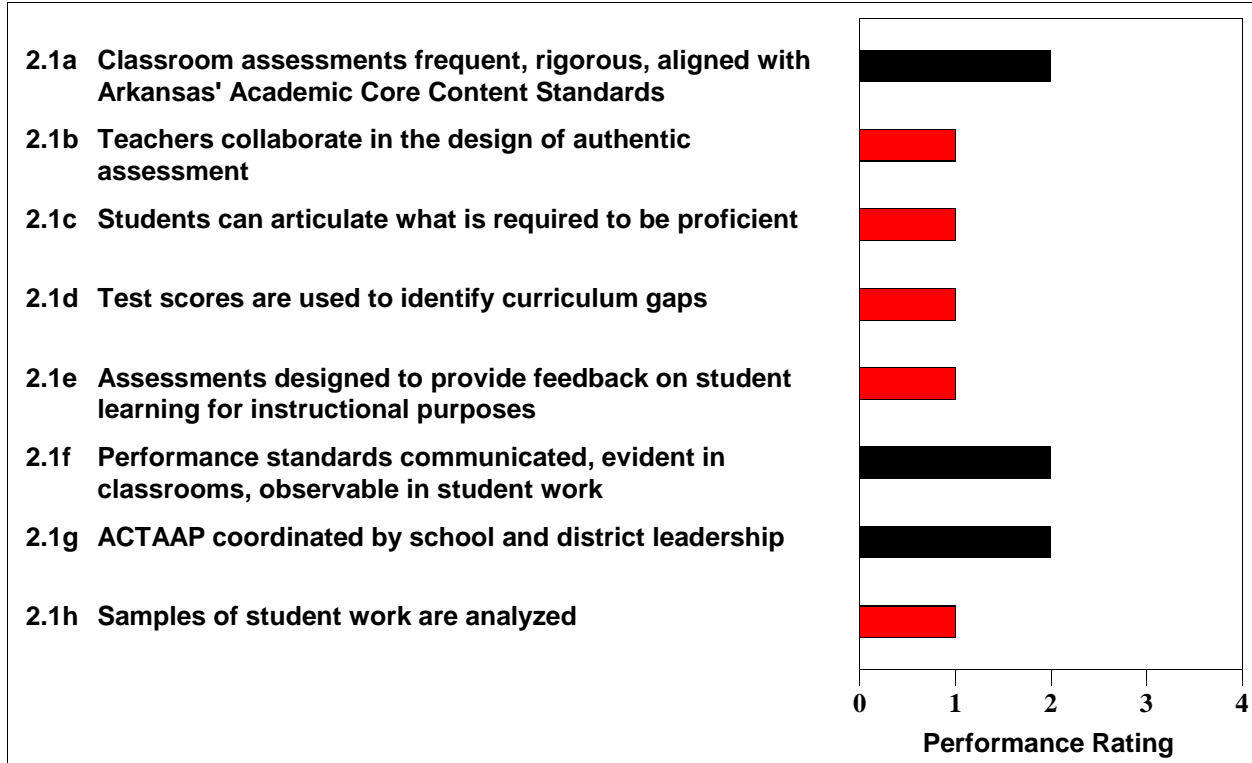
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

2.1 Classroom Evaluation/Assessment

Academic Performance



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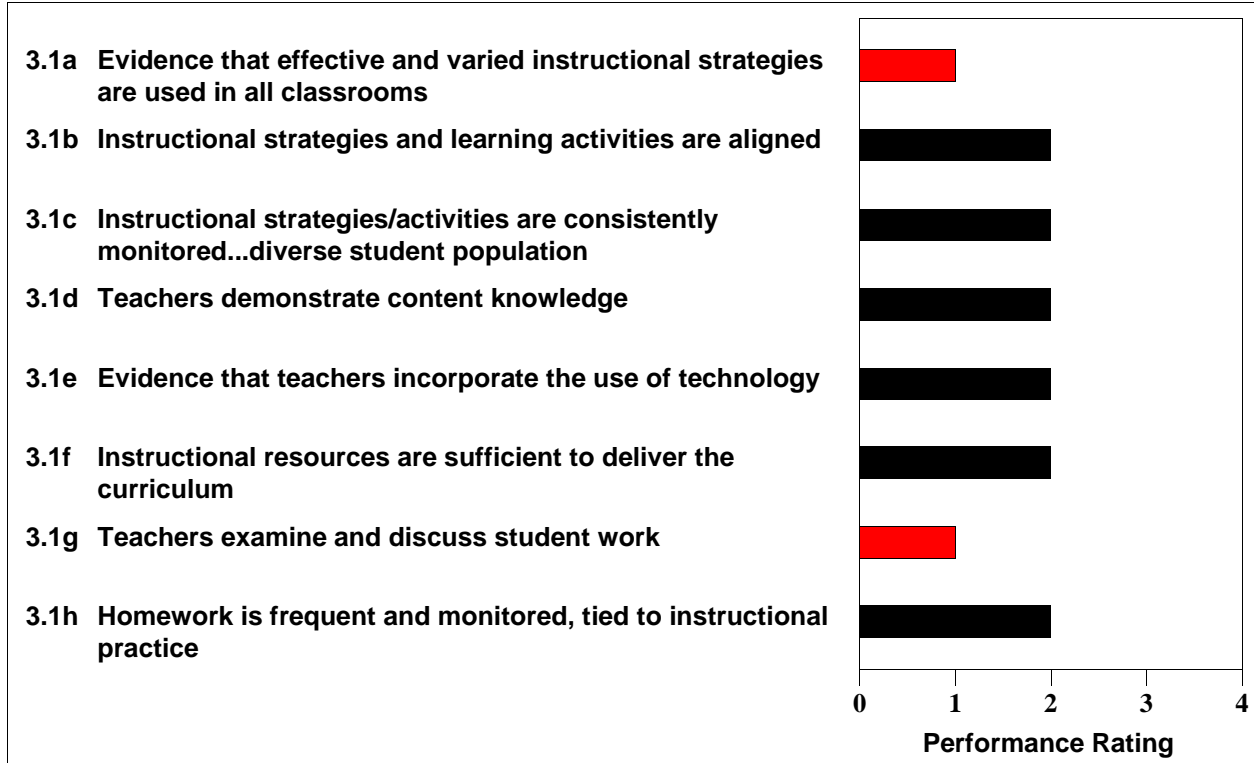
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

3.1 Instruction

Academic Performance



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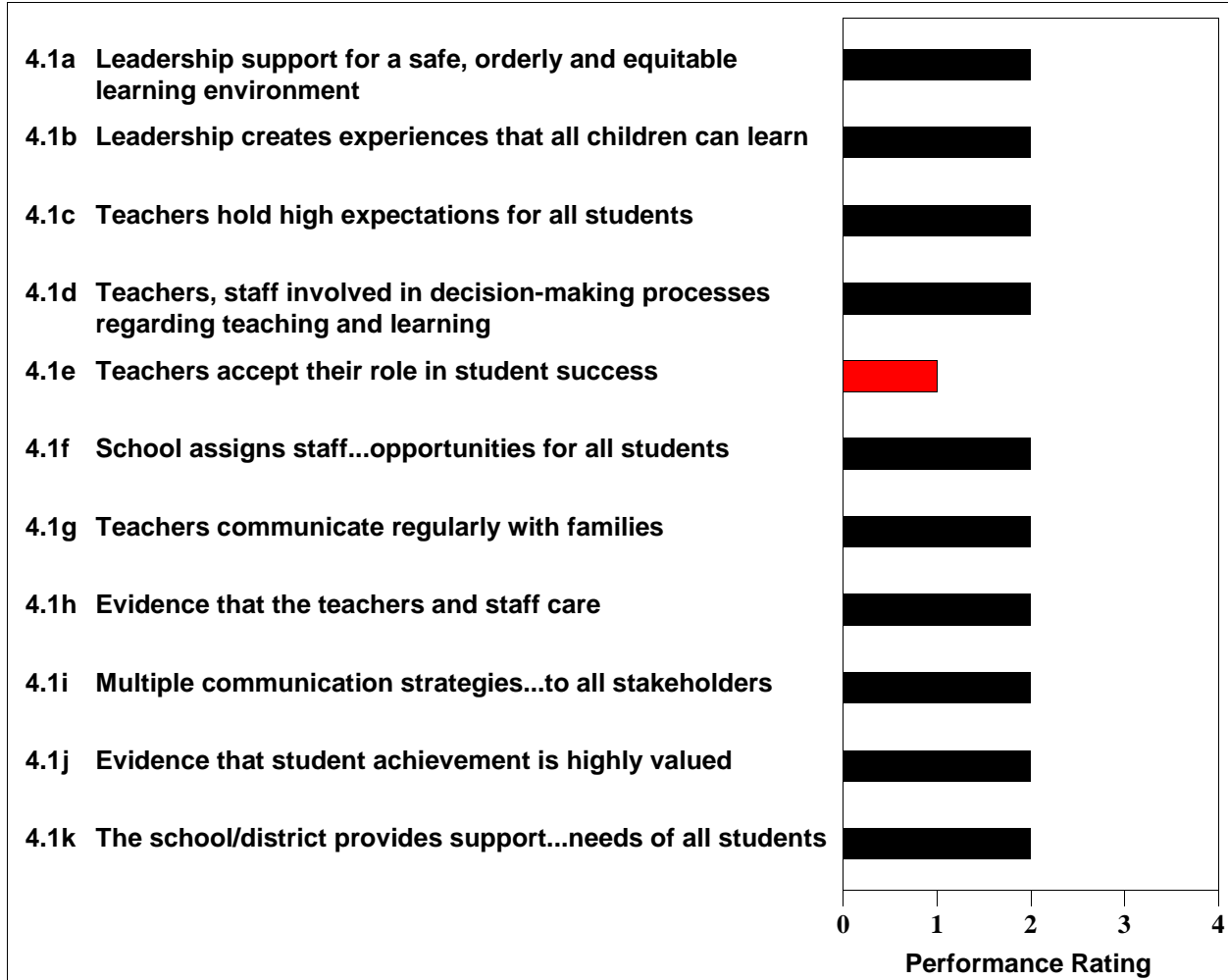
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

4.1 School Culture

Learning Environment



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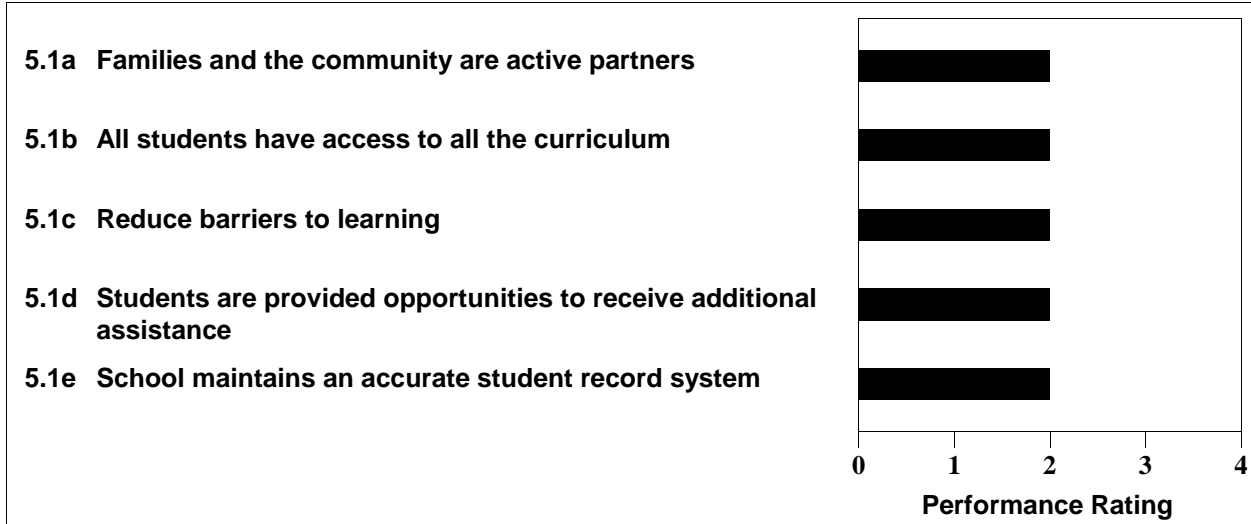
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

5.1 Student, Family and Community Support

Learning Environment



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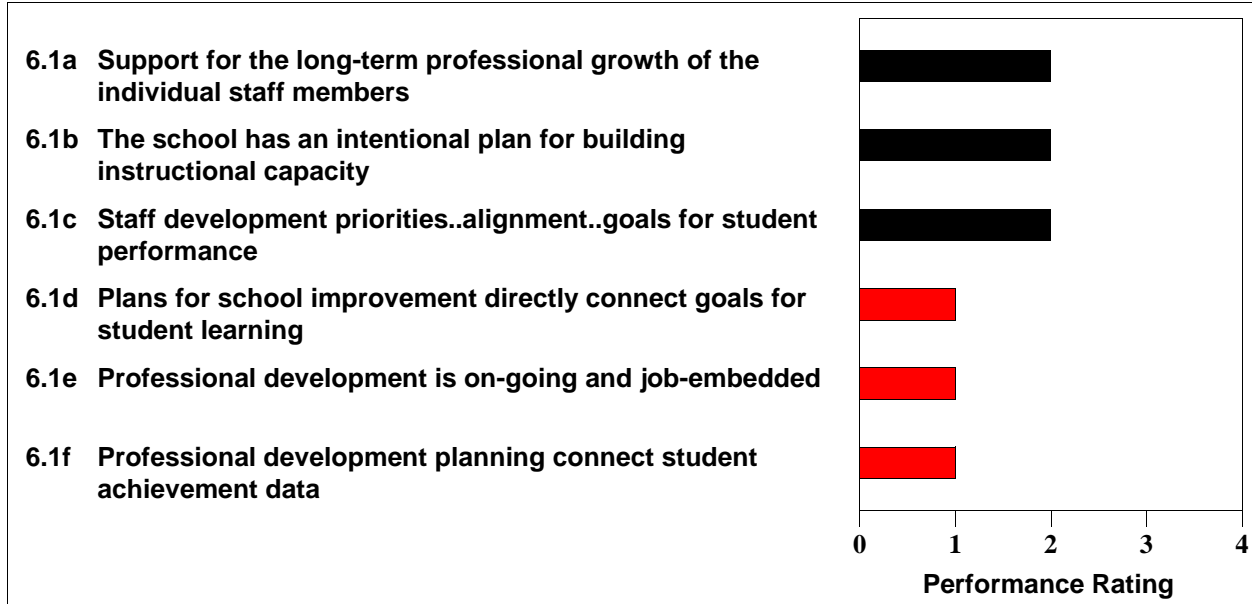
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

6.1 Professional Development

Learning Environment



Scholastic Audit Summary Report

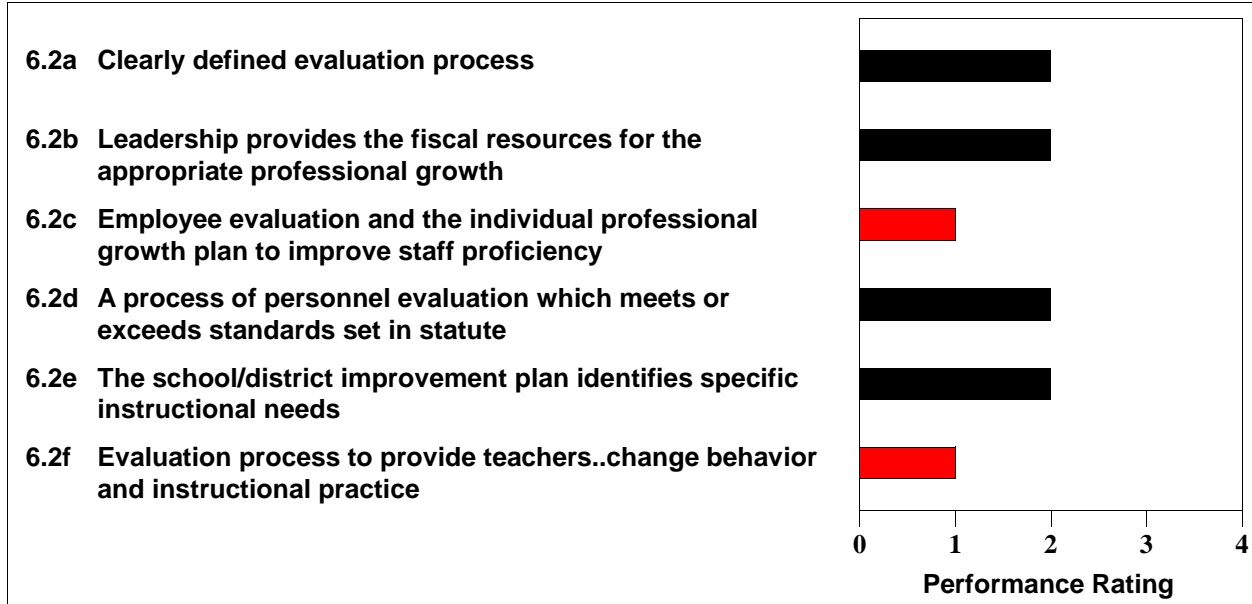
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

6.2 Professional Growth and Evaluation

Learning Environment



Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

7.1 Leadership

Efficiency



Scholastic Audit Summary Report

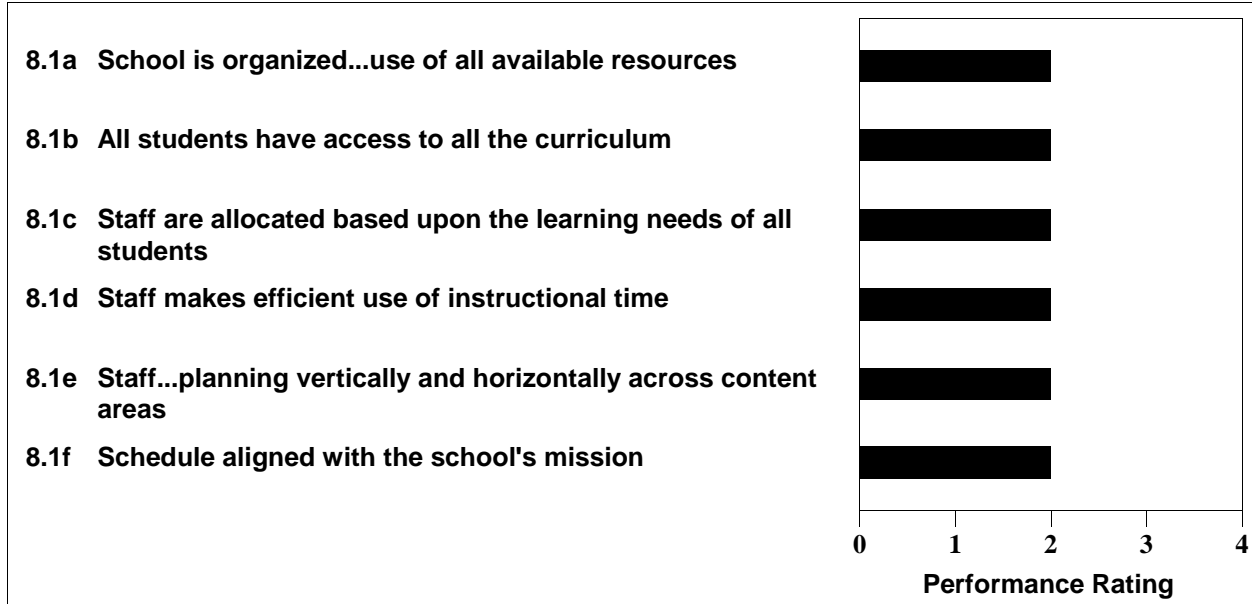
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

8.1 Organization of the School

Efficiency



Scholastic Audit Summary Report

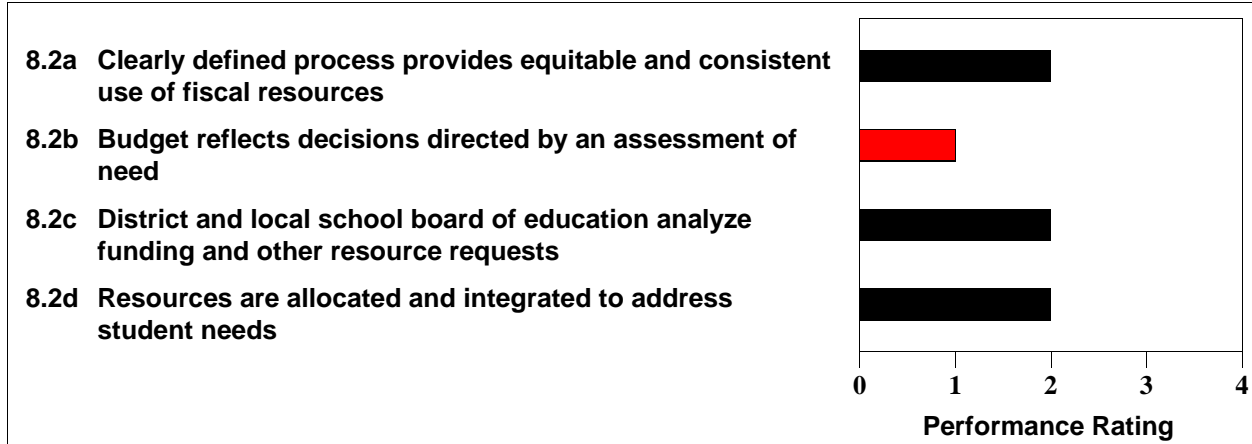
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

8.2 Resource Allocation and Integration

Efficiency



Scholastic Audit Summary Report

Anna Strong Middle School

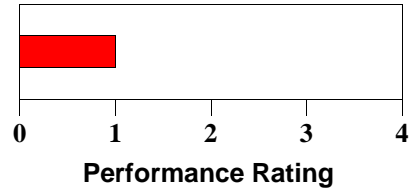
Lee County School District School District

11/16/2008 - 11/21/2008

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



Scholastic Audit Summary Report

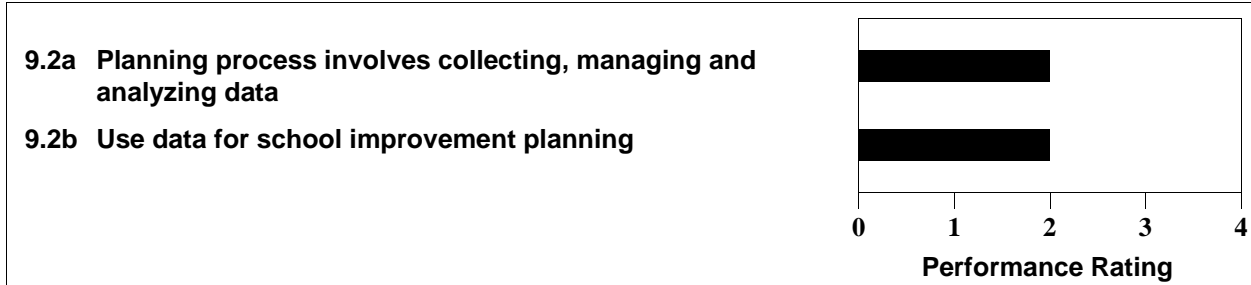
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

9.2 Development of the Profile

Efficiency



Scholastic Audit Summary Report

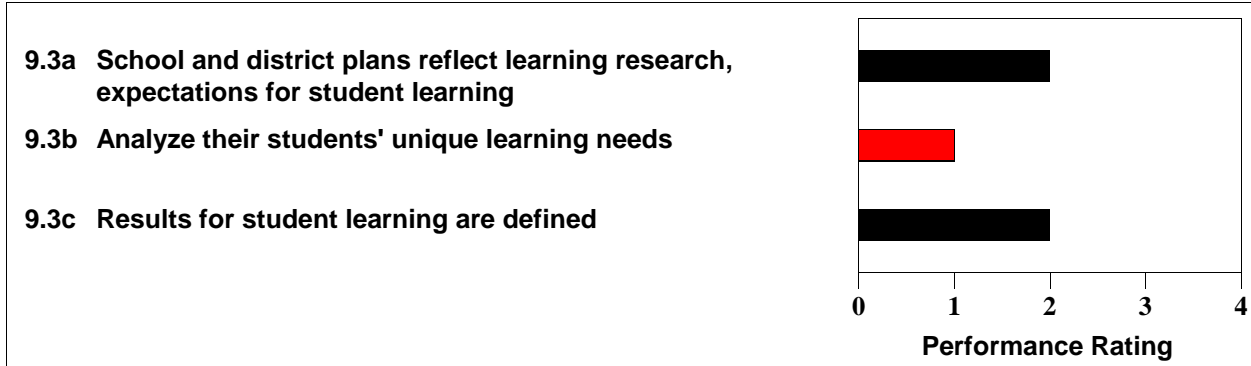
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

9.3 Defining Desired Results for Student Learning

Efficiency



Scholastic Audit Summary Report

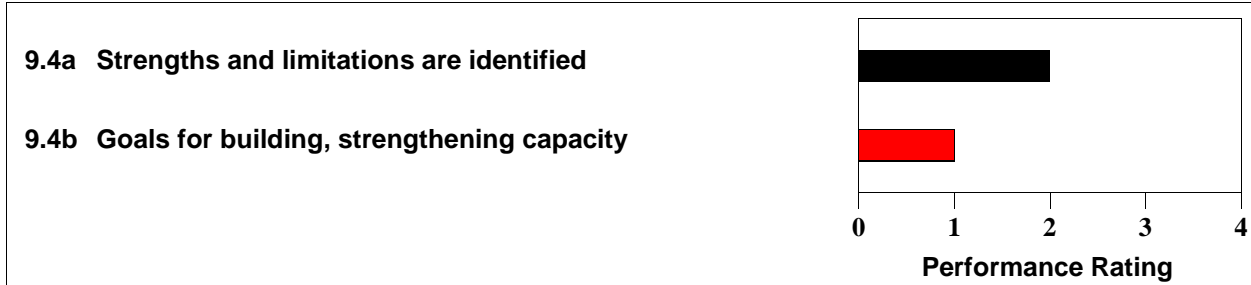
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



Scholastic Audit Summary Report

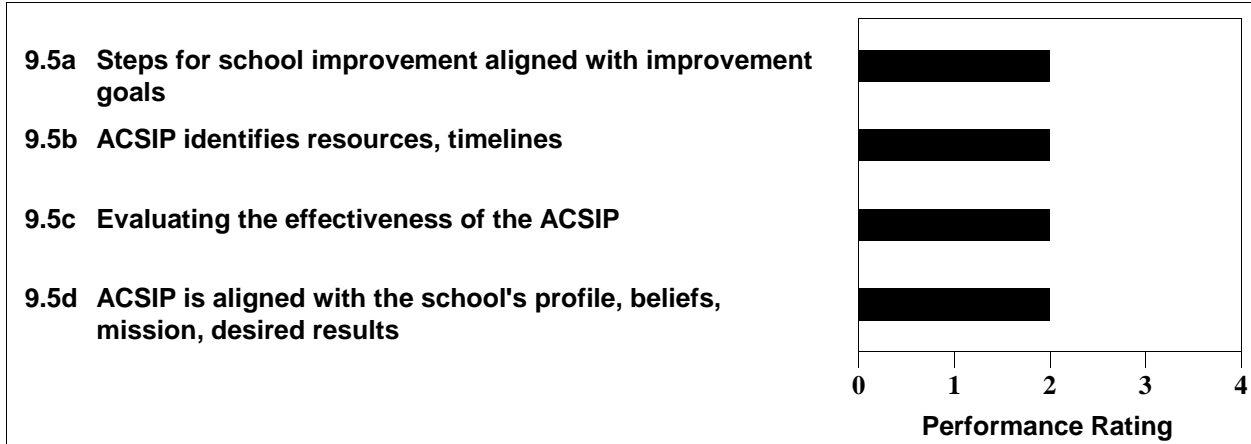
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

9.5 Development of the Improvement Plan

Efficiency



Scholastic Audit Summary Report

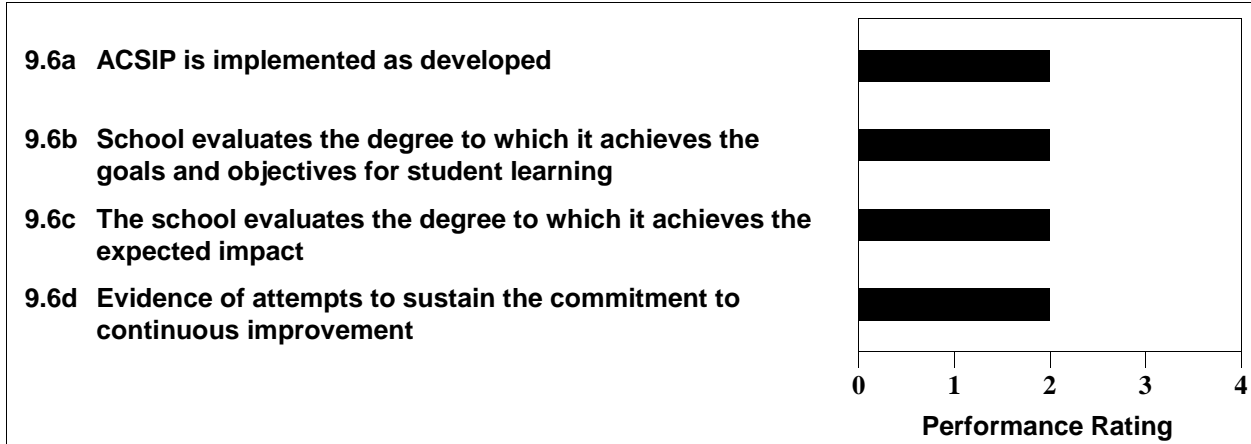
Anna Strong Middle School

Lee County School District School District

11/16/2008 - 11/21/2008

9.6 Implementation and Documentation

Efficiency



Lee County School District

Anna Strong Middle School

Scholastic Audit Summary Report



11/25/2012 - 11/30/2012

Anna Strong Middle School
Scholastic Audit Summary Report
At-a-Glance

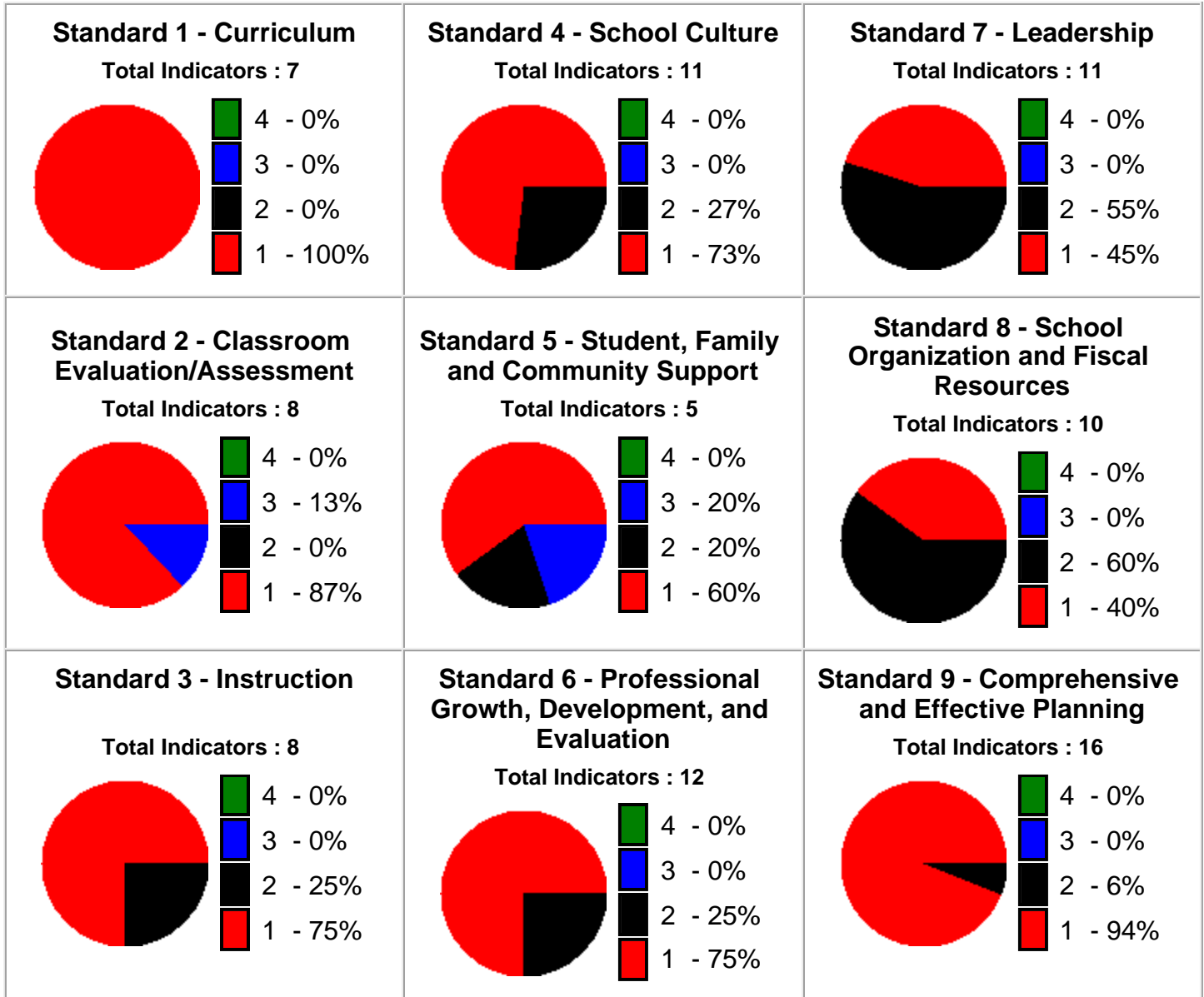
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4 - Exemplary level of development and implementation

3 - Fully functional and operational level of development and implementation

2 - Limited development or partial implementation

1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lee County School District - Anna Strong Middle School

<p><u>Standard 1 - Academic Performance - Curriculum Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p><u>Standard 4 - Learning Environment - School Culture School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><u>Standard 7 - Efficiency - Leadership Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance - Instruction Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="99 1549 565 1774" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Anna Strong Intermediate School during the period of 11/25/2012 - 11/30/2012. This school's last performance rating identified its classification as being a Needs Improvement Priority School.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (69), and formal interviews and informal discussions with teachers (26), students (114), parents (41), central office personnel (07), support staff members (19), counselor (02), principal, and school board member (02).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Sterling Ingram. The other team members were Sam Altschul, Kathy Balkman, Susan Buchanan, Linda Crawford, Judy Dowdy, Kimberly Pymn, and Marion Woods.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 7 indicators (100%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:1

1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of the ACSIP

Review of Lesson Plans

Review of Curriculum Documents

Interviews with Building Administrator and Teachers

Observations of Classrooms

There is no formal written curriculum. The school uses The Learning Institute modules and pacing guides for literacy, mathematics, and science that are utilized as the implemented curriculum. Target Tests are used for interim assessments in literacy and mathematics. In most classes, teacher lecture and teacher led discussion are the instructional strategies. Most questioning, discussion, and independent work are conducted on the lower levels of the Revised Bloom's Taxonomy. There is limited connection within or between content areas.

1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of the ACSIP

Review of Meeting Agendas, Minutes, and Sign-In Sheets

Review of Lesson Plans

Review of Curriculum Documents

Interviews with Building Administrator and Teachers

Observations of Classrooms

The district does not initiate formal discussions among schools concerning curriculum. There is no district or school level curriculum committee.

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of the ACSIP

Review of Meeting Agendas, Minutes, and Sign-In Sheets

Review of Lesson Plans
Review of Curriculum Documents
Interviews with Building Administrator and Teachers
Observations of Classrooms

The district does not initiate discussion to eliminate curricular overlaps and gaps.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:

Review of the ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Lesson Plans
Review of Curriculum Documents
Interviews with Building Administrator and Teachers
Observations of Classrooms

There are no discussions within and between schools to address the curriculum. Discussions center around The Learning Institute Target Test results and pacing guides. There are no discussions on key transition points between grade levels.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of the ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Lesson Plans
Review of Curriculum Documents
Interviews with Building Administrator and Teachers
Observations of Classrooms

The classroom lessons provide few connections to post-secondary education or career options. Opportunities to apply skills, knowledge, or processes that prepare students to be self-sufficient and productive citizens are rarely found in classroom instruction.

- 1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of the ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets
Review of Lesson Plans
Review of Curriculum Documents
Review of Master Schedule
Interviews with Building Administrator and Teachers
Observations of Classrooms

The local school board has a curriculum policy. The policy does not make provisions for monitoring, evaluating, and reviewing the curriculum. The school does not monitor or revise the curriculum.

- 1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of the ACSIP
Review of Meeting Agendas, Minutes, and Sign-In Sheets

Review of Lesson Plans
Review of Curriculum Documents
Interviews with Building Administrator and Teachers
Observations of Classrooms and Hallways

The Learning Institute pacing guides are being utilized as the implemented curriculum. Few teachers use differentiated instruction to meet the needs of various groups of students. Whole group instruction is utilized in most classes with minimal consideration of the different learning styles of students. The student learning expectations are not always posted or articulated for students. Few classrooms provide opportunities for higher-order thinking and problem solving. Few teachers utilize well-developed rubrics to increase student understanding and bring relevance and rigor to assignments. Some students expressed discontent with classes because of limited projects and hands-on activities. One student stated, "I don't like my classes because nothing is interesting here."

Scholastic Audit Summary Report

Anna Strong Middle School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District leadership must ensure that a curriculum is developed for grades kindergarten through twelfth grade in all content areas. A committee must be established that includes all stakeholders, including teachers, instructional coaches, administrators, and parents. The curriculum should be robust and inclusive of all elements of Common Core State Standards. The developed curriculum must result in rigorous, meaningful, and age appropriate instruction. As the curriculum is developed, this committee should meet monthly to review the curriculum to ensure that gaps and overlaps do not occur. The committee should ensure that all stakeholders assume ownership in the curriculum document. A common format for the curriculum should be used district-wide and should include: the standard, the instructional objective, instructional strategies with differentiation, resources, and assessment. Agendas, minutes, and sign-in sheets should be kept for all meetings for documentation, history, and accountability. Possible resources could include <http://www.edutopia.org> and <http://www.teachingthecore.com>.

Instruction must extend from bell-to-bell in order for school improvement to occur. School leadership should ensure that strategies to engage learners are being utilized in the classroom. Instructional strategies must be monitored through teacher observations on a weekly basis. Specific, written and/or face to face feedback must be provided to teachers within 24 hours. Professional development must be provided on effective questioning, research-based instructional strategies, and integrating technology effectively into lessons. A possible resource for best practice instruction is "The Highly Engaged Classroom" by Robert J. Marzano, Debra J. Pickering, and Tammy Heflebower. A book study conducted in Professional Learning Communities could be a starting point for conversations regarding best practices.

Collaboration is a critical component of ensuring a seamless, ongoing, and an effective curriculum document. Time for collaboration between and among the feeder and receiving schools of Anna Strong Intermediate School must be built into the professional development calendar at least twice a year. Content area teachers across grade levels must collaborate for vertical and horizontal alignment and the sharing of effective strategies and processes. During this collaboration time, teachers will analyze the curriculum document to ensure that gaps and overlaps do not occur. Agendas, minutes, and sign-in sheets must be kept for all meetings for documentation, history, and accountability. "The Answer is in the Room: How Effective Schools Scale up Student Success" by Alan Blankstein would be a resource.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Review of Testing Agenda, Teacher Certification Verification Form, and Sign-In Sheets

Review of Assessment Data

Review of Classroom Assessments

Interviews with Teachers

Observations of Classrooms

The implementation of the Arkansas Comprehensive Testing, Assessment, and Accountability Program is coordinated by school and district leadership. The Arkansas Comprehensive Testing, Assessment, and Accountability Program Field Test Training for staff was held on April 6, 2012. Agendas and sign-in sheets are maintained. The agendas include information regarding the testing schedule, and protocol for administration of the assessment. Assessment accommodations and modifications for students with disabilities are provided per the Individual Education Plans and 504 Accommodation Plans. There is a board policy that addresses the Arkansas Comprehensive Testing, Assessment and Accountability Program.

Performance Rating:1

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Classroom Assessments

Review of Lesson Plans

Interviews with Teachers and Students

Observations of Classrooms and Hallways

Classroom assessments are not always rigorous, authentic, or designed to assess proficient student work. Most of the assessment questions do not challenge students to think at the higher levels of Revised Bloom's Taxonomy. Most classroom

assessments are computer-generated using products from the adopted textbook series with questions that are matching, multiple choice, and fill-in-the-blank. Some assessments are from The Learning Institute with questions that ask students to recall and apply knowledge. Open response questions are included in The Learning Institute assessments. A few assessments are teacher designed with questions at the lower levels of Revised Bloom's Taxonomy and open response questions. Some performance assessments are administered in classes that require a product to assess student work, such as in the fine arts. Few content classes assign performance assessments as a way to measure student proficiency. Examples of performance tasks and assessments are Parts of Speech Foldables and Regions Map. Feedback on many of the pencil-paper and performance assessments is limited to a percent or grade. Many of the performance assessments do not reflect grade level standards or high expectations. Posted work rarely has feedback designed to improve student performance. Spelling and grammatical errors are found in some of the posted work. Rubrics or scoring guides do not always accompany student work posted in hallways and in classrooms. Local school board policies do not address classroom assessments.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Meetings Agendas, Minutes and Sign-In Sheets
Review of Lesson Plans
Interviews with Building Administrator and Teachers
Observations of Classrooms and Hallways

Teachers rarely collaborate in the design and development of performance assessments. Professional Learning Communities meet once a week during their planning periods to discuss student work and review interim test data. Literacy and mathematics teachers meet individually with their instructional facilitators one time a week for lesson planning. These meetings do not always occur due to conflicts with the schedules of the instructional facilitators. Agendas and sign-in sheets are maintained. Minutes are not maintained to document the actions of the meetings.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:
Review of Classroom Assessments
Interviews with Teachers and Students
Observations of Classrooms and Hallways

Few students can articulate academic expectations and what is required to be proficient. Many teachers and students view the rubric or scoring guide as a grading tool, not as a guide to achieve proficient work. Teachers rarely collaborate in the design and development of scoring guides or rubrics that describe proficient work. Many students do not know what a rubric is or the purpose of the rubric. Students rarely reflect on or evaluate their own work.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:
Review of Classroom Assessments
Review of Instructional Assessment Tool Data
Interviews with District Administrators, Building Administrator, and Teachers
Observations of Classrooms and Hallways

Classroom, district, and state assessment data are not used to identify curriculum gaps or make changes in the curriculum. Teachers and school leadership do not analyze data to inform instruction or assessment practices.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:

Review of Classroom Assessments

Review of Classwork

Interviews with Building Administrator, Teachers, and Students

Observations of Classrooms and Hallways

Not all assessments are designed to provide meaningful feedback to students on their progress and learning. Classroom assessment data are not analyzed. Few teachers change their instructional or assessment practices based on classroom assessment results. Pencil-paper and performance assessments are returned to the students with minimal specific written feedback that would guide students to improved academic performance. Most assessments are returned to the students with a grade and comments such as "Good". "Do Now's" are administered in some classes as a bell ringer or exit slip. Few formative assessments, such as graphic organizers, are utilized in classes. Few students are given choices in how they demonstrate mastery of concepts or skills.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Rubrics

Review of Assessment Data

Review of Classroom Assessments

Interviews with Teachers and Students

Observations of Classrooms and Hallways

Performance standards are seldom clearly communicated, evident in classrooms, or observable in student work. Rubrics or scoring guides are utilized in most classrooms. Most teachers and students view the rubric as a grading tool, not as a guide to achieve proficient work. Rubrics are not reflective of high expectations for quality or exemplary work. For example, one rubric allows for full credit to be given if the student writes five sentences regardless of the quality or correctness of the sentences. Rubrics or scoring guides are rarely displayed in classrooms for students to use as a means to improve their work. Rubrics or scoring guides do not always accompany student work posted in hallways and in classrooms. Models of proficient work with rubrics or scoring guides are rarely available for student review. Many students do not know what a rubric is or the purpose of the rubric. Professional development on the design and use of rubrics has not been provided to all teachers. Few students reflect on or evaluate their own work.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Assessment Data

Review of Classroom Assessments

Review of Looking at Student Work Protocol

Review of Professional Development Documents

Interviews with Teachers and Students

Observations of Classrooms and Hallways

Student work is reviewed during the Professional Learning Community meetings using a "Look at Student Work" protocol. Changes in instructional strategies, information on student progress or revisions of the pacing guides do not always occur as a result of the review. There is no formal process to provide follow-up to support changes in instruction. Student work review does not always identify if a skill or concept requires a reteach or additional practice. Reteach or additional practice is often implemented for the whole class and is not specific to an individual student. Professional development was provided last year by an external provider on the "Look at Student Work" protocol. Training for the current year was informal. Most student work is graded for a percent or a letter grade. Not all teachers have received training on how to provide feedback designed to improve individual student performance.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Rubrics or scoring guides must be designed and implemented to guide students to achieve proficient or higher levels of work, not to just determine a grade. School leadership must require that teachers review and revise existing rubrics/scoring guides and create new rubrics to have rigor and grade-level appropriate criteria. Teachers should allow students to use the rubrics to provide reflection and review of their work for correctness before submitting the work for a grade. The rubric could also guide students to identify their areas of strengths and their areas of weaknesses for improvement. Professional development must be provided on creating and implementing rubrics/scoring guides that require rigor and grade appropriate products. Rubrics/scoring guides could be collaboratively developed, reviewed, and revised during the Professional Learning Communities. School leadership must monitor that rubrics/scoring guides are being used effectively in all classrooms. Monitoring may be accomplished through classroom observations, review of lesson plans, and performance-based assessments. Agendas and sign-in sheets of the professional development must be maintained for accountability, reflection, and documentation. A resource might include the Great River Education Service Cooperative for information on professional development on creating rubrics and scoring guides. Another resource might be <http://www.edutopia.org/blog/designing-using-rubrics-andrew-miller>.

Formative assessments are designed to provide regular and timely feedback to students regarding their academic progress. Teachers, through formative assessments, should monitor on a daily basis the level of learning and alter their instruction to meet the needs of all students. School leadership must set the expectation that all teachers will implement formative assessments throughout their class instruction, and use the results to change their instruction and practices. Professional development on the different types of formative assessments (i.e., graphic organizers, questioning strategies, comprehension checks, and observations of performance) must be provided to all teachers. Teachers must be guided on how to use the data from formative assessments to alter or change their instruction. School leadership must monitor to ensure that formative assessments are implemented in all classes throughout the lesson. Monitoring can be accomplished through classroom observations and the review of lesson plans. Agendas and sign-in sheets must be maintained for accountability, reflection, and documentation. For more information on formative assessments, see "Formative Assessment: Examples of Practice" by The Council of Chief State School Officers. This manual would serve as an effective tool for discussions in the Professional Learning Communities (http://www.ccsso.org/Documents/2008/Formative_Assessment_Examples_2008.pdf).

School leadership and teachers should continue implementing the "Look at Student Work" protocol to review and analyze student work. Particular focus should be paid to the section that discusses reviewing the work "critically". Teachers and school leadership may wish to add an error pattern analysis component. This would allow teachers to identify the errors that are specific to the individual student, and understand why the errors were made. As a result, during the section that discusses determining "good

enough" teachers become much more purposeful about selecting instructional and curriculum approaches for more effective instruction. Recommendations of varied instructional/behavioral strategies that may be used to reteach the errors should be discussed. The teacher should identify and implement strategies appropriate for the individual student and the classroom. School leadership must provide support and necessary follow-up to ensure that changes in instruction and assessments are implemented and impact student learning. An integral component of the focus walks and the Classroom Walkthroughs should be providing written and oral feedback to ensure proper implementation. "Collaborative Analysis of Student Work: Improving Teaching and Learning" by Georgea M. Langer, Amy Bernstein Colton, and Loretta S. Goff available through by ASCD is one source for additional information on analyzing student work. Another reference is "Teaching Guide: Error Pattern Analysis" found at <http://writing.colostate.edu/guides/teaching/error/>.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 6 indicators (75%) evaluated as "Evaluation Category 1," 2 indicators (25%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Professional Learning Community Meetings' Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Review of "Look at Student Work" Protocol

Interviews with Building Administrator and Teachers

Student work is reviewed during the Professional Learning Community meetings using the "Look at Student Work" protocol. Teachers do not always utilize strategies that are discussed to make changes in instruction. Professional development on implementing "Look at Student Work" protocol was provided last year. Training for the current year was informal. Follow-up is not always provided to support the full implementation of strategies.

- 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

Review of the Local School Board Policy Manual

Review of the Student Handbook

Review of Lesson Plans

Review of Monthly Syllabus

Interviews with Building Administrator, Teachers, Students, and Parents

Observations of Classrooms

Most teachers frequently assign homework. Many teachers report that homework is not always completed or returned. Some teachers provide parents with a monthly syllabus that identifies topics of study and contains a homework component. Some homework assignments are unclear. For example, a homework assignment states "compare/contrast" with no guidance on what the students are supposed to do. Homework usually includes a daily reading assignment, weekly spelling practice, and mathematics practice. Homework is either graded or students are credited with

completion of the assignments. Most students report that they have homework to practice what they are learning. The local school board has a homework policy.

Performance Rating:1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of Lesson Plans

Interviews with Teachers and Students

Observations of Classrooms

Few teachers use a variety of research-based learning strategies. Many teachers arrange desks for students to sit in small groups. Most classroom instruction is whole group, teacher-driven, and does not take advantage of the small group arrangements. Minimal interaction among students is required during lessons. Students complete worksheets in most classrooms. "Do Now" mini-activities are often used to introduce lessons. Some of the mini-activities last for 20 minutes or more. A few teachers model assignments and use graphic organizers to clarify comprehension. Most work involves few higher-order thinking or problem-solving skills. Students are not required to respond with complete sentences. Few lessons provide differentiation in rigor or the opportunity for student discussions. Not all teachers have received Individual Education Plan modifications for students with disabilities. Time taken to manage disruptive behavior often presents a barrier to learning for students. Many teachers allow students to place their heads down, play, and talk with each other throughout instruction and classwork time.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Assessments

Interviews with Building Administrator, Teachers, and Students

Observations of Classrooms and Hallways

Most teachers align instructional tasks with The Learning Institute pacing guides without always addressing the rigor and depth found in the content of Common Core State Standards. Most teachers' lesson plans indicate the use of a variety of research-based strategies and higher-order questions that are not evident in the lesson being taught. Most teachers use whole group, teacher directed lecture accompanied by completion of worksheets. Research-based instructional strategies are rarely implemented to challenge students to make connections across content areas or make connections to the real world. Higher-order questioning strategies are seldom used to engage all students in the learning. Most graded assignments do not contain specific feedback designed to improve student achievement. Students rarely have the opportunity to re-work the assignments to achieve proficiency. Some examples of student work are displayed in the hallways. Displayed work, such as writing, mathematics, or drawings is sometimes accompanied by learning objectives or rubrics. Not all displayed work reflects challenging expectations or proficient achievement. For example, some displayed work has misspelled words and incomplete sentences that do not demonstrate grade-level proficiency. Rubrics for performance are often scoring guides that seldom reflect rigorous expectations for a quality product. Written feedback on most displayed work was limited to "Good job" or "Great". Quarterly target assessments require students to complete open-

response questions, read various types of literary passages, and solve mathematics problems using the same format as reflected on state assessments. Assessment results are seldom used to re-teach and re-test to improve student achievement. Re-teaching and additional practice are seldom linked to individual student needs.

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

Review of Lesson Plans

Interviews with Building Administrators, Teachers, and Parents

Observations of Classrooms

Teachers seldom implement research-based instructional strategies to address individual students' learning styles, gender, or unique needs. School leadership conducts Classroom Walkthroughs to monitor instruction. There is no formal process for sharing the data from the Classroom Walkthroughs with the faculty. Focus walks are used to monitor differentiation, questioning, and research-based strategies. Data from Classroom Walkthroughs or focus walks seldom impact instructional practices. Lesson plans are seldom collaboratively developed in team meetings. Lesson plans are submitted to school leadership for approval. Most lesson plans follow a format that requires teachers to identify specific objectives, content strand, and learning actions. Teachers check options for the levels of questions from Bloom's Taxonomy and the research-based strategy to be used for differentiation. The lesson plans often indicate the use of higher-order questioning levels and research-based strategies that are seldom implemented during instruction.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

Review of Professional Development Documents

Review of Individual Professional Growth Plans

Review of Student Work

Review of Assessments

Interviews with Building Administrators and Teachers

Observations of Classrooms

Teachers seldom challenge or motivate students to high levels of learning. Most teachers do not implement research-based instructional strategies. Students are given few opportunities for research or projects. Most classwork consists of completing worksheets. Most teachers have had some professional development on the use of research-based strategies. Most teachers meet with school leadership weekly for Professional Learning Community meetings to discuss student work and review of interim tests. A few teachers implement the strategies discussed from these meetings. Follow-up and support are not always provided to ensure that these strategies are fully implemented. Most instruction consists of whole group instruction, teacher lecture, and completion of worksheets. Student discussion is seldom used to give students' an opportunity to explain, clarify, or debate issues. Some teachers participate in professional development opportunities to update content knowledge. All teachers are licensed.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

Review of the Local School Board Policy Manual

Review of the District Technology Plan

Review of Lesson Plans

Interviews with District Administrators, Building Administrator, Teachers, and Students

Observations of Classrooms

Most teachers do not incorporate the use of technology in their instructional practice. Most teachers have participated in professional development on how to improve their technology skills and instruction. Most interactive boards (i.e., SMARTboards) are not used to bring a virtual world outside Marianna, Arkansas to the students at Anna Strong Intermediate School. Students rarely participate in the use of the interactive boards in the classroom. Students' computer generated work on display in classrooms or hallways is minimal. Students in grades three through six are scheduled into mathematics and literacy computer labs for 40 minutes of reading and 40 minutes of mathematics practice weekly. Student progress reports are available upon teacher request. The computer labs have 22 and 25 computers available for student and teacher use. A few teachers have outdated computers in the classrooms for student use. Few students were observed working on computers in the grade level classrooms during the week of the audit. The library has eight computers available for student and teacher use. The Accelerated Reader program provides students with an opportunity to read books and take computer-generated tests for reward points. Students are encouraged by some teachers to read and take tests on 25 books a year and are rewarded when accomplishing incremental goals. The STAR Diagnostic Reading Assessment has not been given to all of the students at the time of the audit. Teachers are given a report of the results of the assessment to help them plan reading instruction. The Local School Board has a policy that addresses technology. The district has a District Technology Plan for 2012-2015.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:

Review of Lesson Plans

Interviews with Building Administrator, Teachers, and Parents

Observations of Classrooms

Not all teachers have sufficient resources to support instruction. Some teachers do not have an adequate number of texts for student use. Many classrooms have few texts to supplement the content area. No formal process is in place to purchase materials necessary to supplement the materials necessary to implement Common Core State Standards. The library has a collection of 9,829 volumes. Recent purchases for the library have been focused on enlarging collections for the recent reconfiguration of the school. Most students are reading below grade level and books are purchased to reach students at multiple reading levels. Teachers report they can request materials through purchase orders that go to school leadership.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

School leadership and teachers must create an environment where student-centered discussions are highly valued in the learning process. Effective discussion strategies must be immediately implemented to give students an opportunity to build their critical thinking and language skills. Teachers must use essential questions that will springboard discussions to motivate students to achieve higher levels of learning. Teachers must teach and expect all students to respond to questions with more than a one-word response, learn to discuss, and explain their thinking. The following article describes the steps that will facilitate student-centered discussions: Teaching Students How to Discuss (<http://www.litcircles.org>).

Professional development must be provided to ensure teachers maximize the implementation of questioning, wait time, and discussion strategies. School leadership must monitor effective questioning strategies using observations, with meaningful feedback, on a weekly basis. Immediate, specific verbal and written feedback must be provided to teachers within 24 hours of the observations. Resources could include professional development from the Great Rivers Education Service Cooperative. The book, "Active Questioning: Questioning Still Makes the Difference" by Nancy Johnson, is a resource to assist teachers and school leadership in improving questioning strategies in the classroom.

Available technology resources must be fully employed as instructional tools to maximize active student engagement in learning. Daily interactive student engagement with technology must be a priority. Students must have opportunities to extend their thinking. Opportunities should include and not be limited to research projects that require student presentations and assessments. Teachers must integrate student use of the SMART Boards and computer technology in lessons, projects, and assessments. School leadership must provide professional development and systematically monitor the use and effectiveness of technology for improving student achievement as a part of frequent observations. Immediate, specific written and verbal feedback should be provided within 24 to 48 hours to teachers to encourage and improve the effectiveness of technology instruction. Resources could include Great Rivers Education Service Cooperative and articles such as, "12 Easy Ways to Use Technology in Your Classroom, Even for Technophobic Teachers" (<http://www.teachhub.com/12-easy-ways-use-technology-your-classroom>).

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 8 indicators (73%) evaluated as "Evaluation Category 1," 3 indicators (27%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Student Handbook

Review of Discipline Records

Review of Sign-in Sheet from Open House

Interviews with Building Administrator, Teachers, and Parents

Observations in Classrooms

Most staff and students feel safe at school. The school leadership has the capability of monitoring through security cameras that are located in the hallways, classrooms, cafeteria, and outside perimeter. The building was built in 1962 and is maintained by four custodians. Many doors are in need of repair and paint. Many classrooms are cluttered. The student handbook outlines the consequences of inappropriate behavior. Most teachers have classroom rules posted. Positive reminders are posted in the hallways. Some teachers and parents feel that discipline is not enforced consistently for all students. Some parents and students report incidents of bullying. The school's Positive Behavior Interventions and Supports process is not being fully implemented. At the time of the audit, there had been 99 incidents that had resulted in 132 days of suspension for students. Intercom interruptions are limited during instructional time. Morning announcements include Words of Wisdom and a character building word. A Welcome Back Assembly was held at the beginning of the school year. An open house was held on September 6, 2012. Some teachers have the objective for learning posted on the board. Perception data are collected from stakeholders. The data are not used to guide decision making and planning. The local school board has a policy that addresses student discipline.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Parent and Student Handbook

Interviews with Teachers, Parents, and Students

There is a local school board policy that addresses home/school communication regarding student progress. Teachers communicate with parents through newsletters, phone calls, notes, and conferences. Information posted on the school's Web site has not been updated. Parent-Teacher Conferences are held at the end of the first and third grading period and by teacher or parent request. Most parent-teacher communication beyond the scheduled Parent-Teacher Conference days is to discuss students' behavior. Teachers do not utilize student-led conferences to report progress to families. Progress reports are sent home to parents at the mid-point of each nine grading period. Report cards are mailed home to parents at the end of each nine weeks' grading period when parents do not receive them at a Parent-Teacher Conference.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Parent and Student Handbook
Review of School Web Site
Interviews with Teachers, Parents, and Students

The school uses multiple communication methods to inform parents about events. The local school board has adopted a communication policy. The district has a Web site where stakeholders can find information relating to the district. The school's Web site is outdated with information referring to Anna Strong Middle School. The school utilizes AlertNow, a phone and E-mail messaging system, to assist parents with their child's learning. Teachers contact parents via phone calls and conferences.

Performance Rating:1

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:
Review of Student Handbook
Review of School Calendar
Review of Classroom Assessments
Review of Discipline Records
Interviews with Building Administrator, Teachers, and Parents
Observations of Classrooms

School leadership states a belief that all students can learn. Some of the reasons stated for low student performance include student mobility and teacher turnover. School leadership does not have a vision statement that guides decision-making. Teachers are provided minimal opportunities to discuss successes in student achievement with other teachers. All teachers do not provide instruction that promotes critical thinking and problem solving. Most teachers rely on the textbooks and workbooks to drive instruction. Many classrooms have a class set of textbooks to share with three classes. Most students do not have textbooks to take home. Disciplinary infractions contribute to loss of instructional time for teachers and students.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Discipline Records

Review of Student Handbook

Review of Student Work

Review of Perceptual Survey Data

Interviews with Building Administrator, Teachers, and Students

Observations of Classrooms

All teachers do not demonstrate high expectations for students. Some teachers stated that culture and poverty serve as barriers to high student achievement. Most teachers do not provide instruction that promotes critical thinking and problem solving. Students are seldom allowed to collaborate with other students to demonstrate learning. Most teachers rely on the textbook and worksheets to drive instruction. Effective research-based instructional practices are not the norm in most classrooms. Few lessons and assessments require students to think beyond the knowledge and comprehension levels of Blooms' Revised Taxonomy. Rules are posted in most classrooms. Some teachers do not feel that discipline is enforced consistently for all students.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of ACSIP

Review Faculty Meeting Agendas

Interviews with Building Administrator, Teachers, and Classified Staff

The mission statement is posted in most classrooms. The mission statement is not used to guide decision-making. The master schedule provides time for grade level teachers to collaborate. Teachers rarely use collaboration time to design and develop scoring guides or rubrics that describe proficient work. There is minimal evidence that classified staff are involved in the decision-making processes that relate to the student learning environment.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Lesson Plans

Review of School Report Card

Interviews with Building Administrator, Teachers, and Students

Not all teachers accept responsibility for student success. Some teachers report that teacher turnover rate and excessive disciplinary referrals prevent students from being successful. Most teachers do not attribute low student performance to their own delivery of instruction and classroom management. Few teachers reflect upon and assess the instructional practices used in their classrooms when trying to determine why students are not learning. The local school board does not have a policy that links teacher efficacy and student performance.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Master Schedule

Review of School Report Card

Interviews with Building Administrator, Teachers, and Students

There is no local school board policy ensuring that classroom instructional assignments are made to address student learning needs based on student performance data. The school assigns students according to the state student/teacher ratio standards. Para-professionals provide tutoring for students who score basic and below-basic on the Benchmark exams. Teachers report that the schedules have been changed several times this school year.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of Perception Surveys

Review of Parent and Student Handbook

Review of School Web Site

Interviews with Teachers, Classified Staff, and Students

Observations of Classrooms and Hallways

Instructional activities do not elicit all students' best effort through effective instructional strategies. Most teachers use loud voices when speaking to students during instruction, in the hallways, and in common areas. Most teachers do not equate the lack of student achievement with their own delivery of instruction and classroom management. Forty-three percent of students responding to the Student Perception Survey "disagree" or "don't know" if "they belong at this school." Interactions between the students and staff usually focus on behavioral issues. Some teachers use verbal praise such as "good job" to motivate students. Honors assemblies are held each nine weeks. Students articulate that most staff members care about their well being and take a personal interest in their lives.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Interviews with Teachers and Students

Observations of Classrooms and Hallways

There is minimal evidence that student achievement is highly valued and publicly celebrated. An honors assembly is held each nine weeks. Most student work displayed in hallways contains no information to indicate the quality of the work. Some work is not accompanied by rubrics or scoring guides. Teachers display minimal student work in their classrooms. Few students are provided an opportunity to self-reflect on their work for the purpose of improving future performance. Posted work contains misspelled words, incomplete sentences, and grammatical errors.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Parent and Student Handbook

Review of Student Work

Interviews with Teachers and Students

Observations of Classrooms and Hallways

There is no local school board policy that addresses equity and diversity. There is no intentional focus on sustaining a culture that minimizes the impact of physical,

cultural, or socio-economic factors on learning. Consideration of students' cultural backgrounds and needs are not always evident in instruction. There is minimal implementation of research-based instructional strategies, or differentiated instruction intentionally chosen to respond to the students' individual needs. Whole group, textbook-driven instruction is the primary method being utilized in the classrooms. All students within the school receive equitable access to core content. Community agencies such as Life Strategies and Health Resources, Behavior Health, and Mid-South serve the needs of families and students by offering behavioral intervention assessments, education, and regular monitoring of students and families served. A social worker is available to assist students and families.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : School Culture

School leadership must hold teachers accountable for using effective research-based instructional strategies. School leadership must conduct classroom observations and provide teachers timely and specific meaningful written or oral feedback on their instructional practices. Research-based instructional strategies, such as Inside Outside Circles, Carousel Walk, Think-Pair-Share, and Jigsaw, should be implemented to increase student engagement during instruction. Data from the observations must be used to monitor the effectiveness and improve student engagement and learning. A resource for assistance could include "Classroom Instruction That Works," 2nd Edition and "Research Based Strategies for Increasing Student Achievement: A Handbook for Classroom Instruction That Works," 2nd Edition by Howard Pitler and B. J. Stone. Another resource that could be used is "Teacher Handbook-Instructional Strategies: How to Teach for Rigor and Relevance," from the International Center for Leadership in Education, Inc.

Teachers must ask themselves what is their responsibility related to student success and failure. Teachers must have high expectations for all students. They must use effective research-based instructional strategies to increase student engagement and to impact student learning. One way to accomplish this would be to have each grade-level choose one strategy they can focus on each month to use in their classrooms. The school leadership could then observe the teachers using those strategies and provide weekly feedback on their effectiveness.

The school's Positive Behavior Interventions and Supports process must be fully implemented to decrease the number of office referrals and to reduce the amount of time that is being lost in the instructional day due to student behavioral issues. Professional development to provide all teachers with the structure required for the Positive Behavior Interventions and Supports process should be revisited. School leadership must hold teachers accountable for managing classroom behaviors. Classrooms must be monitored and teachers must be provided with immediate verbal and/or written feedback regarding classroom management skills. A resource to use for effective classroom management strategies is "Classroom Management That Works" by Robert Marzano.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 3 indicators (60%) evaluated as "Evaluation Category 1," 1 indicators (20%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with Teachers, Parents, and Classified Staff

Observations of Classrooms

An accurate student record system that provides timely information pertinent to the students' academic and educational development is maintained by the school. The nurse maintains the health records in a locked file cabinet in the health room. The records include information sheets on each student, shot records, hearing and vision test, Body Mass Index information, sick call and allergies information form, and types of medication needed for each student. Academic and educational records are maintained and secured in a locked file cabinet in the school office with access on an as needed basis. Permanent records include the following information: general information, transcripts, test data, social security numbers, birth certificates, and withdrawn information forms from previous schools. The records are kept in a fireproof file cabinet in a secure storage room. The cabinets are not locked during the day.

Performance Rating:2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with Teachers, Parents, and Students

Observations of Classrooms

The local school board has adopted a policy that addresses parent and community involvement. Some teachers use telephone calls, newsletters, E-mails, memos, and

Edline as a means of communication from the school to home to address issues concerning students' behavior and academic performance. The Parent Center is located in a classroom at Anna Strong Intermediate School. The parents have access to books, pamphlets, videos, and other materials regarding responsible parenting in the Parent Center which is open daily. Parents have access to the school media center and materials. The open house and math and literacy nights were held during the 2012-2013 school year. The celebrations at Anna Strong Intermediate School consist of the following assemblies every nine weeks: the Awards Day Assembly, the twenty-five-book campaign, and for students who have not been referred to the office during the nine weeks period.

Performance Rating:1

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with Teachers and Parents

Observations of Classrooms

The local school board has adopted a policy that addresses parent and community involvement. Some teachers use telephone calls, newsletters, E-mails, memos, and Edline as a means of communication from the school to home to address issues concerning students' behavior and academic performance. The Parent Center is located in a classroom at Anna Strong Intermediate School. The parents have access to books, pamphlets, videos, and other materials regarding responsible parenting in the Parent Center which is open daily. Parents have access to the school media center and materials. The open house and math and literacy nights were held during the 2012-2013 school year. The celebrations at Anna Strong Intermediate School consist of the following assemblies every nine weeks: the Awards Day Assembly, the twenty-five-book campaign, and for students who have not been referred to the office during the nine weeks period.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with Teachers, Parents, and Students

Anna Strong Intermediate School is not structured to identify and support students who experience challenging problems and require remediation. Instruction is primarily text-book driven. Differentiation of instruction is not implemented by most teachers in the classrooms. The district allocates financial resources for instructional programs and materials to promote student learning. Processes and procedures are in place to help identify students who need special services such as occupational therapy, physical therapy, vision, speech, and hearing services.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with Teachers, Students, and Parents

Observations of Classrooms

Anna Strong Intermediate School utilizes available federal, state, and local resources to provide expanded learning opportunities for all students. Most classrooms instructional practices do not promote high levels of student learning. Physical therapy, occupational therapy, speech therapy, and vision support are provided to individual students with special needs. The after-school tutoring programs are in place on Monday and Tuesday for literacy and mathematics for students who have scored basic and below basic on the Benchmark. Transportation is provided.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

School leadership must strengthen their efforts to involve parents and community stakeholders in meaningful activities focused on improving student success and removing the barriers to learning. School leadership should review the contributions of the Parent Teacher Organization and community stakeholders to determine the educational support and impact that they have on the academic success of students. School leadership should build upon parental support through activities, such as monthly Donuts for Dads and Muffins for Moms, tours of the building, parent/community stakeholder of the month, and a speaker's bureau on various topics for the classrooms. A possible resource for consideration is "What Effective Schools Do" by Lawrence W. Lezotte and Kathleen McKee Snyder.

The school leadership must utilize the social worker assigned to Anna Strong Intermediate School three days a week to enhance the Positive Behavior Interventions and Supports process in the building. The social worker, counselor, school leadership, and teachers must work as a united team to improve the social skills and reduce unacceptable behavior at Anna Strong Intermediate School. A resource would be www.pbis.org.

A different character education word is introduced over the intercom system every morning. The reinforcement and follow-up process by the classroom teachers and specialist on the various words have not been implemented. The school leadership team at Anna Strong Intermediate School must develop a year-long calendar with activities centered on a character word per week that will be introduced to the students, and reinforced in the classroom. The activities on the calendar will emphasize the word of the week and specify the various projects students can create to enhance a positive learning environment. The monthly calendar will be sent to parents for additional reinforcement of the character words of the week.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 9 indicators (75%) evaluated as "Evaluation Category 1," 3 indicators (25%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Evaluation Documents

Review of Individual Professional Growth Plans

Interviews with District Administrators, Building Administrator, and Teachers

The local school board has adopted a policy regarding the evaluation of personnel that meet state requirements. The evaluation process is not focused on the learning goals of the ACSIP or the identified growth needs of teachers. The policy requires probationary teachers have three formal observations and one informal observation. Career teachers receive one formal evaluation and one informal evaluation. The process for evaluation includes a pre-conference, the observation, and a post-conference. Opportunities for explanation and discussion are provided during the pre- and post-conferences. The teacher evaluations are signed by the administrator and the teacher. School leadership has not used the local school board adopted "Summative Evaluation Form" to provide feedback following formal evaluations.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Review of Local School Board Policy Manual

Interviews with District Administrators, Building Administrator, and Teachers

The local school board has a policy that addresses professional development. The policy does not address the appropriate allocation of professional development funds. Fiscal resources are available at the district level and school level to support professional growth. Teacher evaluation, behavior management, technology, and Common Core State Standards training have been provided for certified staff. Some teachers attend professional development at the Crowley's Ridge Education Service Cooperative or the Great Rivers Education Service Cooperative. Funding for professional development outlined in the ACSIP is provided primarily through

National School Lunch Act and Title I funds. Professional development offerings are not determined based on identified student or staff needs.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Individual Professional Growth Plans

Review of Evaluation Documents

Interviews with Building Administrator and Teachers

School leadership has begun the evaluation process of certified staff. School leadership has not used the local school board adopted "Summative Evaluation Form" to provide feedback following formal evaluations. The evaluation policy requires probationary teachers have three formal observations and one informal observation. Career teachers receive one formal evaluation and one informal evaluation. The process for evaluation includes a pre-conference, the observation, and a post-conference. Opportunities for explanation and discussion are provided during the pre- and post-conferences. Classroom Walkthrough responsibilities are shared with the school leadership team. Classroom observations, with meaningful written feedback for improved instructional practices, seldom occur. Individual Professional Growth Plans are not developed based on the evaluation process, nor are they developed collaboratively between the teacher and the school leadership.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of ASCIP

Review of District Professional Development Agenda

Review of Individual Professional Growth Plans

Review of Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with District Administrators, Building Administrator, and Teachers

Long-term professional growth needs of staff are not always supported at Anna Strong Intermediate School. There is no long-term professional development plan. Planning for professional development is conducted on an annual basis by school leadership. There is no building level professional development committee. A building level needs assessment is not conducted to identify individual staff or building-wide professional development needs. District-wide professional development is planned on an annual basis through the district-level A-Team, composed of district and building level school leadership. Teachers participate on an as needed basis. District and building level professional development was provided August 10-16, 2012. The agenda reflects professional development available throughout the district. Sessions were provided for both certified staff and paraprofessionals. There is no formal professional development that addresses leadership training. Additional professional development days were held on October 26, 2012 for Northwest Educational Association, November 8-9, 2012 for Teacher Evaluation, Scholastic Audit and Unit Planning, and November 19-20, 2102 for Indistar Indicators. Professional Learning Communities are organized by grade levels and meet weekly. Student achievement data are discussed at many of the meetings. A book study on "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson is part of their discussions. There is minimal

follow-up by school leadership to support implementation of strategies discussed. Some teachers access professional development from a variety of sources such as offerings from the Great Rivers Education Service Cooperative and the Crowley's Ridge Education Service Cooperative.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:

Review of ASCIP

Review of District Professional Development Agenda

Review of Individual Professional Growth Plans

Review of Assessment Data

Interviews with District Administrators, Building Administrator, and Teachers

The school does not have a systematic plan for building instructional capacity through on-going professional development. There is no formal process to identify professional development needs for individual staff or at the building level. Student achievement data are not analyzed to identify professional development needs. Student achievement data are reviewed. The results of the review of student data do not always result in professional development that addresses the needs of teachers. There is minimal follow-up or feedback to ensure that strategies and skills from professional development are fully implemented.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of ASCIP

Review of District Professional Development Agenda

Review of Individual Professional Growth Plans

Review of Assessment Data

Interviews with District Administrators, Building Administrator, and Teachers

Professional development priorities are not always set in alignment with goals for student achievement or with Individual Professional Growth Plans. There is no long-term professional development plan. There is no formal process to identify professional development priorities. Teachers completed Individual Professional Growth Plans during the fall of 2012. Individual Professional Growth Plans are submitted to school leadership for approval without collaboration. The Individual Professional Growth Plan identifies the professional development goal, the activity required to accomplish the goal, a timeline, a rationale, the plan for assessment, and ways the superintendent or administrative assistant can help in facilitating professional growth. Some professional development goals are written globally, with limited specific impact on improved teacher performance in the classroom. An example would be "to become more organized in the classroom". A few goals project an increase in student performance on the Benchmark exams rather than identify an area for individual professional growth. Specific resources or professional development opportunities necessary to accomplish the goal, such as formal training or coaching, are not always identified by teachers. The Individual Professional Growth Plan is not included as a component of the evaluation process. Teachers do not document progress updates on their Individual Professional Growth Plans. School leadership has an Individual Professional Growth Plan.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of District Professional Development Agenda
Review of Individual Professional Growth Plans
Review of Assessment Data
Interviews with District Administrators, Building Administrator, and Teachers

There is no formal process to identify priorities for building-wide professional development. There is no formal support system at the school to help teachers make the connection between professional development, student learning goals, and changes in the instructional practices in the classroom. School leadership does not identify teachers' individual professional development needs through surveys. Individual Professional Growth Plans are not utilized to identify individual and building-wide professional development needs. Teachers do not collaborate with school leadership to determine their Individual Professional Growth Plans. Knowledge gained from professional development is rarely used by teachers to improve student learning. Oral or written feedback designed to improve student learning or teaching practices from focus walks and Classroom Walkthroughs is seldom provided to individual teachers. Some teachers participate in professional development that updates content knowledge. Examples are Arkansas History and Common Core State Standards.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:
Review of District Professional Development Agenda
Review of Individual Professional Growth Plans
Interviews with District Administrators, Building Administrator, and Teachers

Professional development is sometimes job-embedded or ongoing. Some teachers utilize the instructional facilitators to model lessons or guide instruction in the classrooms. There is minimal follow-up or support to ensure instructional changes are made in the classroom. Classroom Walkthroughs do not focus on implementation of strategies gained from professional development. Follow-up is not provided to determine if teachers are implementing strategies in the classroom or their impact on student learning. Professional development activities are not evaluated to determine the impact on student learning. Teachers participate in weekly Professional Learning Communities. A book study is part of their discussions. There is no formal process to provide follow-up to support changes in instruction as a result of the book study or other skills acquired from the Professional Learning Communities. Reflection is not always an intentional component of professional development.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:
Review of District Professional Development Agenda
Review of Individual Professional Growth Plans
Interviews with District Administrators, Building Administrator, and Teachers

Student achievement, student behavior, and perception data are reviewed by teachers and school leadership. Data are not analyzed to determine short- or long-term professional development needs. There are some professional development offerings that focus directly on the student learning goals identified in the ACSIP, such as the implementation of the Professional Learning Communities. The actions of Professional Learning Communities do not always result in improved student achievement. Not all professional development outlined in the ACSIP has been provided. One example would be scheduling for vertical team meetings. Most

teachers and school leadership have received professional development in analyzing student data. Teachers and school leadership received formal training on the "Look at Student Work" protocol last school year. Training for the current year was informal. The review of student work does not always lead to changes in instruction in the classroom. "Positive Behavior Interventions and Supports" was presented on August 30, 2012. The process is not always implemented per the guidelines.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of Individual Professional Growth Plans

Review of Local School Board Policy Manual

Review of Lesson Plans

Review of Evaluation Documents

Interviews with Building Administrator and Teachers

Personnel evaluations and Individual Professional Growth Plans are not purposefully correlated with the specific instructional needs of students and the professional needs of all staff members. The Individual Professional Growth Plans are developed by teachers without collaboration with school leadership. The plan is viewed as the personal goal for the year and is not determined by the results of the evaluation process or identified student learning needs. Teachers have Individual Professional Growth Plans. Many Individual Professional Growth Plans refer to improving classroom management skills and becoming familiar with the Common Core State Standards. School leadership has an Individual Professional Growth Plan. Evaluation is viewed as an employment requirement by most teachers, not as an opportunity to improve instructional practices. School leadership has begun formal evaluations/observations of teachers. School leadership conducts some Classroom Walkthroughs.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

Review of ACSIP

Review of Individual Professional Growth Plans

Interviews with Building Administrator and Teachers

The ACSIP does not address the instructional leadership needs of the school leadership. School leadership has developed an Individual Professional Growth Plan. School leadership selects and attends professional development that fulfills the requirements of the state and district policies governing professional development. There is no scheduled professional development that addresses leadership training.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Interviews with Teachers

The development of Individual Professional Growth Plans is not a collaborative process between school leadership and teachers. The Individual Professional Growth Plans of teachers are reviewed during the formal evaluation process. School

leadership conducts some Classroom Walkthroughs. Teachers receive limited, meaningful feedback that impacts classroom instruction. The evaluation process is seldom used to provide teachers with follow-up and support to change instructional practices.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

A formal needs assessment to identify individual and building-wide professional development needs must be conducted. The Leadership Team must create and disseminate a formal professional development survey to all teachers and administrators to identify individual and building-wide professional development needs. The data from the building survey responses should be disaggregated and analyzed. The Leadership Team should use the data along with other pertinent data such as student achievement, attendance, Indistar, and discipline to identify and prioritize the critical areas of need for professional development. A calendar of professional development must be established to ensure identified professional development is provided. School leadership must monitor to ensure that the identified professional development is provided and that instruction and assessment strategies reflect changes in the classroom. Monitoring should be an integral part of the focus walks and Classroom Walkthroughs. This process must be completed in time to plan professional development opportunities for the 2013-2014 school year. Contact the Great Rivers Education Service Cooperative for additional information on needs assessments for professional development.

Individual Professional Growth Plans must be developed collaboratively between the teacher and building leadership and should be an integral component of the evaluation process. Plans should be directly related to the specific instructional needs of each teacher as determined through the evaluation process, analysis of student achievement data, formal needs assessment, and the school's ACSIP. Specific professional development should support the identified professional growth needs of each teacher and the goals identified in the ACSIP. The Individual Professional Growth Plans must be frequently monitored and revised throughout the school year. School leadership should develop an Individual Professional Growth Plan that focuses on the area of instructional leadership with the goals of improving the instructional practices of teachers and increasing student achievement.

School leadership must immediately retrain teachers and administrators on the Positive Behavioral Interventions and Supports process. The Positive Behavioral Interventions and Supports process guides teachers to implement positive behavioral strategies that result in behavior conducive to learning and achievement. The focus is on the teacher response to student behaviors. Teachers and administrators must collect and analyze student behavior data (discipline, suspension, office referrals, etc.) to identify and determine the root cause for the misbehaviors. Most importantly, it must be determined if the teachers' response to the misbehavior is part of the root cause. They must also determine if the behavior is building-wide or isolated to particular students. Once these pieces of information have been identified, school leadership must provide professional development on how to effectively respond to the misbehaviors in a positive, corrective manner that allows student learning to continue. School leadership must monitor on a continual basis that the positive strategies are being implemented, that they are within guidelines of Positive Behavioral Interventions and Supports process, and that student

engagement increases. Additional information on implementing Positive Behavioral Interventions and Supports process may be found at Positive Behavior Interventions and Supports ([http://www.Positive Behavior Interventions and Supports program.org](http://www.PositiveBehaviorInterventionsandSupportsprogram.org)) and the University of Kansas (http://www2.ku.edu/~kucdd/positive_behavior/). Both, of these sites provide materials that could be part of the discussions at the Professional Learning Communities.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 7 : Leadership

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 5 indicators (45%) evaluated as "Evaluation Category 1," 6 indicators (55%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of Agendas, Minutes, and Sign-in Sheets

Review of School Report Card

Review of NORMES Trend Data

Interviews with Building Administrator and Teachers

School leadership reviews achievement data. Some academic decisions are made based on the review of data. Staff members review Benchmark exam data. Students are identified as to their level of performance. Students who score basic or below basic are provided tutoring during the school day and are eligible to participate in an after-school program. Some teachers work with students based on specific academic needs during the last class period of the day.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of Agendas, Minutes, and Sign-in Sheets

Review of Curriculum Documents

Review of Professional Development Documentation

Interviews with Building Administrator and Teachers

School leadership does not have a formal protocol for ensuring that all teachers have access to curriculum related materials. Most science, language arts, and mathematics teachers are able to access pacing guides on The Learning Institute Web site. Some non-core teachers have developed units of study for their content. Some teachers attend professional development related to curriculum at Crowley's Ridge Education Service Cooperative and at the Great Rivers Education Service Cooperative. Most professional development related to curriculum is provided at the building level. Some teachers access Web sites for additional curriculum resources. School leadership has established a leadership team. Topics discussed at leadership team meetings include responding to the indicators on

Indistar, Classroom Walkthroughs, and the Scholastic Audit. The leadership team does not focus on developing leadership capacity among team members.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

Review of Master Schedule
Review of Local School Board Policy Manual
Review of Student Handbook
Review of Teacher Handbook
Interviews with Building Administrator and Teachers

School leadership has not developed intentional procedures to protect instructional time. Some effort is made to limit intercom interruptions. Language arts and mathematics classes are provided 90 minutes for instruction. Some teachers provide bell-to-bell instruction. The instructional practices used do not always represent best practices for improving student achievement. Students are asked to complete worksheets that do not require higher-order thinking. An honors assembly is held each nine weeks. A guest speaker spoke to all students during the 25 book kick-off celebration.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP
Review of Bell Schedule
Interviews with Building Administrator and Teachers
Observations in Hallways and Classrooms

School leadership has not established a formal evaluation process for determining the effectiveness of resource allocations. Some teachers feel that they have the needed resources for teaching. Some teachers do not have enough textbooks for all of their students. There is minimal use of technology by classroom teachers. Organizational practices do not always reflect an emphasis on school improvement. Multiple changes have been made to the bell schedule during the school year. Not all teachers are clear as to the purpose for the change. The change in grade configuration at the building this year has caused confusion among staff. The physical facilities are maintained by four custodians. Some hallways and classrooms need painting. Many classrooms are cluttered. Work orders are submitted through School Dude.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of Local School Board Policy Manual
Review of Student Handbook
Review of School Report Card
Interviews with Building Administrator and Teachers

School leadership does not always provide support for an effective learning environment. Bells ring at times during the day with no student movement. Teachers have not developed curriculum documents that ensure Common Core State Standards are being taught. Discipline issues disrupt the

learning environment. The school employs a part-time resource officer. Teachers walk with their students to pull-out programs. Signs in the hallway remind students of the side of the hall to walk down. Most teachers and students feel safe in the building.

- 7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of ACSIP

Review of Local School Board Minutes

Interviews with Building Administrator, Teachers, and Local School Board Members

Not all local school board meeting minutes reflect an intentional focus on improving student academic performance. Board members state that they are working together to speak with one voice on expectations for the district. District leadership provides board members copies of test data. District and school leadership review the data with the school board members. Student performance data are reviewed at the school and included in the ACSIP. Action components in the ACSIP do not always address the needs of the Targeted Achievement Gap Group.

Performance Rating:1

- 7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of Student Handbook

Review of Teacher Handbook

Review of School Web Site

Interviews with Building Administrator and Teachers

Observations in Classrooms

School leadership has not developed a sustained vision for the school. The mission statement of the school is not used to guide decision making or as a foundation in the design of instructional programs. The mission statement was developed three years ago when the school was configured as a middle school for grades five through eight. The same mission statement is now used with the school configured as a third through sixth grade building. The school does not have vision or belief statements. The mission statement is posted in some classrooms. The mission statement is posted on the school Web site.

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of Individual Professional Growth Plans

Review of ACSIP

Interviews with District Administrators and Building Administrator

The Individual Professional Growth Plan of the building administrator does not focus on improving leadership skills. The plan was not developed collaboratively. The plan does not provide a process for evaluating effectiveness until the end-of-the year evaluation. Increasing methods of communication is the focus of the growth plan.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to

school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of ACSIP

Review of School Report Card

Review of NORMES Trend Data

Interviews with Building Administrator and Teachers

Assessment data are included in ACSIP. School leadership reviews the results of the Benchmark exams. Teachers review the data and identify students at each level of performance. Academic Improvement Plans are developed for those students who are at the basic or below-basic level. Tutoring and an after-school program are provided for students who are below proficient.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of District Web Site

Interviews with Building Administrator, Teachers, and Local School Board Members

District and school leadership do not have a long-term plan based on the anticipated needs of the district in the future. The local school board has established policies. Personnel policies are posted on the district Web site. Most teachers are aware of existing local school board policies. Teachers can access local school board meeting minutes on the district Web site.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of Agendas, Minutes, and Sign-in Sheets

Review of Professional Development Agendas

Interviews with District Administrators, Building Administrator, and Teachers

The principal does not demonstrate effective leadership skills in areas of academics, learning environment, and efficiency. The principal does not follow local school board policy in conducting teacher evaluations. Data are not collected on board-approved summative evaluation forms. She is not visible in the classrooms. Written and oral feedback with follow-up is not provided to teachers to ensure continuous improvement in instructional practices. The principal feels that many issues within the school are related to the reconfiguration of grade levels this school year. Not all teachers feel that the principal is supportive of them. The principal spends much of her time dealing with discipline issues. Most teachers do not view the principal as the instructional leader of the school. The principal has not provided support for development of curriculum in all content areas. Numerous consultants working with the school provide mixed messages to the teachers on what they should be doing in the classroom. Limited conversations regarding student achievement are held with teachers. The principal has conducted some Classroom Walkthroughs and attends some Professional Learning Community meetings.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

District leadership must ensure that the recommendations from the Scholastic Audit are implemented at the school. The principal must be held responsible for developing a plan of action for implementation. The principal and staff should prioritize the recommendations, identify steps needed for implementation, establish a timeline for completion of work, identify the person responsible for implementation, and determine the documentation needed to verify completion of the recommendation. Responsibility for implementing the action plan should be shared among the entire staff. District leadership must monitor this process and provide suggestions for improvement. The local school board should be kept informed of progress.

The principal must become the instructional leader of the school as well as manage the day-to-day operation of the school. The principal must be visible in the classrooms. She must monitor the instructional practices of teachers and give written and/or oral feedback for improvement within 24 hours. This process must be ongoing. The principal must provide professional development in the area of classroom management. She must then hold teachers accountable for improving classroom management skills and provide support throughout this process. The principal must improve communication with staff. For example, when there is a change in bell schedules, the teachers and staff must be aware of the change and understand the reason for the change before it happens. The principal should consider a weekly newsletter available to teachers on Monday morning that provides information on activities and meetings for the week. This newsletter could also include birthdays, quotes, and many other types of information.

Opportunities to build instructional leadership capacity at Anna Strong Intermediate School should be structured and supported. A school leadership team currently exists. Consideration should be given to extending this team to include lead teachers from each grade level. Professional development opportunities should be provided for all team members to grow as professional teacher leaders in their respective grades and throughout the school. Training should serve to assist them with developing their content knowledge, instructional and technological skills, and leadership capacity. The teacher-leaders must be allowed to lead the implementation of initiatives throughout the school and have the support of the principal.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 4 indicators (40%) evaluated as "Evaluation Category 1," 6 indicators (60%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with District Administrators, Teachers, and Classified Staff

The local school board has a policy that directs the district superintendent to prepare and propose to the local school board an annual operating budget. The local school board reviews, modifies, and approves the budget. On September 23, 2012, the 2012-2013 school year budget was presented to the local school board for board approval. The local school board approved the budget. The allocation of all fiscal resources does not support the identified needs of the school as reflected in the ACSIP. No formal committee is established to develop or have input in the school budget. There are procedures in place for requesting, expending, and accounting of funds. Schools are allocated discretionary funds, and the allocations are reviewed with the principal during the budget planning stage. Fund balances are monitored by the business office, and monthly reports sent to building principals. Allocation of school resources is not evaluated to determine the impact on student achievement. Each teacher receives the state required \$500 for materials and supplies. Title I funds are used to fund a literacy instructional facilitator, a math instructional facilitator, paraprofessionals, and for materials and supplies. National School Lunch Act funds are used to fund paraprofessionals to work in literacy, mathematics, and as a library clerk. National School Lunch Act funds are used to fund a guidance counselor.

- 8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of Master Schedule

Review of Local School Board Policy Manual

Interviews with District Administrators, Building Administrator, Teachers, Parents, and Students

Observations of Classrooms

The local school board has a policy that requires equitable access to the curriculum. The master schedule is designed so that each grade level (third through sixth) has a team of three teachers. One teacher in each grade level team is responsible for literacy, another teacher for mathematics, and the third teacher in the team provides instruction in science and social studies. All students have equitable access to specialty-area classes and activities. Course offerings meet some of the Common Core State Standards. Most classroom instruction addresses the lower levels of Bloom's Revised Taxonomy and provides few opportunities for students to develop higher-order thinking and problem-solving skills. Few teachers address the individual learning styles of students in their classes. Some teachers do not have enough books so that each student can be assigned a book for classroom use and to take home. Some teachers only have a classroom set of books to be used during instruction.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Review of Lesson Plans

Review of Curriculum Documents

Review of Mission Statement

Interviews with District Administrators, Building Administrator, and Teachers

The master schedule provides time for Professional Learning Communities for all grade-level teachers. Some of the Professional Learning Communities are led by the literacy or mathematics instructional facilitator. School leadership attends few Professional Learning Communities. The focus of the Professional Learning Communities meetings is planning, and the goals, objectives, and strategies contained in the improvement plan are seldom addressed. In some meetings, instructional and assessment strategies and assessment results are reviewed. Vertical team planning does not occur. Lesson plans are required to be submitted electronically to school leadership, and a copy of the lesson plans is placed in the red notebook in the classroom. The school leadership provides minimal feedback on the submitted lesson plans. The school has a required lesson plan format.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with District Administrators and Teachers

The local school board has a policy that directs the district superintendent to prepare and propose to the local school board an annual operating budget. The local school board reviews, modifies, and approves the budget. On September 23, 2012, the 2012-2013 school year budget was presented to the local school board for board approval. The local school board approved the budget. The policy does not require that funds be allocated to meet the identified needs of the students. District allocation of discretionary funds to schools is not based on the identified needs of the school as reflected in the ACSIP. Allocation of discretionary funds to the school is \$500 per teacher in third through sixth grades and is included in the school's

instructional budget. Teachers decide, within the guidelines of district policies and state law, how to spend the per teacher allocation. District allocation of federal and categorical funds to schools are not always based on needs of the school as reflected in the ACSIP. District allocation of Title I and categorical funds to schools is based on the number and/or percent of students in the school that entitle the district to the categorical funds.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of ACSIP

Interviews with District Administrators, Building Administrator, and Teachers

Allocation and expenditures of federal and categorical funds are aligned with the action components of the ACSIP. Expenditure of discretionary funds is not intentionally based on the ACSIP. District allocations of federal and categorical funds to schools are based on the number and/or percent of students in the school that entitle the district to the categorical funds. District allocations of most discretionary funds to schools are based on student counts. School leadership does not engage representatives of all stakeholder groups in the budgetary planning process. There is no process in place to evaluate the impact funding or resource allocation might have on student success. Funding expenditures of discretionary, categorical, and federal funds are monitored by school leadership and by district leadership monthly. The business office provides school leadership with monthly reports of school funds which reflect the allocation, expenditures, and the remaining balance. District leadership monitors expenditures throughout the year to ensure compliance with appropriate accounting procedures and federal and state requirements. Expenditures are not monitored on an ongoing basis to determine the need for budget changes based on changing student needs.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of Financial Reports

Interviews with District Administrators and Teachers

Federal and categorical funds are budgeted to support identified student needs as reflected in the school's ACSIP. Revenue from multiple sources is integrated to support student needs identified in the ACSIP. Title I funds are used to fund instructional facilitators (2.0 full time equivalent), paraprofessionals, an external service provider, and materials and supplies. National School Lunch Act funds are used to fund a guidance counselor (1.0 full time equivalent) and paraprofessionals (6.0 full time equivalent). The business office provides school leadership with monthly reports of school funds which reflect the allocation, expenditures, and the remaining balance. District leadership monitors expenditures throughout the year to ensure compliance with appropriate accounting procedures and federal and state requirements. Funds are not monitored for the purpose of reviewing program strategies based on the evaluation of student needs.

Performance Rating:1

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Review of Master Schedule
Interviews with Teachers
Observations of Classrooms

There is no local school board policy to ensure that classroom instructional assignments are made specifically to address student learning needs based on student performance data. New teachers at Anna Strong Intermediate School are assigned based on open positions and have the appropriate teaching license. Teachers are licensed to teach in their assigned areas. With the reconfiguration of buildings for the 2012-2013 school year, many third through fourth grade teachers were transferred from the elementary school to Anna Strong Intermediate School. District and school leadership reassigned the transferred teachers to grade level and subject area based on identified strengths and need. The master schedule provides for a weekly Professional Learning Communities. During the grade-level meetings, teachers celebrate successes, conduct book studies, and sometimes review student work and assessment data. Classroom locations for most teachers provide opportunities for resource sharing, mentoring, and collaboration among grade-level teachers. Special education paraprofessionals are assigned to classrooms based on students' Individual Education Plan. Paraprofessionals are assigned to literacy and mathematics classes to provide tutoring, interventions, point in time remediation for identified students, and to assist with classroom management.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:
Review of Local School Board Policy Manual
Interviews with Teachers
Observations of Classrooms

The local school board does not have a policy designed to protect instructional time. Some intercom interruptions occur during the instructional day. Some teachers do not make efficient use of available instructional time in the classroom to maximize student learning. Bell-to-bell instruction is not occurring in all classrooms. In many classes, students are not actively engaged in the learning process and instruction is teacher-centered. Many teachers do not plan and implement instructional activities to engage students for the entire allocated block of class time. Some instructional time is lost to teachers intervening in student behavior incidents. In some classes, during periods of teacher-centered, direct instruction, some students are not focused on the instruction and are talking with other students, moving around the room, and disengaged from the learning process.

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:
Review of ACSIP
Review of Master Schedule
Review of Lesson Plans
Review of Curricula Documents

Review of Mission Statement

Interviews with District Administrators, Building Administrator, and Teachers

Observations of School Meetings

The mission statement is not used to guide decision-making or to design the instructional program. The ACSIP and mission statement are rarely discussed in meetings or in conversations between teachers and school leadership. Developmental needs and learning styles of students are not priorities in the development of the school's schedule. The schedule includes time for classroom teachers to conduct Professional Learning Communities on a weekly basis. There have been no formal assessments of student learning styles. Few instructional strategies intentionally address the students' varied learning styles or multiple intelligences. Varied research-based instructional strategies are used in a few classrooms. Most instructional delivery is lecture-based, whole-group, textbook/worksheet-driven, and does not foster high levels of teaching and learning or problem-solving skills. Bell-to-bell teaching and learning does not occur in all classrooms. Many students are disengaged during classroom instruction and do not actively participate in the learning process. Students were observed talking and out of their seats during instruction.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of ACSIP

Review of Local School Board Policy Manual

Interviews with District Administrators, Building Administrator, and Teachers

District allocations of discretionary funds to schools are based on student counts. Expenditures of discretionary funds are not data-driven, based on the ACSIP, or used to support the mission statement of Anna Strong Intermediate School. Neither the school nor the district conducts a formal needs assessment to guide the distribution of discretionary funds. Teachers are not involved in budget planning, and most do not know the process of how allocations are made to the school. Requests for expenditures of discretionary funds are submitted to school leadership for approval. Then, the purchase requisition is forwarded for approval by the superintendent. After approval by the superintendent, the business manager codes the requisition, and it is converted into a purchase order. Established procedures are followed in the expenditure of discretionary funds. Federal and categorical funding are used to support the ACSIP and to support improved student achievement. The local school board has not adopted a policy regarding the distribution of discretionary funds.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

A plan should be developed to ensure that budget expenditures including discretionary funds are in accordance with identified student needs and aligned with both the ACSIP and the school's mission statement. An annual needs assessment should be administered to all staff members. During the budget planning process, the results of the needs assessment should be analyzed by the school leadership to establish priorities for the upcoming school year. Spending should support instructional needs and the ACSIP, and input from all stakeholders should be obtained. After analyzing student achievement data and the needs assessment, priority should be given to those areas identified as most in need of improvement. External resources and grants should be explored to meet building needs as determined by assessment data and the results of the needs assessment. A systematic, data-driven process for evaluating the level of implementation and effectiveness of the actions in the ACSIP must be developed. The ACSIP committee should meet quarterly to develop the process and to report progress of goal attainment to all stakeholders.

Professional Learning Communities should be used by teachers to share resources, analyze student work and assessments, collaborate on lesson plans, and focus on instruction related to the goals and objectives of the ACSIP. Professional development for staff should be provided on how to effectively and efficiently use the Professional Learning Communities. School leadership should develop a plan for monitoring and providing meaningful feedback to staff in using Professional Learning Communities. School leadership should develop procedures to evaluate the impact of Professional Learning Communities on student performance and make adjustments as needed. Agendas, minutes, and sign-in sheets should be kept for all meetings for documentation, accountability, and history.

All students should be engaged in meaningful work for the entire school day. All teachers should ensure that instructional time is maximized through regular use of research-based instructional strategies and effective classroom management. School leadership should frequently monitor teachers' instructional strategies, classroom management, and provide specific feedback aimed at improving instructional performance and student learning. School leadership should provide professional development resources and support to assist teachers who need to improve instructional strategies and/or classroom management skills. Bell-to-bell instruction, with little time lost to transitions or off-task behavior, should become the norm at the school.

Scholastic Audit Summary Report

Anna Strong Middle School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 15 indicators (94%) evaluated as "Evaluation Category 1," 1 indicators (6%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

School administrators and instructional facilitators district-wide have met twice this school year to do a peer-review of the ACSIP. No documentation has been maintained for these meetings. Teams are assigned a priority from the ACSIP to monitor implementation. No formal protocol has been developed to guide this process. Interim assessments from The Learning Institute are administered during the school year. A diagnostic report from the STAR Reading Assessment is given to teachers in order to plan instruction in reading. Few changes have been made in instruction and curriculum based on the results of the assessments.

Performance Rating:1

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

The mission statement for Anna Strong Intermediate School was not collaboratively developed and does not reflect input from all stakeholders. The stakeholders of the school have not defined vision and belief statements. The mission statement does not form the basis for decision-making in the school. The ACSIP lists four classroom teachers, one principal, three district-level professionals, and four non-classroom professional personnel as participants in the development of the plan. Parents, community members, and students are not listed as a member of the ACSIP planning team.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

The school does not have a systematic process for collecting, managing, and analyzing all data sets. During the planning process, the ACSIP planning team reviewed data from the Arkansas Augmented Benchmark Exams and Norm Referenced Tests. The ACSIP data includes the percentage of students scoring at or above the 50th percentile on the Iowa Test of Basic Skills exam and the percentage of students scoring proficient or advanced on the ACTAAP exams. The data are reported for the following groups: combined population, African-American, and economically disadvantaged. The ACSIP does not provide data for the All Students Group or the Targeted Achievement Gap Group. Data are reported in terms of Adequate Yearly Progress. Neither the Annual Measurable Objective is included in the benchmark nor is the expected growth for All Students and the Targeted Achievement Gap Group. These data have not been disaggregated to identify specific learning expectations that need additional instructional focus.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

Student achievement data are not used to prioritize areas of need for the ACSIP. The ACSIP outlines a brief summary of assessment goals. Goals and actions do not reflect a comprehensive analysis of available data. Data reviewed are only partially reflected in the objectives of the ACSIP.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

There is minimal use of educational research. Implications of the research for student learning are not fully considered. Some interventions do not include research citations. Some research citations for the ACSIP are dated from 2003 to 2008. District and state standards are rarely used by the planning team to determine the goals and benchmarks of the ACSIP.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Leadership Team Agendas and Minutes

Review of Curriculum Committee Agendas and Minutes

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

The school does not analyze data to identify unique learning needs of students. The data are not used to establish a base line that can be used to monitor or evaluate

student learning over time. Data are reviewed and disaggregated by grade level from a variety of sources including Benchmark Exams, Target and Interim Results, Iowa Test of Basic Skills, and NORMES Trend Data. Some of the Priorities stated in the ACSIP do not report data from 2011-2012 school year. Priority 6 Health and Wellness reports data from 2006-2007 and 2010 school years. Priority 4 School Environment reports suspension data from 2006-07, 2007-08, and 2008-09 school years. STAR Test results are monitored over a two year span to measure the increase in reading scores.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Leadership Team Agendas and Minutes

Review of Curriculum Committee Agendas and Minutes

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

The desired results for student learning identified in the goals are not stated in measurable terms. Goals have some benchmarks that are measurable. Most of the benchmarks are written for the 2011-12 school year. Not all benchmarks are measured with current data. As an example, one benchmark is to be measured with the 2008 Math Benchmark Exam. One benchmark does not have a measurement component. Responsibility for achieving the actions of the goals is not shared by all staff. The school leadership is assigned full or shared responsibility for the majority of the actions identified on the ACSIP.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of Perception Data

Review of Audit Questions

Interviews with Building Administrator and Teachers

Perception data were not used for planning purposes for the ACSIP. Assessment data are compiled and reviewed for planning purposes at Anna Strong Intermediate School. The review of the Arkansas Augmented Benchmark Exams, Iowa Test for Basic Skills, NORMES Trend Data, and The Learning Institute are used to identify areas of academic weakness in literacy, math, and science. The perception surveys compiled for the 2012-2013 school year consist of 155 parents, 20 teachers, and 240 students.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Review of Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Building Administrator and Teachers

The ACSIP goals are not utilized to identify and focus on improving the student performance on the current accountability system. The organizational practices include reviewing data, Professional Learning Communities meetings, Classroom Walkthrough data, peer reviews of the ACSIP, and the weekly leadership planning meetings to monitor the instructional progress of Anna Strong Intermediate

School. Agendas and sign-in sheets are maintained for the meetings. Minutes are not maintained for all meetings.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

Not all action components of the ACSIP are aligned with the identified goals for school improvement. Action components are not always reflective of current data. Goals address improving the performance of all students. Specific goals are not developed to address the needs of the Targeted Achievement Gap Group. The Annual Measurable Objective is not included in the benchmarks for All Students and the Targeted Achievement Gap Group. Research citations to support some interventions in the ACSIP are dated from 2003 to 2008. Some interventions do not include research citations.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

The ACSIP identifies timelines, resources, and persons responsible for each action component. The timelines do not indicate a sequence for the development of a clear planning process. All actions start on July 1, 2012 and end on June 30, 2013. The ACSIP includes timelines for actions that are related to the grade structures of Anna Strong Middle School. Anna Strong Middle School no longer exists. The ACSIP identifies district or building level personnel responsible for implementing each action component. Funding sources are identified for some action components.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP

Review of Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Building Administrator and Teachers

Current data are not included in ACSIP. The school has not developed a systematic process for program evaluation and modification of the plan on a regular basis. Discussion about the ACSIP is included on the agenda of regular school Professional Learning Communities meetings. The meeting minutes do not reflect a review of ACSIP.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

Most actions are not intentionally aligned with the mission and beliefs of the school that seeks to empower students through a rigorous, challenging curriculum that enables them to become lifelong learners. Priorities included in the ACSIP focus on

mathematics, literacy, and science.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Review of Leadership Team Meetings' Agendas and Minutes

Review of Faculty Meetings' Agendas and Minutes

Interviews with District Administrators, Building Administrator, Teachers, Classified Staff, and Parents

The ACSIP is not consistently implemented as written. There are few formal processes for monitoring or reviewing the goals or action components throughout the year. The Educational Testing Services Online Writing Project has not been implemented at the time of the audit. No formal protocol has been developed to guide this process. Substitute teachers have not been hired to allow for vertical team meetings for the purpose of aligning the school's Language Arts Curriculum. Not all stakeholders, such as classified staff and community members, are involved in developing or implementing the ACSIP.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Perception Data

Review of Scholastic Audit Questions

Review of Leadership Team Meetings' Agendas and Minutes

Review of Extended Day Documents

Interviews with District Administrators, Building Administrator, and Teachers

School leadership collects and reviews data from the Benchmark and Iowa Test of Basic skills for the purpose of improving overall student performance on state assessments. Data are not always consistently collected or formally evaluated for the achievement of the goals and action components of the ACSIP. For example, data are not reported for every year in each of the Priority areas. The district-wide Professional Learning Community has conducted two peer-reviews of all ACSIP plans. Minutes are not maintained to document the peer-reviews. There is minimal evidence that ACSIP goals and action components are reviewed at regular intervals to evaluate student performance, sub population gaps, or school programs impact on student achievement. Student assessment data are not disaggregated for the purpose of identifying the specific learning expectations that need additional instructional focus. The perception survey information is not utilized in the development of the ACSIP. There is minimal use of data to reduce the learning gap between the combined population scores and the data for sub population groups or individual students.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Scholastic Audit Questions

Interviews with Building Administrator and Teachers

New actions are not added to ACSIP based on analysis of assessment results, progress made in tutoring, or implementation of new plans of action. School leadership reviews formative assessment results with teachers. Students with specific needs are provided extra help through tutoring and other

programs. Consultants from an external provider help teachers develop plans of action based on student needs.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

A re-configured school should not be created without conducting a formal process of developing vision, core belief, and mission statements. Vision, core belief, and mission statements should be the foundation for guiding all decision-making processes and building a culture within the school. School leadership must lead a process to develop vision and core beliefs statements for Anna Strong Intermediate School. Classroom teachers, classified staff, students, families, and community members should be included in the process. The team should review the current mission statement and revise it, if needed, to align with the vision and core belief statements. The school leadership team should ensure opportunities for public comments before final adoption. During the development of the 2013-2014 ACSIP, goals, benchmarks, interventions, and actions should be aligned with the vision, core beliefs, and mission statement.

Anna Strong Intermediate School must view the ACSIP as a working document for school improvement and not for compliance. School leadership must understand the importance of the planning process. Attention to the details of the ACSIP document is essential for effective school improvement to occur. Following the adoption of the belief, vision, and mission statements, school leadership must develop an ACSIP that is focused and relevant to current student needs. All stakeholders must be involved in the planning process from start to finish. Goals should be established after an analysis of all student data. The most current research-based interventions should be developed for each priority. Action components should be identified and aligned to the intervention. Action components should include language that is focused on school improvement. All timelines should be structured to assist the school with monitoring the actual implementation of all action components. Responsibility for action components should be shared among school leadership, teachers, and staff.

School leadership and teachers must receive professional development in order to implement an effective data analysis process. The school must move beyond reliance on the basic data reporting received from the National Office of Research on Measurement and Evaluation Systems. The goal of the professional development should be the enhancement of skills that will enable teachers to disaggregate data to the level necessary to determine the root cause of low academic performance and to implement research-based instructional strategies that address the needs of individual students.

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Anna Strong Intermediate School during the period of 11/25/2012-11/30/2012. This school's last performance rating identified its classification as being a Needs Improvement Priority School. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	The Positive Behavior Interventions and Supports process is not being fully implemented.
Next Steps	School leadership must schedule a training date and retrain all staff on the Positive Behavior Interventions and Supports process to assist with reducing discipline infractions.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	The daily character words are not being reinforced in the classroom to bring about meaningful results.
Next Steps	School leadership must establish a calendar with weekly character words and develop classroom activities that will reinforce the character word to improve interpersonal relationships among students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	The "Look at Student Work" protocol is not effectively changing teacher instruction.
Next Steps	School leadership and teachers must utilize the Professional Learning Communities to strengthen the components of the "Look at Student Work" protocol to achieve more effective instruction based on student needs.
District Action Steps to	

Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Written rubrics are not designed for students to achieve proficient or exemplary work.
Next Steps	During Professional Learning Community meetings, rubrics should be revised to add rigor for students to achieve proficient or exemplary work.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Bell to bell instruction is not evident in all classrooms.
Next Steps	Teachers must structure their lesson plans to utilize the entire instructional period so that students are engaged in positive learning experiences. School leadership must monitor instruction periods to ensure lesson plans are fully implemented.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	
Next Steps	
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Anna Strong Intermediate School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Anna Strong Intermediate School. We encourage the school community to reflect on the findings and recommendations.

What would Anna Strong Intermediate School look like if all teachers fully implemented differentiated instruction to meet each student's needs?

What if school leadership monitored teachers for rigorous use of research-based strategies, student participation, and high expectations?

What if all teachers accepted responsibility when students do not succeed as well as when students are successful?

What would Anna Strong Intermediate School look like if all students were expected to demonstrate higher-order thinking skills in response to questions and problem solving?

What would the students' response be if parents and community members took active roles in volunteering and becoming an integral part in school events and activities at Anna Strong Intermediate School?

Scholastic Audit Summary Report

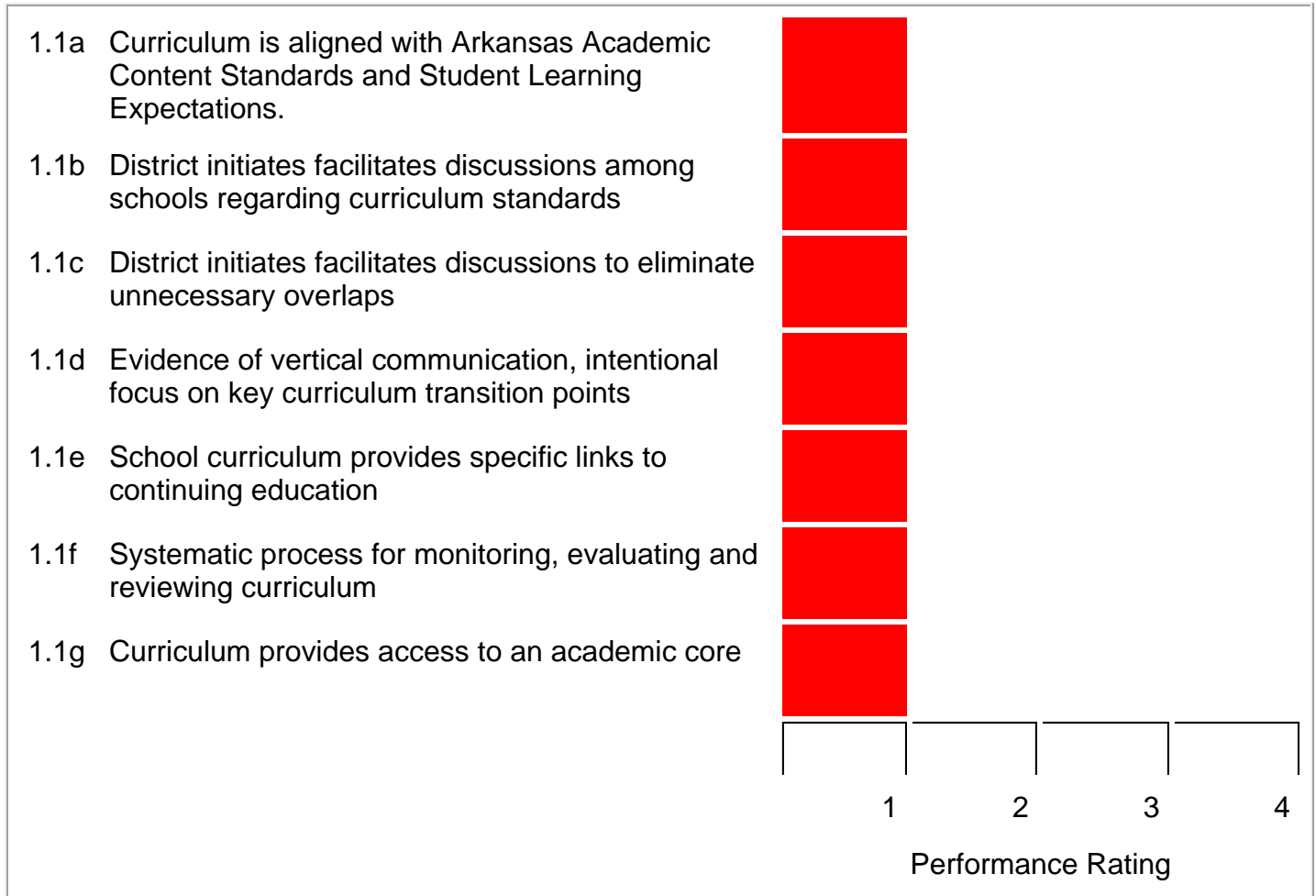
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

1.1 Curriculum

Academic Performance



Scholastic Audit Summary Report

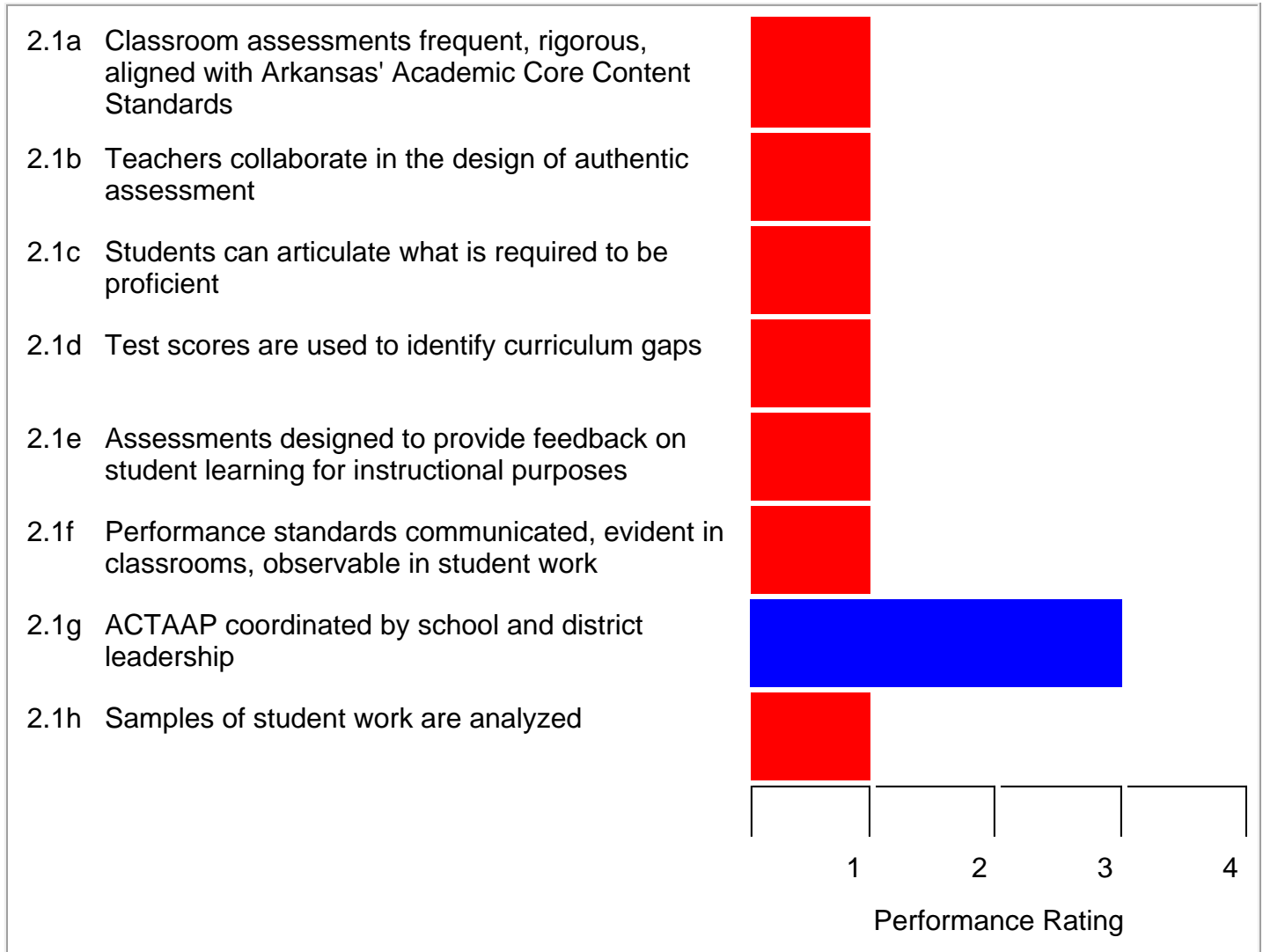
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

2.1 Classroom Evaluation/Assessment

Academic Performance



Scholastic Audit Summary Report

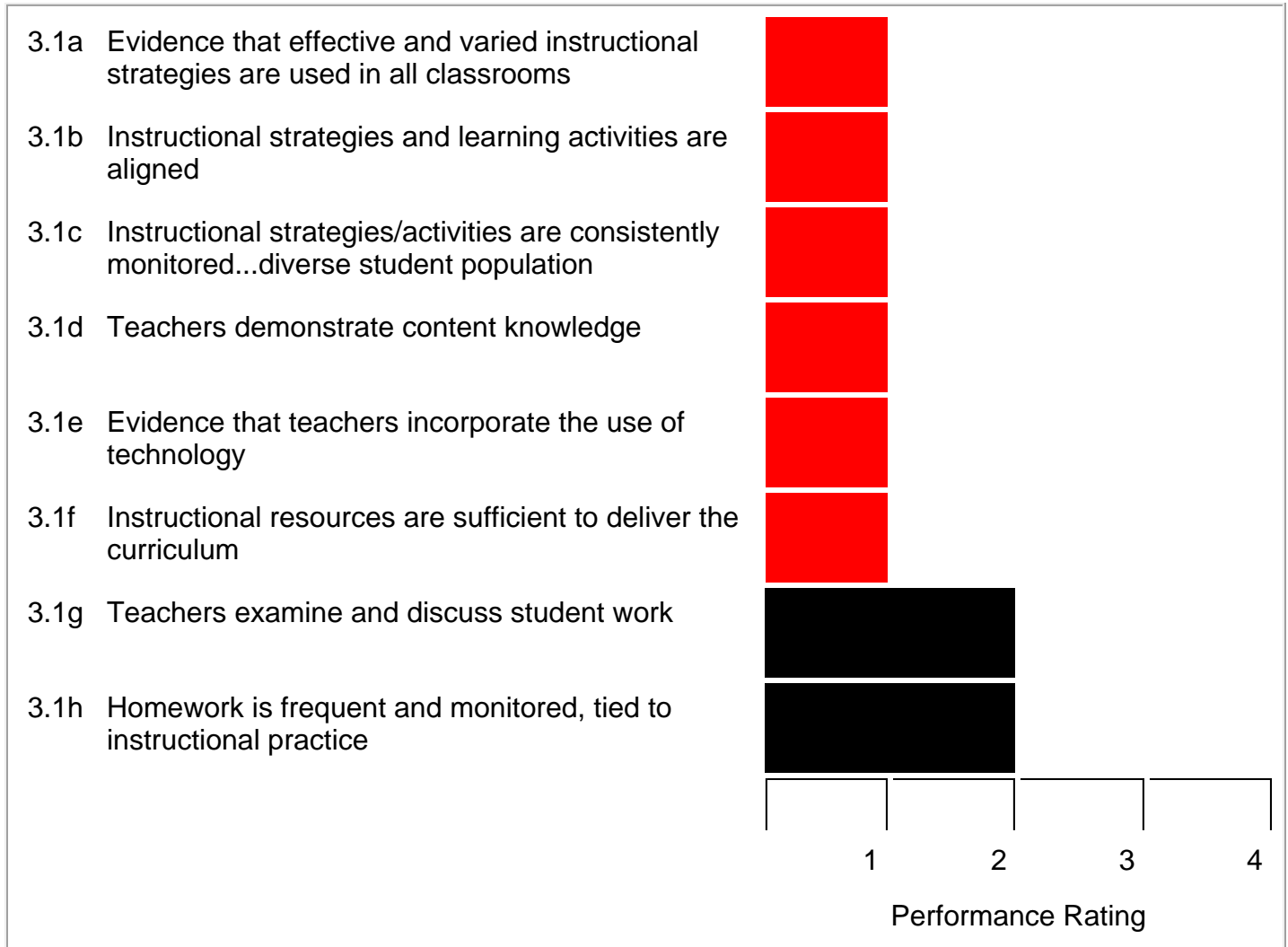
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

3.1 Instruction

Academic Performance



Scholastic Audit Summary Report

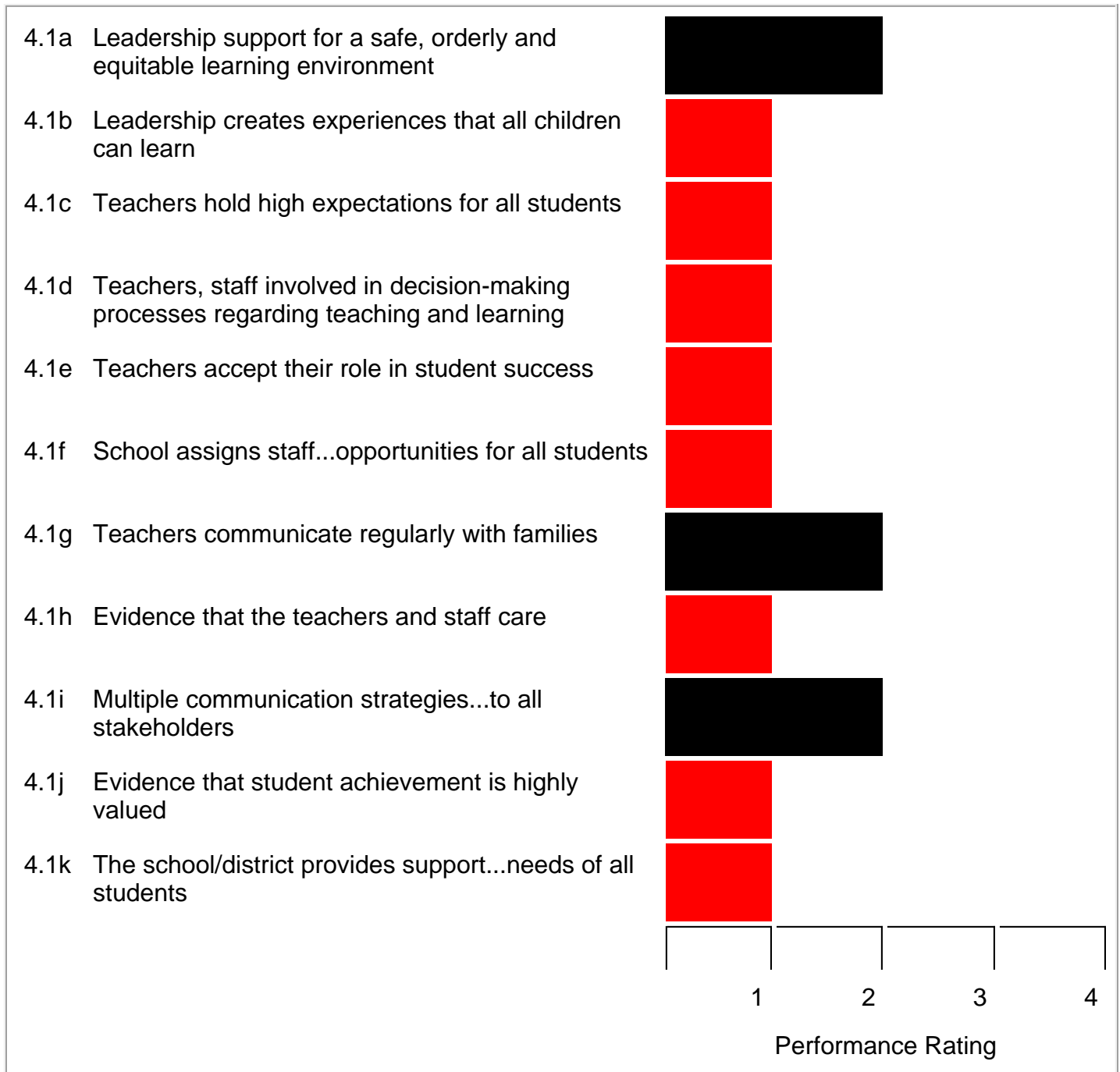
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

4.1 School Culture

Learning Environment



Scholastic Audit Summary Report

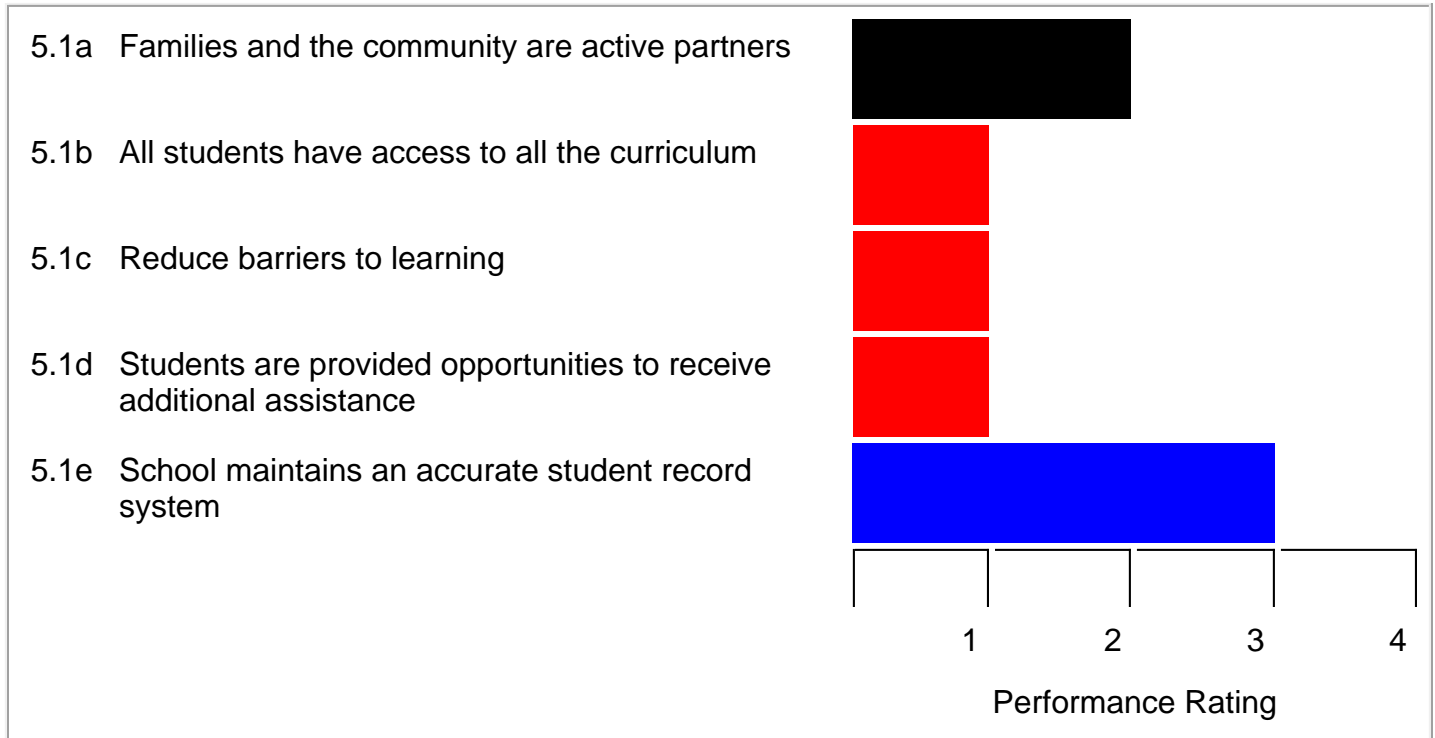
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

5.1 Student, Family and Community Support

Learning Environment



Scholastic Audit Summary Report

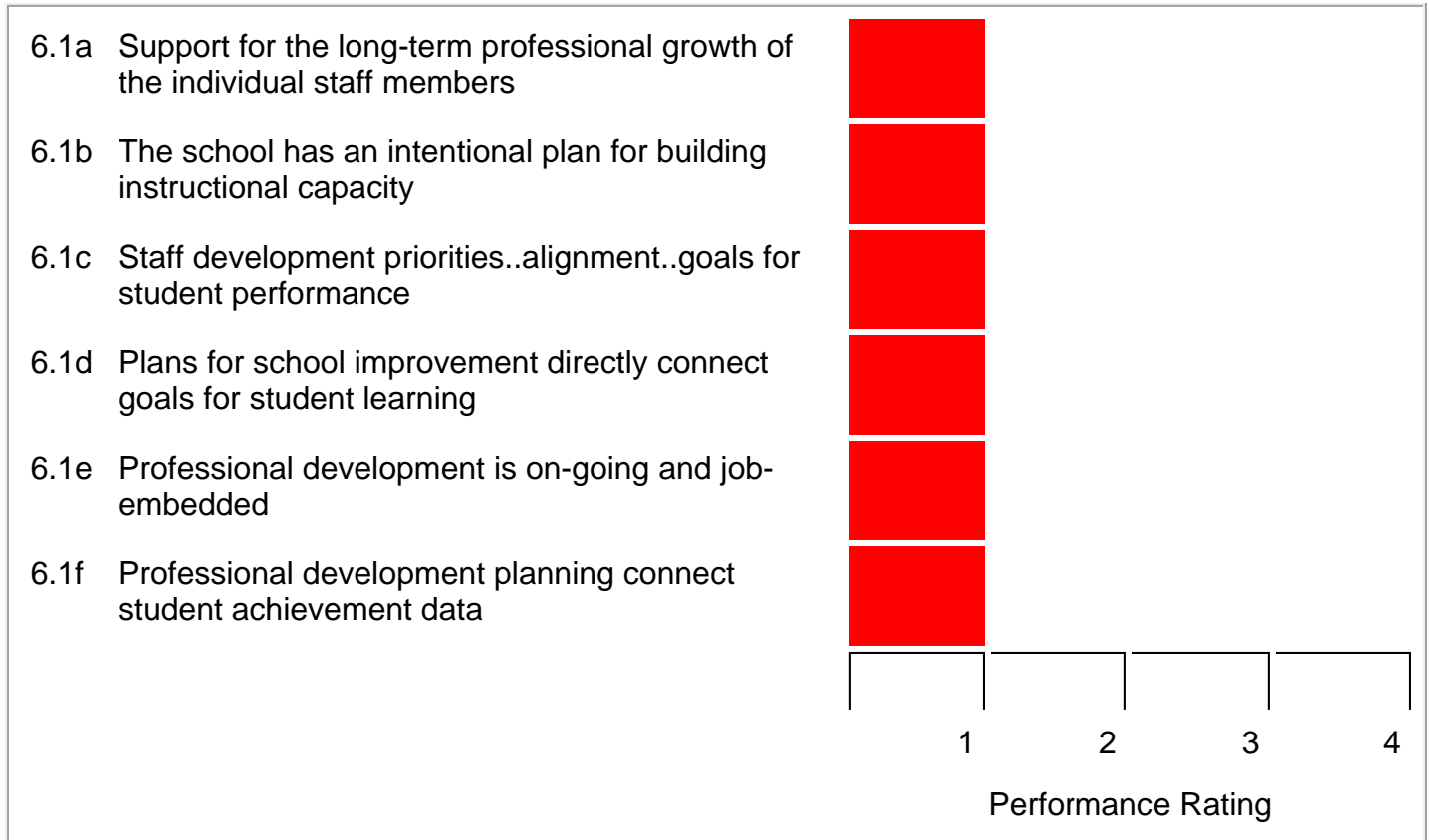
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

6.1 Professional Development

Learning Environment



Scholastic Audit Summary Report

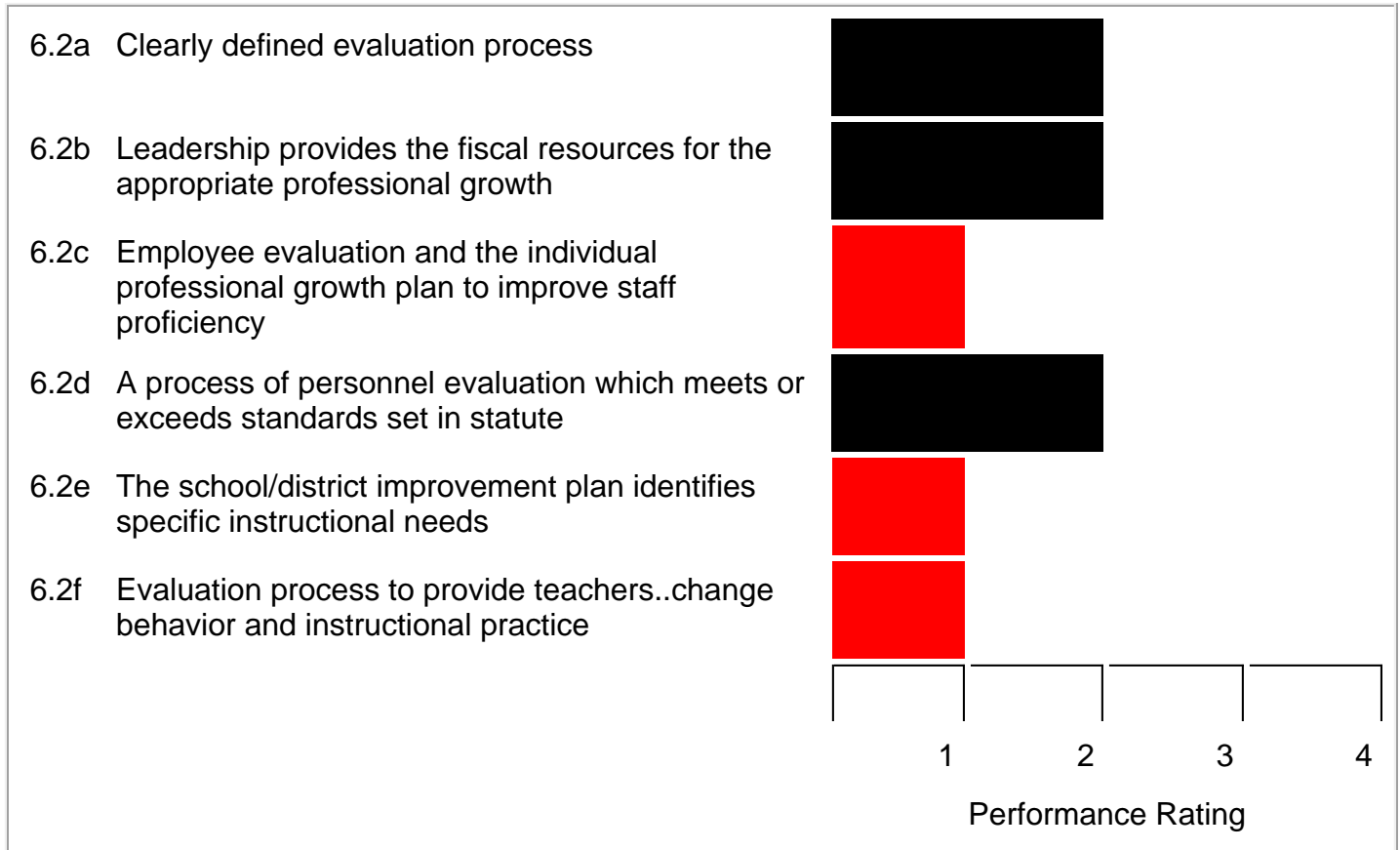
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

6.2 Professional Growth and Evaluation

Learning Environment



Scholastic Audit Summary Report

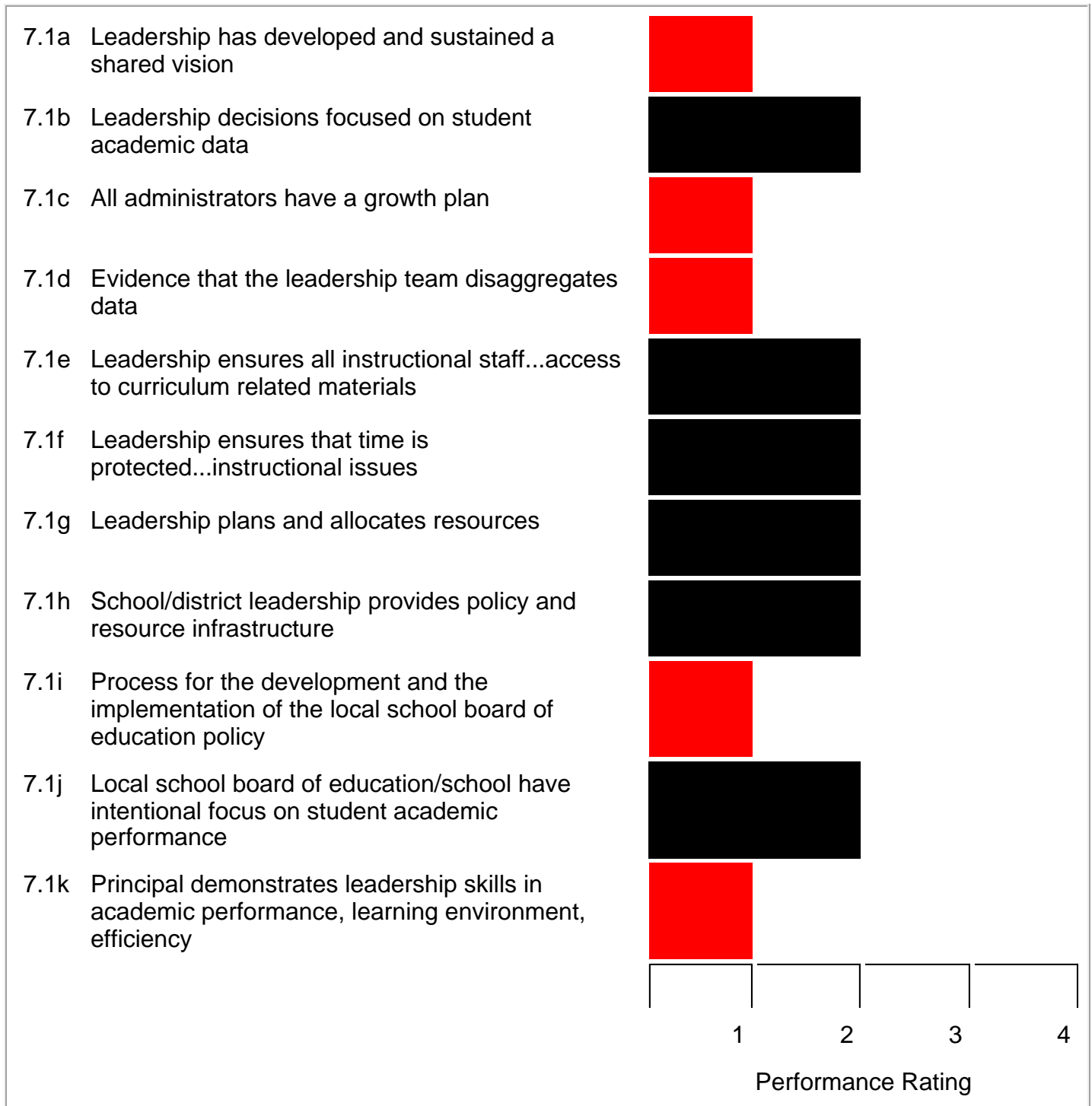
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

7.1 Leadership

Efficiency



Scholastic Audit Summary Report

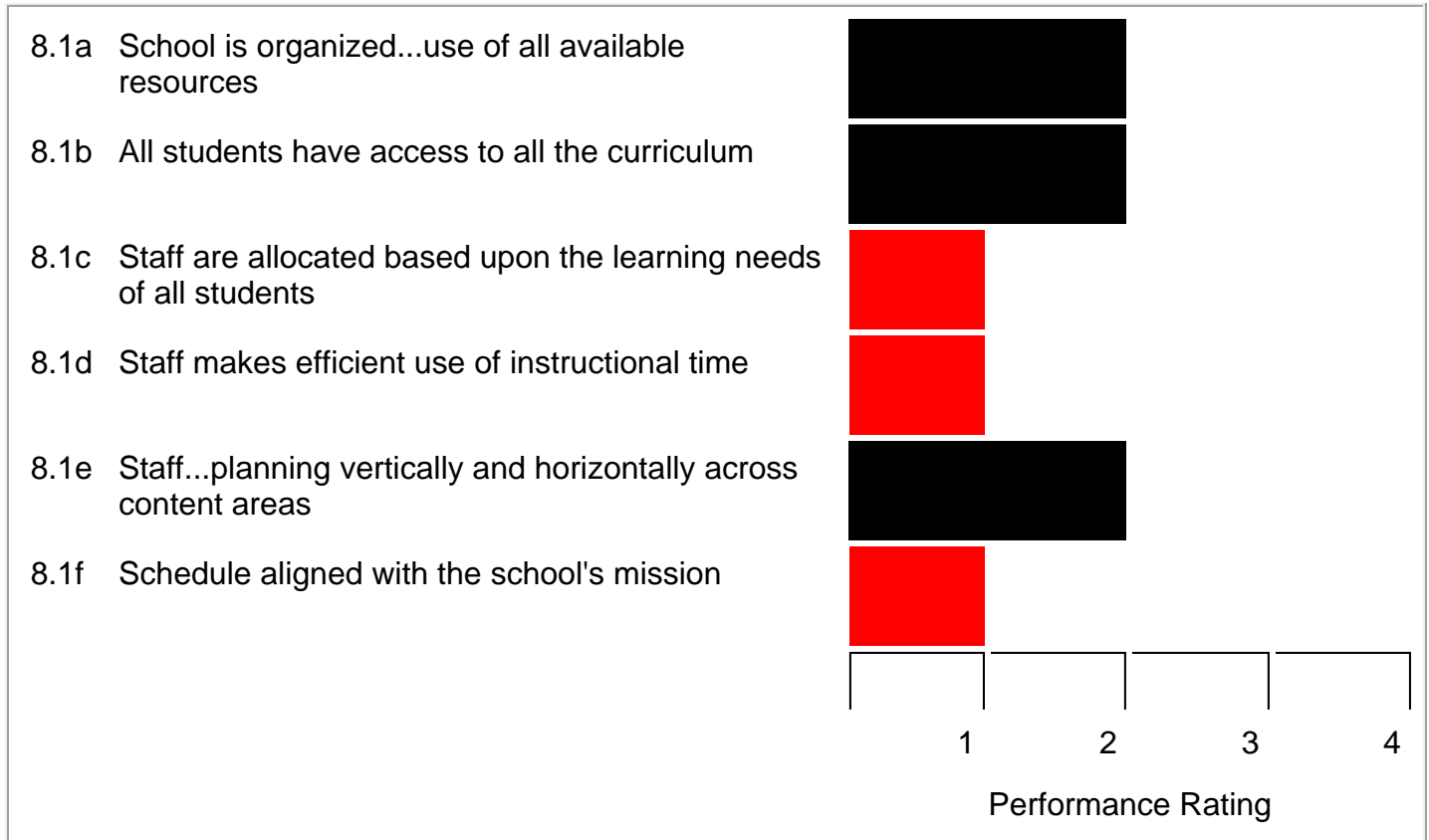
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

8.1 Organization of the School

Efficiency



Scholastic Audit Summary Report

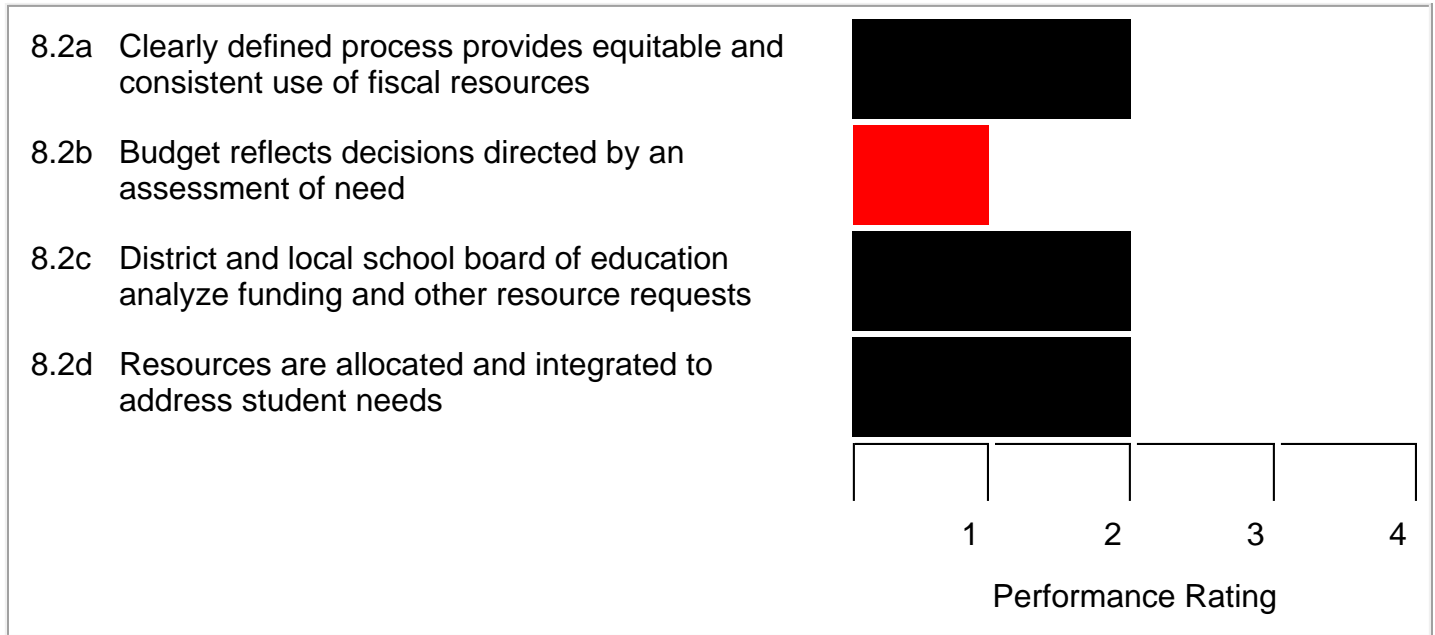
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

8.2 Resource Allocation and Integration

Efficiency



Scholastic Audit Summary Report

Anna Strong Middle School

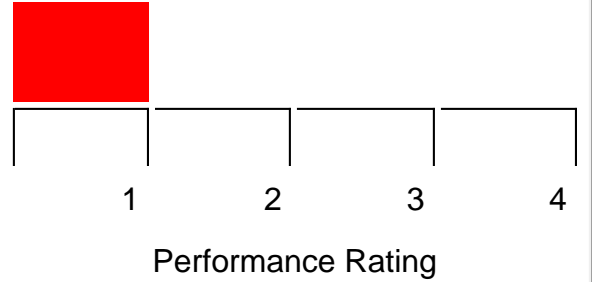
Lee County School District

11/25/2012 - 11/30/2012

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



Scholastic Audit Summary Report

Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

9.2 Development of the Profile

Efficiency



Scholastic Audit Summary Report

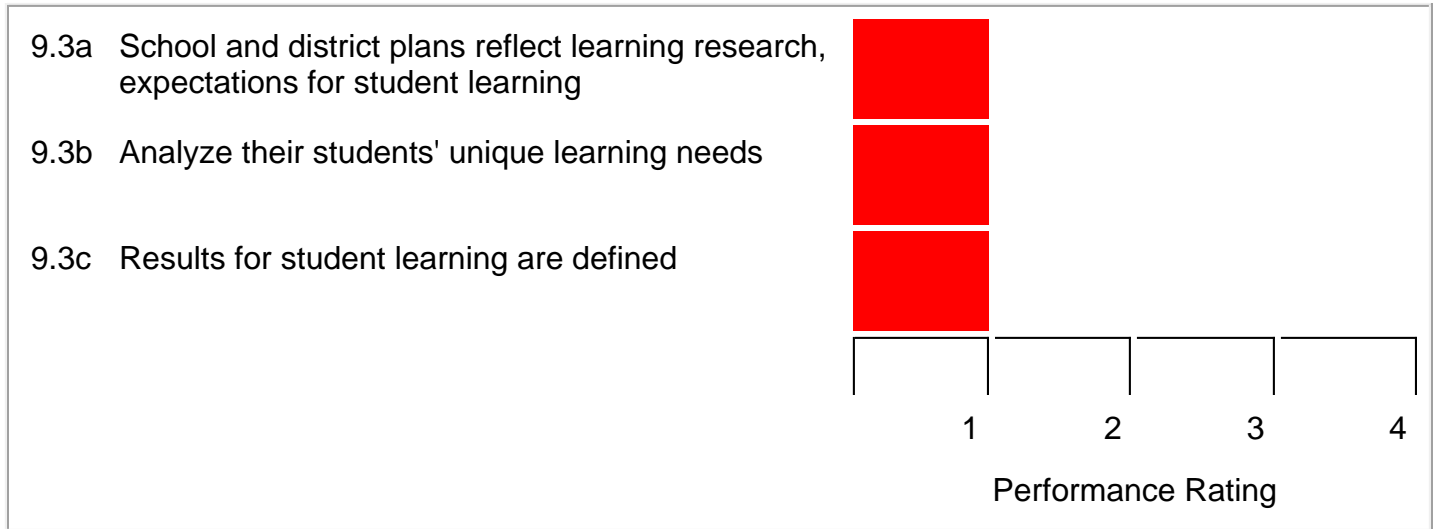
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

9.3 Defining Desired Results for Student Learning

Efficiency



Scholastic Audit Summary Report

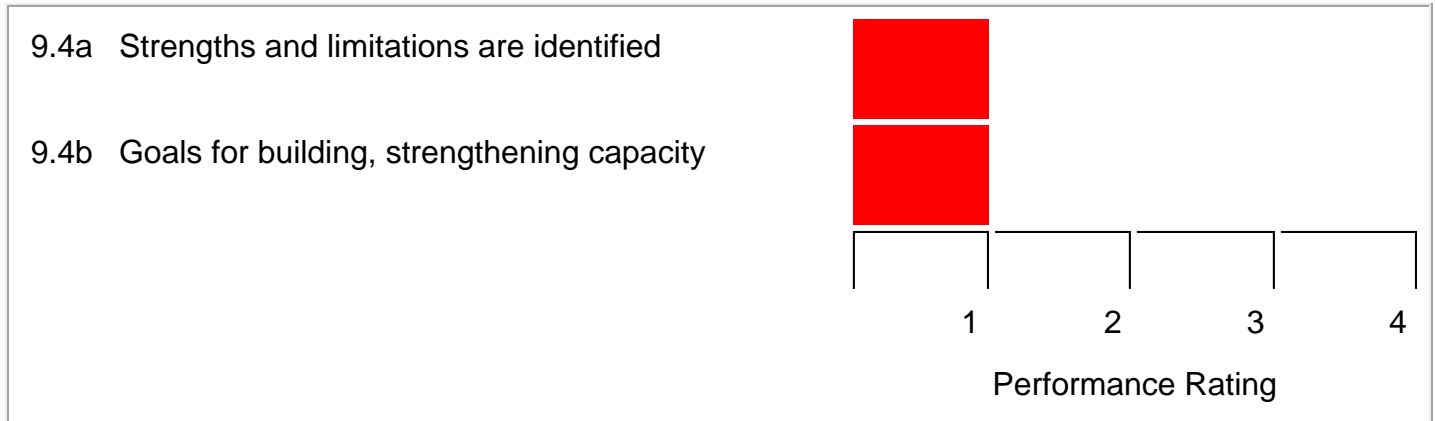
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



Scholastic Audit Summary Report

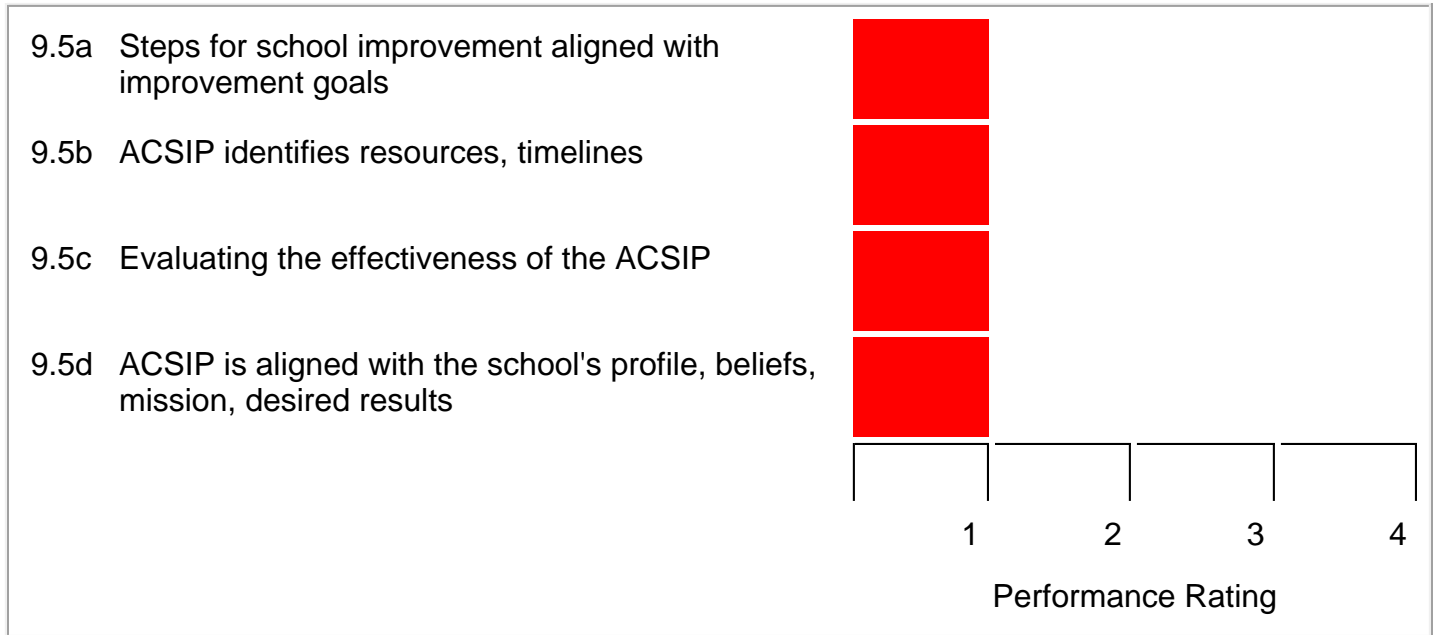
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

9.5 Development of the Improvement Plan

Efficiency



Scholastic Audit Summary Report

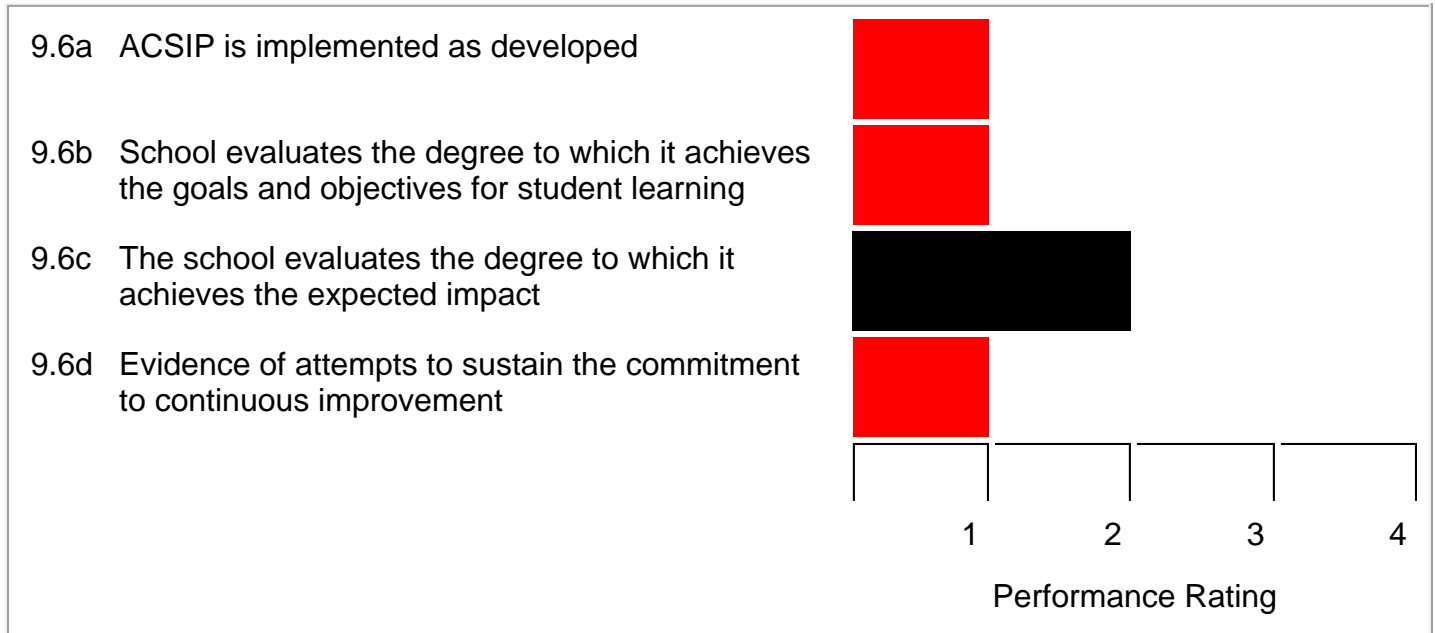
Anna Strong Middle School

Lee County School District

11/25/2012 - 11/30/2012

9.6 Implementation and Documentation

Efficiency



Lee County School District
Lee High School
School Audit Report



12/02/2007 - 12/07/2007

Lee High School
2007 Scholastic Audit Report
At-a-Glance

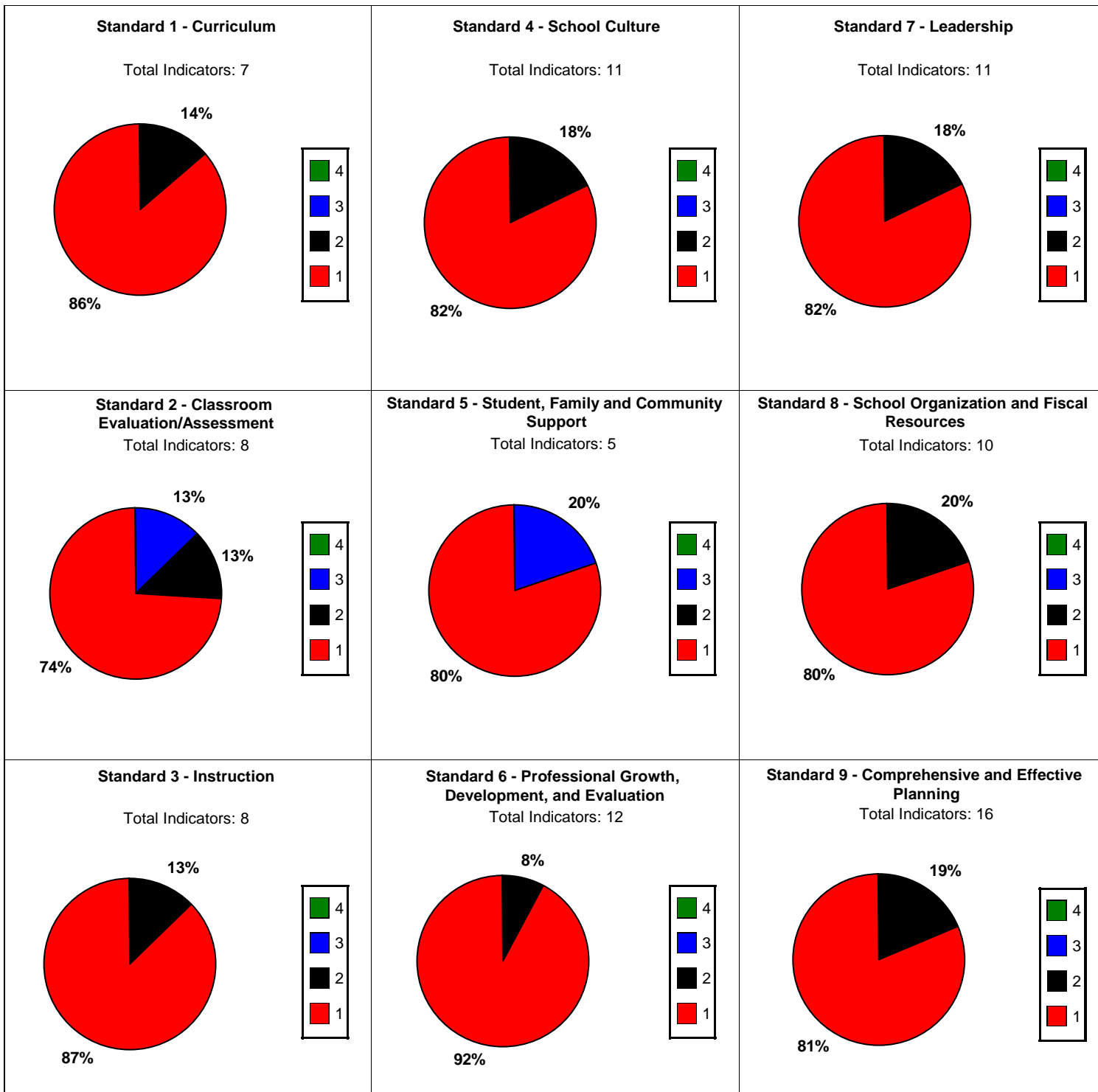
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4- Exemplary level of development and implementation

3- Fully functional and operational level of development and implementation

2- Limited development or partial implementation

1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lee County School District - Lee High School

<p>Standard - 1 - Academic Performance - Curriculum</p> <p>Curriculum</p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>Standard - 4 - Learning Environment - School Culture</p> <p>School Culture</p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p>	<p>Standard - 7 - Efficiency - Leadership</p> <p>Leadership</p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p>
<p>Standard - 2 - Academic Performance - Classroom Evaluation/Assessment</p> <p>Classroom Evaluation/Assessment</p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment - Student, Family and Community Support</p> <p>Student, Family and Community Support</p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p>Organization of the School</p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>Resource Allocation and Integration</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance - Instruction</p> <p>Instruction</p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="73 1654 532 1974"> <p>Legend</p> <p>Green 4- Exemplary level of development and implementation</p> <p>Blue 3- Fully functional and operational level of development and implementation</p> <p>Black 2- Limited development or partial implementation</p> <p>Red 1- Little or no development and implementation</p> </div>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p>Professional Development</p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p>Professional Growth and Evaluation</p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p>Defining the School Vision, Mission, Beliefs</p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p>Development of the Profile</p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p>Defining Desired Results for Student Learning</p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p>Analyzing Instructional and Organizational Effectiveness</p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p>Development of the Improvement Plan</p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p>Implementation and Documentation</p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Lee High School during the period of 12/2/07-12/7/07. This school's last performance rating identified its classification as being in school improvement year 4.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile; classroom observations (104); and formal interviews and informal discussions with teachers (50), students (246), parents (34), central office personnel (7), support staff members (26), dean of students, counselor and the principal.

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The scholastic review report was based upon examination of the documents provided in the school portfolio, team experiences and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Laura Witherington (Regional Education Renewal Zone Director). The other team members were Gloria Clay (Retired Principal), Jim Garrett (Retired Superintendent), Brenda Martin (University Associate Professor), Donna Ross (Principal), Georgine Steinmiller (University Professor) and Jackie Whitehead (Special Education Coordinator).

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

- Standard 1:** The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2:** The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4:** The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5:** The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6:** The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

- Standard 7:** School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- Standard 8:** There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- Standard 9:** The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 6 indicators (86%) evaluated as "Evaluation Category 1," 1 indicator (14%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding For This Indicator is Based On:

Review of the ACSIP, Lesson Plans, and Units of Study
Interviews with Teachers, Classified Staff, and the Counselor
Observations of Classrooms

Some of the course offerings include opportunities for application of skills, knowledge and processes that will prepare students to be self-sufficient and productive citizens. The school offers medical professions classes. The effort to connect to career and college applications is not consistent or systematic. Most opportunities for application of learning are not authentic. The counselor's office maintains copies of students' graduation plans.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 1

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding For This Indicator is Based On:

Review of the ACSIP, Lesson Plans, and Units of Study
Interviews with Teachers, Classified Staff, and School Administration
Observations of Classrooms

The district and school have no curriculum for core or elective content areas. Instruction is based on textbooks and Curriculum Frameworks. Student Learning Expectations and lesson plans are not available in all classrooms. The textbook-centered curriculum alignment is limited to math and literacy skills. The school implements nine-weeks tests designed to mirror state assessments. Data is collected and can be accessed through TRIAND.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding For This Indicator is Based On:

Review of ACSIP and Lesson Plans
Interviews with Teachers, Classified Staff, and School Administrators

The district does not initiate discussions across grade levels to align the curriculum. Content departments do not regularly hold meetings to discuss the curriculum or its implementation. Teachers do not meet with colleagues from the middle school to align the curriculum vertically.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding For This Indicator is Based On:

Review of ACSIP and Lesson Plans
Interviews with Teachers, School Administrators, and District Administrators

The district has made no attempt to reduce unintentional curricular gaps and overlaps. The school has hired an instructional specialist. The district has hired math and literacy coaches. The specialist and coaches have not begun a process to eliminate unintentional curricular overlaps.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 1 Curriculum

Performance Rating **1**

Finding For This Indicator is Based On:

Review of Lesson Plans
Interviews with Teachers, Classified Staff, School Administrators, and District Administrators
Observations of Classrooms

The district does not facilitate discussions on curriculum among eighth grade and ninth grade teachers to focus on curriculum transitions.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding For This Indicator is Based On:

Review of Local School Board Policy
Interviews with Teachers and School Administrators
Observations of Classrooms

The local school board has adopted a policy addressing curriculum. The policy does not require a district curriculum for all courses. The policy does not establish a process for reviewing and revising the curriculum on a regular basis. The school and district have not reviewed and revised the curriculum based on student performance.

1.1g The curriculum provides access to an academic core for all students.

Finding For This Indicator is Based On:

Review of the Master Schedule
Interviews with Teachers, Students, and School Administrators
Observations of Classrooms

All students have access to the academic core. Not all classes integrate higher-order thinking skills and problem-solving skills. Not all classes demonstrate high expectations for student achievement.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Academic Performance**

Standard 1 Curriculum

The district should form committees to develop a curriculum for all contents and grade levels. The curricula should include pacing guides, curriculum maps, correlations to Student Learning Expectations, potential resources, and sample lesson plans. Curriculum committees should include teachers from each school in the district. Committees should invite other stakeholders, including parents, students community members, and school board members to participate in the curriculum development process. The curriculum should be distributed to all teachers and staff. It could be published on the school website. A timeline and procedures should be established to facilitate reviewing, revising, and evaluating the curriculum. The curriculum should be reviewed for revision and modification annually. One resource for beginning this process is the Great Rivers Education Service Cooperative.

School leadership should establish a systematic plan for vertical and horizontal articulation for all subjects K-12. Emphasis should be placed on transitions points from the elementary to the middle school to the high school to close the overlaps and gaps. Lee High School teachers should meet with their content-area colleagues from Anna Strong Middle School to discuss implementation of the curriculum and potential gaps and overlaps during transitions from one school to the next. These meetings should occur annually.

The district and school leadership should develop a teacher induction process to eliminate the need for a textbook-driven curriculum and in order to establish a stable faculty who can uniformly implement the curriculum. The induction process can include bringing new teachers on campus before school begins in August or on a series of Saturdays after school has begun. The process should include an in-depth explanation of the curriculum and how each content area should be implemented. The process should also include opportunities for teachers to model a "mini-teach" lesson to demonstrate their understanding of the curriculum. For information on creating an induction process, the district can contact Pat Yick at the Western Arkansas Education Service Cooperative.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 6 indicators (74%) evaluated as "Evaluation Category 1," 1 indicator (13%) evaluated as "Evaluation Category 2," 1 indicator (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding For This Indicator is Based On:

Review of the Testing Schedule, Sign-In Sheets for Training on Testing Procedures, Documentation of Testing Accommodations, Documentation of Counselor Professional Development, and Local School Board Policy
Interviews with Teachers and the Counselor

Implementation of ACTAAP is coordinated by school and district leadership. School and district leadership conduct meetings with testing coordinators and provide copies of administration and ethics procedures from state and district assessment guidelines to the staff. One-on-one follow-up sessions with novice or teachers new to the building site are offered by the school counselor to ensure comprehension and accurate implementation of the testing policies and procedures. Special testing accommodations for students with special needs are followed according to federal and state regulations. Teachers who will be responsible for administering standardized testing to these students are notified in writing and provided specific information so that testing procedures are not compromised. A local school board policy addresses implementation of the SAT-8, MAT6, and the Arkansas Minimum Performance test. The policy does not address current state assessments.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding For This Indicator is Based On:

Review of Classroom Assessments and Rubrics
Interviews with Teachers and Students
Observations of Classrooms

Some students can articulate what they should be able to do to be proficient in some content areas. Students sometimes use rubrics as guides for evaluating their own work in English and social studies classes. Some students understand what must be included in essays to receive a proficient score. Students do not consistently reflect on or evaluate their own work. Teachers do not collaborate to design rubrics and consistent standards for student work.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding For This Indicator is Based On:

Review of Classroom Assessments, Lesson Plans, and Student Work Samples
Interviews with Students and Teachers
Observations of Classrooms

Some classroom assessments are aligned with the Arkansas Academic Content Standards. Most assessments are taken from textbook ancillary materials. Some teachers design their own assessments. Assessments do not elicit exemplary student performance. The local school board of education has not adopted a policy addressing classroom assessments.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding For This Indicator is Based On:

Review of the ACSIP and Classroom Assessments
Interviews with Students, Teachers, and School Administrators

Teachers do not collaborate to design authentic assessments that are aligned with Arkansas Academic Standards or district pacing guides. Assessments are not reviewed, evaluated or revised by school administration. The ACSIP includes an action requiring teachers to submit sample student work for review by school leadership bi-weekly. This action has not occurred.

2.1d Test scores are used to identify curriculum gaps.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers, Classified Staff, and School Administrators
Observations of Classrooms

The school does not disaggregate or analyze data from Benchmarks, Accelerated Reader, Orchard Lab or classroom assessments for the purpose of identifying curricular gaps or revising instruction.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding For This Indicator is Based On:

Review of Classroom Assessments, Sample Student Work, and Lesson Plans
Interviews with Teachers and Students
Observations of Classrooms

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 1

Students are not provided a choice in the way they are assessed. Some teachers use varied assessment strategies such as open-response questions, essay writing, multiple choice, fill in the blank, true and false, matching, and labeling of diagrams. Most teachers do not provide relevant, meaningful feedback in a time frame conducive to improving future academic success. The purpose of most feedback is to provide a grade. Most feedback does not provide guidance for improvement.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding For This Indicator is Based On:

Review of Classroom Assessments

Interviews with Students, Teachers, and School Administrators

Observations of Classrooms

Teachers do not generate models of exemplary work for students to use as a guide for their work. Exemplary student work is not used as a model for other students to emulate. Some teachers create rubrics for students to use as a guide to proficient work. Classroom assessments rarely require rigorous work. Many assessment tasks are not developmentally appropriate.

School leadership expects teachers to communicate regularly with families when there is a problem academically or behaviorally. School leadership has not communicated to teachers an expectation that they contact parents to report positive gains.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding For This Indicator is Based On:

Review of Classroom Assessments and Student Work Samples

Interviews with Teachers and Students

Observations of Classrooms

Teachers have not received training on analyzing student work. Student work is not analyzed for the purpose of revising instruction. Student portfolios are not used as a gauge of student progress over time.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Academic Performance**

Standard 2 Classroom Evaluation/Assessment

All school and district staff should be trained in the disaggregation and analysis of student achievement data. Data can include the results of Benchmark and End-of-Course tests, district nine-weeks tests, grades, and formal and informal classroom assessments. Data should be disaggregated by student, teacher, class, Student Learning Expectations, and sub-populations. The purpose of data disaggregation and analysis should be to determine student needs for reteaching and to give teachers feedback on the success of their instruction so they can make modifications. School leadership should establish a regular schedule for all staff to review and analyze current student data. School leadership should monitor classrooms through observations and teacher interviews to ensure that instructional modifications are made according to data analysis. The Great Rivers Education Service Cooperative is one source for training on data analysis. Another source is the National Office for Research Measurement and Evaluation Systems (NORMES). School leadership may find helpful "School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems," by Paul G. Preuss.

All certified staff should be trained on multiple authentic assessment models which allow meaningful feedback to students. Formal and informal assessments should vary in format and require students to perform rigorous and relevant tasks. Sample assessments could include writing essays, stories, plays, poems and articles; building models; presenting information orally; group presentations or research; web logs (blogs); PowerPoint presentations; creating web sites, etc. Students should sometimes be given choices in the ways they demonstrate proficiency in learning. School leadership should monitor the variety of assessment methods teachers use through classroom observations and a review of lesson plans.

Lee High School's ACSIP includes an action for teachers to submit sample student work bi-weekly. This action has not occurred, and there is no process or responsible person for reviewing student work. Teachers should meet regularly to review classroom sets of student work to identify how student performance should impact classroom instruction and planning.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 1 indicator (13%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding For This Indicator is Based On:

Review of Lesson Plans, Documentation of Observations, and Professional Development Documentation

Interviews with Teachers and School Administrators

School leadership monitors classroom instruction through informal drop-ins. Quality feedback is not provided that would assist teachers in their efforts to modify instruction to meet the needs of a diverse student population.

Lesson plans are submitted weekly. Teachers are not provided feedback on their lesson plans. Teachers are not given professional development that would address developing lesson plans that would be responsive to the learning needs and learning styles of the students.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding For This Indicator is Based On:

Review of Lesson Plans

Interviews with Teachers, Students, and School Administrators

Observations of Classrooms

Effective and varied instructional strategies are used in some classrooms. Most teachers use teacher-directed instructional strategies. Some teachers use classroom instruction that does not accommodate various learning styles, multiple intelligences, and brain research. Higher-order thinking skills are not a part of instruction in most classrooms. Most teachers do not use student-centered, culturally responsive instructional strategies such as cooperative learning, learning centers, and hands-on activities.

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding For This Indicator is Based On:

Review of Lesson Plans and Nine-weeks Tests

Interviews with Teachers, Students, and School Administrators

Observations of Classrooms

Some instructional strategies are aligned to the textbook. Instructional strategies are not aligned with the district, school and state learning goals. The textbook is the primary instructional resource used in most classrooms. Nine-weeks tests require students to complete assessment tasks similar to those on Benchmark tests.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding For This Indicator is Based On:

Review of the Master Schedule and Teacher Licensure Documents

Interviews with Teachers, School Administrators, and District Administrators

Observations of Classrooms

The district has not made intentional efforts to recruit highly qualified teachers who are licensed to teach in the appropriate content areas. Professional development training does not always update content knowledge and current professional practices to challenge students to high levels of learning. The school and district do not maintain documentation that all teachers are highly

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating **1**

qualified. At least eleven teachers do not have documentation of being highly qualified.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding For This Indicator is Based On:

Review of the Technology Plan and Local School Board Policy
Interviews with Teachers, Students, and School Administrators
Observations of Classrooms

Most teachers do not use technology for instructional purposes. Technology is not integrated into instruction across content areas. Technology is not readily available and accessible to students. Some students use computers in the media center for Accelerated Reading and other assignments. Some students take courses in the computer lab. The local school board has adopted a policy on technology. The policy does not require the use of updated technology by all teachers for instructional purposes. The technology plan requires that teachers integrate technology into their lesson plans. This policy is not consistently implemented.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding For This Indicator is Based On:

Review of the Technology Plan
Interviews with Teachers, Students, and School Administrators
Observation of Classrooms, the Media Center, and Computer Laboratories

The textbook is the primary instructional resource used in most classrooms. Some classrooms have small classroom libraries. Teachers do not frequently use the resources in the media center to provide appropriate instructional resources that support the school's implemented curriculum and the diverse needs of the students. Many of the texts in the media center are not current. Teachers do not maximize the technology present in the school.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding For This Indicator is Based On:

Review of Professional Development Records
Interviews with Teachers and School Administrators
Observations of Classrooms

Teachers have not received training in protocols for analyzing student work.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Performance Rating 1

Teachers do not meet to analyze student work. Analyzing student work is left to each individual teacher. Teachers do not meet regularly as departments to discuss instructional issues. Teachers do not collaborate to analyze student responses from released items to inform instructional practice and improve student performance. Individual teachers' analysis of student work does not inform instructional practice.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding For This Indicator is Based On:

Review of Local School Board Policy

Interviews with Teachers, Students, and School Administrators

Observations of Classrooms

Some students can articulate the purpose of homework. Many teachers provide minimal feedback on student homework. Some of the homework extends student learning. The local school board has adopted a policy addressing homework. The policy does not limit the weight of homework in a student's final grade.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Academic Performance**

Standard 3 Instruction

Teachers should receive training on developing instructional strategies and activities tailored to their student populations to ensure all learning styles are addressed. All teachers should implement varied instructional strategies daily. Some examples of high-yield instructional strategies include Socratic seminars, cooperative learning, jigsaw grouping, literacy circles, double-entry journals, peer tutoring, and using graphic organizers. Daily lesson plans should reflect the use of varied instructional strategies. School leadership should monitor for the use of such strategies through classroom observations and a review of lesson plans. Teachers should be provided written feedback on the lesson plans they submit weekly. Feedback should offer suggestions for instructional strategies. One resource is "Classroom Instruction that Works," by Robert J. Marzano.

School leadership should establish an expectation throughout the school for teachers to integrate technology into instruction. The school has purchased several Smart Boards. Most of them are rarely used. All technology resources in the school should be utilized regularly. Required hours of professional development in instructional technology should focus on how to integrate available technology into content-specific instruction. The district could survey teachers to find those in each content area who have successfully integrated technology into their lessons. These teachers could present professional development to others in their content areas on the successful use of technology. Some possible ways to integrate technology include PowerPoint presentations, United Streaming, Wiki Spaces website, and Web logs (Blogs). The integration of technology should be monitored by school leadership through lesson plans, classroom observations, and a sign-out log for the portable Smart Board in the media center.

All teachers should be trained in instruction that embeds higher-order thinking, rigorous tasks, and problem-solving skills. Instruction should rarely involve the knowledge and comprehension levels of Bloom's Taxonomy. Students should be expected to participate in the creation of knowledge that expands learning into their lives and community. Students should rarely be asked to complete tasks such as rote practice, multiple choice tests, or short answer questions. One resource on higher-order thinking skills is the Southern Regional Education Board.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 9 indicators (82%) evaluated as "Evaluation Category 1," 2 indicators (18%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers and Students
Observations of Classrooms and Hallways

The learning environment is nurturing for some students. Many students believe the teachers care about them. Some students have been assigned to an adult in the school who acts as a mentor and advisor. Few student accomplishments are recognized regularly. The school does not have a systematic process in place to recognize and document academic achievements. Student achievements are recognized in a variety of ways. Celebrations of student success include banquets, assemblies, newspaper notices, trophies, and "shout outs."

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding For This Indicator is Based On:

Review of Local School Board Policy, the School Website, and Newspaper Clippings
Interviews with Teachers and Students

The local school board has adopted a policy that addresses parent communication. The school has a published a website for stakeholders to access. Newspaper articles communicate school-related events to the community.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding For This Indicator is Based On:

Review of Local School Board Policy and Physical Structures

Interviews with Teachers, Students, School Administrators, and Unclassified Staff

Observations of Hallways, Classrooms, Restrooms, and other Physical Structures

The physical structures of most classrooms provide safe, orderly and equitable learning environments. Many exterior doors remain unlocked throughout the day. Some classroom doors are unlocked during class time. A minimal number of students walk the hall during class time without a hall pass. The ceiling tiles in many classrooms, hallways and common areas have mold. Many restrooms do not have stall doors. Most paint is peeling.

The local school board has adopted a policy on school discipline. Some classrooms have behavior expectations posted. The school has not collected data on the learning environment. School leadership has not established procedures for minimizing instructional disruptions. All classrooms have telephones for communication with the office. Many classes are interrupted by phone calls.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding For This Indicator is Based On:

Review of Lesson Plans, Faculty Meeting Agendas, and Classroom Assessments

Interviews with Teachers, School Administrators, and Students

Observations of Classrooms, Hallways, and School Assembly

High expectations are not communicated to all students. Most assignments do not require higher-order thinking skills. Short school assemblies are held based on current issues deemed important by school leadership. The school mission and vision is not shared with all students and other stakeholders.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding For This Indicator is Based On:

Review of the Suspension List and Teacher and Student Handbooks

Interviews with Teachers, School Administrators, and Students

Observations of Classrooms and Hallways

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

Few teachers communicate high expectations for students. High expectations are not evident through instruction or student assignments. Many students are allowed to sleep through class. The school has established common expectations for behavior and discipline. Behavior expectations are posted in some classrooms. Behavior standards are not equitably applied. As many as forty-four students were listed on out-of-school suspension during the week of the audit. Others were on informal suspensions or In-School Suspension. Many suspensions occur over dress code infractions.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding For This Indicator is Based On:

Review of Local School Board Policy
Interviews with Teachers, Classified Staff, School Administrators, and Parents
Observations of Classrooms and Hallways

Not all staff members participate in formal and informal decision-making. Few staff members are aware of the mission statement. The mission statement has not been reviewed with new staff members since it was adopted. Classified staff do not participate in academic decision-making.

- 4.1e Teachers recognize and accept their professional role in student success and failure.

Finding For This Indicator is Based On:

Review of Lesson Plans, School Board Policy, and Individual Professional Growth Plans
Interviews with Teachers and Students
Observations of Classrooms

Few teachers reflect on the impact of their instruction and change their classroom practices as a result. Few teachers develop their Individual Professional Growth Plans based on identified student weaknesses.

The local school board has not adopted a policy that links teacher efficacy and student performance.

- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding For This Indicator is Based On:

Review of Local School Board Policy and the Master Schedule

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating **1**

Interviews with Teachers and School Administrators
Observations of Classrooms

The local school board has not adopted a policy that requires teaching assignments be made based on teacher strengths and student needs. Staffing assignments are primarily made based on seniority. The local school board has not adopted a policy addressing student/teacher ratio. The ACSIP addresses hiring additional math and language arts teachers to reduce the student/teacher ratio in these content areas. Most students have equitable access to classes.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding For This Indicator is Based On:
Review of Local School Board Policy
Interviews with Teachers and Students
Observations of Classrooms and Hallways

Some teachers communicate with families through mail, telephone, monthly newsletters, and a calendar of activities. The local school board has adopted a policy on parent communication. This policy is not fully implemented by all teachers. Interim reports are sent home each nine-week period.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding For This Indicator is Based On:
Interviews with Teachers, School Administrators, and Students
Observations of Classrooms, Common Areas, and Hallways

Student work is posted and celebrated in a few classrooms. Scoring rubrics are not displayed with student work. Displayed student work is not recognized for being exemplary work. Displayed student work is not accompanied by an explanation of why it is a model of quality work. Student work is not posted in hallways and common areas.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding For This Indicator is Based On:
Review of Local School Board Policy
Interviews with Teachers and Students
Observations of Classrooms and Hallways

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Performance Rating 1

The media center contains some materials about diverse cultures. Multicultural education is not a part of regular instructional practice. The school has made no intentional effort to minimize the impact of physical, cultural or socio-economic factors on learning. The local school board has not adopted a policy addressing equity and diversity. The student handbook includes a non-discrimination policy.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Learning Environment**

Standard 4 School Culture

The school should establish a school leadership team. The team should represent all segments of the school staff. The leadership team should meet bi-weekly. The leadership team should become the primary decision-making body of the school in order to spread leadership capacity among all staff.

The newly formed school leadership team should begin a process to establish high expectations for all students. High expectations should be evident in the rigor of classroom instruction and assessment tasks. Students should be involved in all levels of school decision-making. Students can participate in school governance, planning assemblies and activities, choosing methods of assessment, scheduling assignments, and other school decisions. Giving students a voice in school decisions promotes higher-order thinking skills, gives students ownership of the school, and proves to students that the school staff believes in them.

School leadership should set expectations for all teachers to communicate regularly with all parents. Parent communication should not primarily be in response to academic or behavior problems. Regular communication should occur to inform parents of positive academic progress. The school website can be used to inform parents of upcoming events. The school should establish a monthly newsletter to be sent home to parents. The newsletter should include upcoming events and notices of outstanding student achievements. The newsletter should include tips for parents on supporting their students academically. All teachers should contribute to the newsletter each semester. Each academic department should contribute to the newsletter every month.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 4 indicators (80%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 1 indicator (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding For This Indicator is Based On:

Review of Student Grade Reports, Graduation Plans, and Individualized Education Plans

Interviews with Teachers and Counselors

Observations of Student Records Areas

The school maintains cumulative student records that provide information related to the student's academic and educational development. Data from varied sources are included in student records. State assessment results, Graduation Plans and scholarship applications are maintained in student files. Cumulative student records are organized and available to designated staff members. The records are kept in the counselor's office. There is no record kept of which teachers have viewed student records. There is adequate technology to support the record keeping. The technology is not maximized.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 1

- 5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding For This Indicator is Based On:

Review of the ACSIP, Local School Board Policy, Phone Logs, and Parent Notes
Interviews with Parents and Teachers
Observations of the Parent Center

The district has a parent involvement policy. Some families are involved in student learning. Most of those involved are families of successful students. There is communication from the school to the home through notes to parents, letters, and phone calls. The communication is generally reactive dealing with poor student behavior or academic performance. Parents, family members and community members feel welcome in the school. The principal and parent coordinator spend time in the community disseminating school information. There is little evidence of active collaboration among school staff members and family members. Some of the parent meetings had a short notification time. Monthly parent meetings set as actions in the ACSIP have not been scheduled. The school has established a large parent center that has books, videotapes and other literature available for parents.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding For This Indicator is Based On:

Review of the Parent-Teacher Conference Schedule, the Parent Involvement Plan, and Local School Board Policy
Interviews with Teachers, School Administrators, and District Administrators

Student participation data is not analyzed to determine when students should enter and exit supplemental or remedial programs. The supplemental program is designed for students in athletics or Quiz Bowl. The emphasis is not on the students with the greatest needs. Title I is not closely coordinated with the school's instructional program. The school counselor collaborates with staff and families to meet the varied needs of students. The local school board has not adopted a policy requiring that all students have equal access to the curriculum. The student handbook states that all students will have access to the same classes, programs, and activities.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating **1**

Finding For This Indicator is Based On:

Review of Mental Health Sign-In Books

Interviews with Teachers, Parents, School Administrators, and Students

Observations of Classrooms

Instructional materials that promote learning are available. Materials include Smart Board and Cage Televisions. Staff have not been trained on using the materials. Textbooks are the primary instructional material in most courses. School staff members do not use differentiated instruction to meet students' needs. The school collaborates with mental health agencies. The school has initiated some partnerships with local ministers and churches. The impact of these partnerships has not been measured.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, Students, and Classified Staff

Observations of Extended Day Tutoring

There are some opportunities for students to receive additional assistance beyond initial classroom instruction. Supplemental or remediation time is intended to support student achievement. There is no formal process to collect data validating the successful use of the time. There is minimal collaboration among programs. The school provides the opportunity for some students to go to Quiz Bowl. This opportunity is not available to all students. A number of teachers offer tutoring to students who need additional help.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Learning Environment**

Standard 5 Student, Family and Community Support

School leadership should ensure that actions listed in the ACSIP are implemented. Actions that address parent involvement that need implementation include monthly parent meetings and the Meet and Greet for parents of eleventh and twelfth grade students.

The school has previously surveyed parents on their volunteer interests and distributed volunteer lists to teachers. The parent involvement coordinator should make the survey and distribution of the list an annual event. Parents should be provided suggestions for volunteer opportunities. Parents should also be able to suggest alternative venues for volunteering. The school should document the number of hours parents volunteer in the school. This data can be used for future school improvement planning.

School leadership should develop a monthly calendar of events for distribution to parents through students, through the school newsletter and on the website. The calendar should list activities, athletic events, and upcoming due dates for major assignments and tests. All teachers should contribute to the calendar.

The school established a Parent Teacher Student Organization. The Parent Teacher Student Organization should meet monthly to discuss ways to support the mission of the school. The Parent Teacher Student Organization should create an agenda for each meeting, keep sign-in sheets of those in attendance, and keep minutes of issues discussed. Copies of these documents should be filed with school leadership. These documents can be used as data for school improvement planning.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 6 Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 11 indicators (92%) evaluated as "Evaluation Category 1," 1 indicator (8%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

6.2a The school/district provides a clearly defined evaluation process.

Finding For This Indicator is Based On:

Review of Local School Board Policy and Evaluation Documents

Interviews with Teachers, School Administrators, and District Administrators

The local school board of education has adopted a policy addressing evaluation of personnel. The evaluation process focuses on educators addressing the academic and social needs of students. The policy requires that the evaluator provide specific feedback that can be used to improve the performance of the teacher or administrator. This portion of the policy is not consistently implemented. Teachers often receive evaluations without feedback aimed at improving performance. There is no system for reviewing the evaluation process with all staff on an annual basis.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating 1

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans and Professional Development Documents

Interviews with Teachers, School Administrator's and District Administrators

Individual Professional Growth Plans are completed annually. Many of the growth plans describe task-related goals (i.e., call parents, timely homework return, etc.). A majority of the growth plans do not reflect long-term needs to enhance instruction or leadership development.

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans and Professional Development Documents

Interviews with Teachers, School Administrators, and District Administrators

The district has identified professional development activities that do not consider the individual needs of the teacher. Student achievement data is sometimes discussed at school meetings. Constructive analysis of student achievement data to determine long-term professional development is not evident in many of the individual professional growth plans.

- 6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans, Professional Development Documents, and Meeting Agendas

Interviews with Teachers, School Administrators, and District Administrators

Professional development opportunities for teachers are not related to the school's learning goals for students. Professional development opportunities do not address the individual growth needs of staff members. Professional development opportunities are not aligned to goals identified in the Individual Professional Growth Plans. Individual Professional Growth Plans do not guide planning for professional development training. No needs assessments have been conducted to determine the individual professional development needs of teachers or the needs of the staff as a whole.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating **1**

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding For This Indicator is Based On:

Review of Professional Development Documents and Meeting Agendas
Interviews with Teachers, School Administrators, and District Administrators

The school and district do not survey teachers on professional development needs. There is no formal process to determine the needs of teachers or the staff as a whole. Professional development is not aligned with goals in the ACSIP, the mission statement, or data analysis. Staff members participate in professional development workshops. The workshops do not always update teachers' content knowledge for the classes they teach. Several teachers received professional development hours for Arkansas history. Some of these teachers do not teach history or need Arkansas history to maintain their teaching licenses.

6.1e Professional development is on-going and job-embedded.

Finding For This Indicator is Based On:

Review of Professional Development Documents and Meeting Agendas
Interviews with Teachers, School Administrators, and District Administrators

Professional development training is not on-going or job-embedded. Many of the workshops are generic and do not impact instruction. Few professional development workshops are content-specific. Workshops do not include evaluations for feedback to the presenters. There is no follow-up on professional development to ensure skills and knowledge learned in workshops are implemented in classrooms. The school does not make use of non-traditional or external avenues for providing professional development.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding For This Indicator is Based On:

Review of Professional Development Documents and Student Achievement Data
Interviews with Teachers, School Administrators, and District Administrators

Limited analyses of multiple data sources are conducted by school leadership to determine staff needs. Professional development activities are not related to student needs. There is no intentional connection to classroom instruction. The school and district do not provide professional development on disaggregating and analyzing data or on analyzing student work for instructional modification.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating **1**

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding For This Indicator is Based On:

Review of Local School Board Policy and the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

The local school board of education has not adopted a policy regarding professional development. Available fiscal resources are not maximized to enhance professional growth. The ACSIP allocates \$50,000 to fund professional development to be provided by the John Bailey Henderson McNeil Education Group. Many of the staff do not know the purpose of this professional development. Some professional development outside the district is funded. Most professional development is provided by district staff.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans, School Board Policy, Evaluation Documents, and Observation Feedback

Interviews with Teachers, School Administrators, and District Administrators

Individual Professional Growth Plans do not reflect the learning needs of students or the professional needs of teachers. Individual Professional Growth Plans are not written in consultation with supervisors or mentors. Teachers and administrators prepare Individual Professional Growth Plans independently. The Individual Professional Growth Plans do not take into account feedback received on evaluations. Individual Professional Growth Plans do not reflect analysis of student data for instructional weaknesses. Most goals in the Individual Professional Growth Plans are not measureable. (Some Individual Professional Growth Plans contain goals such as "Be the best I can be.") Individual Professional Growth Plans do not significantly impact professional practice or student achievement. The evaluation process does not examine the success of the Individual Professional Growth Plan. The evaluation process is not viewed as a route to greater proficiency.

- 6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans, Observation Feedback Documents, and Evaluation Documents

Interviews with Teachers, School Administrators, and District Administrators

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating **1**

Personnel evaluations meet the requirements of state statutes. Local school board policy requires that probationary teachers be observed three times each year and career teachers be observed one time each year. All teachers are evaluated each year. Observations include some feedback. The feedback is not sufficient for teachers to make instructional changes. Feedback on observations and evaluations has little impact on instruction and student achievement.

6.2e The school/district improvement plan identifies specific instructional needs and has strategies to address them.

Finding For This Indicator is Based On:

Review of Professional Development Documents, Individual Professional Growth Plans, and ACSIP

Interviews with Teachers, School Administrators, and District Administrators

Professional development for school administrators meets state requirements. School leadership does not intentionally seek professional development that will enhance skills as instructional leaders. The ACSIP does not address instructional leadership.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans, Observation Feedback Documents, and Evaluation Documents

Interviews with Teachers, School Administrators, and District Administrators

School leadership does not use the evaluation process as an opportunity to change instructional practice. Individual Professional Growth Plans are not a part of the evaluation process. Individual Professional Growth Plans include a component to determine whether the goal has been met. Meeting the goal of the Individual Professional Growth Plan is not a part of the evaluation process. School leadership provides no feedback to teachers on the goal selected for the Individual Professional Growth Plan. School leadership provides limited feedback on observations and evaluations. School leadership does not follow up after observations to ensure recommendations have been implemented. Teachers receive limited support in seeking professional growth.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Learning Environment**

Standard 6 Professional Growth, Development, and Evaluation

The district should redesign the evaluation process to become an avenue to instructional improvement. Evaluation forms should be simplified. A committee of teachers and administrators should work together to revise the forms. The evaluation should prioritize evaluator comments and recommendations for improvement, not checklists. Evaluators should be trained on how to recognize good instruction and how to write recommendations that will effect change.

The district should revise the process for using Individual Professional Growth Plans. Individual Professional Growth Plans should be written in collaboration between teachers and administrators. Multiple data should be consulted during the creation of the Individual Professional Growth Plan. Teachers and administrators should consult student achievement data, goals in the ACSIP, classroom observation documentation, and the school mission statement. Individual Professional Growth Plan goals should be measurable. Progress toward the goals of the Individual Professional Growth Plans should be monitored throughout the year. Incremental progress should be documented and filed with the Individual Professional Growth Plans. Whether a teacher or administrator achieves the goal of the Individual Professional Growth Plan should be a factor in that teacher's or administrator's annual evaluation.

Professional development opportunities should be designed by consulting Individual Professional Growth Plans, evaluations, and needs assessments. Professional development opportunities should directly address needs identified through analysis of student achievement data. The school and district should seek quality professional development from multiple sources including internal presenters, professional development from the education service cooperative, presenters from neighboring school districts, book studies on instructional topics, and state, regional and national presenters. All professional development should include a component to monitor implementation. School leadership should expect teachers to implement strategies learned through professional development in the classrooms immediately following the training. Resources for developing quality professional development opportunities are "Professional Learning Communities," by Rick DeFour, and the website for the Southern Regional Education Board.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 9 indicators (82%) evaluated as "Evaluation Category 1," 2 indicators (18%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding For This Indicator is Based On:

Review of Local School Board Minutes and the ACSIP
Interviews with School Administrators, District Administrators, and Local School Board Members

The school reviews student achievement data. Data analysis does not have an impact on decision-making or student performance. The local school board sometimes discusses academic issues during board meetings. Some district administrators present updates on academic programs to members at the board meetings. The local school board does not intentionally align its actions with the school and district's mission.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding For This Indicator is Based On:

Review of Meeting Agendas
Interviews with Teachers, Students, Parents, School Administrators, and District Administrators
Observations of Classrooms, Hallways, and Common Areas

The principal does not consistently implement local school board policy. The principal occasionally engages students and teachers in conversations about academic progress. Most of these discussions are general and not focused on specific learning needs. Some faculty meetings use time to address academic issues. The principal offers teachers little assistance in implementing the text-book driven curriculum or using Arkansas' Curriculum Frameworks as a resource and guide for instruction. The principal informally visits classrooms frequently. These visits are rarely documented. Informal visits rarely include constructive feedback that could lead to improved instructional performance. The principal creates a positive, supportive learning environment for teachers and students. The principal has created a positive rapport with students and parents. The principal provides some

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 2

organizational direction through management techniques. The principal has not developed leadership capacity throughout the school.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 1

7.1a Leadership has developed and sustained a shared vision.

Finding For This Indicator is Based On:

Review of the Mission Statement, Meeting Agendas, and ACSIP
Interviews with Teachers, School Administrators, Parents, Classified Staff, and
Students
Observations of Classrooms

The school mission statement was developed several years ago and has not been revised by the current staff. The statement has been distributed to most teachers. The statement appears on yellow paper with a school logo. The statement is posted in many classrooms. The school mission statement does not drive decision-making. School leadership does not provide updates to stakeholders on progress toward achieving the mission.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding For This Indicator is Based On:

Review of the Meeting Agendas, Student Achievement Data, the Master Schedule
and ACSIP
Interviews with Teachers, School Administrators, and District Administrators
Observations of Classrooms

School leadership sometimes reviews and discusses student achievement data. School leadership does not disaggregate and analyze data to a level that can drive decision-making. Data analysis does not influence teaching assignments. Data analysis does not influence professional development choices.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans and the ACSIP
Interviews with School Administrators and District Administrators

All school administrators have an Individual Professional Growth Plan. The growth plans do not focus on improving skills as an instructional leader. The goals in the growth plans are not congruent with goals in the ACSIP or other goals for the school. The goals in the growth plans are not measureable.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

information to school staff and incorporates the data systematically into the school's plan.

Finding For This Indicator is Based On:

Review of the Meeting Agendas, Student Achievement Data, and ACSIP
Interviews with Teachers, School Administrators, and District Administrators

School leadership does not guide staff in the disaggregation of student achievement data by Student Learning Expectation, sub-population, teacher, student, or class. Analysis of data impacts the school improvement planning in general. (The school has identified literacy, math and science as areas of focus.) Analysis has not had an impact on planning for specific instructional or curricular changes. The school has not implemented plans to address specific sub-populations based on data analysis.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding For This Indicator is Based On:

Review of Curriculum Documents
Interviews with Teachers, School Administrators, and District Administrators
Observations of Classrooms

Teachers have access to Arkansas Curriculum Frameworks. There is no systematic process for sharing curriculum information with teachers and staff. Curriculum specialists discuss the textbook-driven curriculum expectations with individual teachers. The school does not have a formal leadership team that meets regularly and has a reporting system for disseminating information to staff. Leadership capacity is not spread throughout the school.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding For This Indicator is Based On:

Review of the Master Schedule
Interviews with Teachers and School Administrators
Observations of Classrooms

School-wide interruptions over the intercom system are minimal. The office frequently calls teachers during class time over the telephone system regarding minor administrative issues. School leadership often convenes whole-school assemblies at the beginning of first period to discuss relevant issues. Time is not used as a resource in the school. Teachers do not share the same planning period with other teachers in the same department or at

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating 1

the same grade level in order to collaborate. Instruction is not “bell-to-bell.”

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding For This Indicator is Based On:

Review of the Master Schedule, the School Map, the Bell Schedule, the School Budget, and the ACSIP
Interviews with Teachers and School Administrators
Observations of Classrooms

Allocation of resources does not focus on student learning. Time, funds, physical space and personnel are not distributed to maximize these resources. The Accelerated Reader program is not used by all language arts classes. Class periods are 46 minutes long. Additional technology and resources are not allocated according to maximum impact on student learning. School staff have not been given a process for requesting additional resources. School leadership does not monitor programs in order to make appropriate modifications based on the programs' outcomes.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding For This Indicator is Based On:

Review of Local School Board Policy
Interviews with Teachers and Students
Observations of Classrooms, Hallways, and Common Areas

The local school board has not adopted a policy addressing the learning and working environment. Many areas of the school are in need of repair and cleaning. Extra newspapers and computers are stored in the staff copy room. Some classrooms do not take advantage of walls as a resource for learning materials. Few bulletin boards or classroom displays address instructional goals. School leadership allocates resources for facilities and equipment. The focus of allocation does not impact student learning.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding For This Indicator is Based On:

Review of Local School Board Policy
Interviews with School Administrators, District Administrators, and Local School

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Performance Rating **1**

Board Members

The local school board has adopted most policies required by state statute. Many of the policies are not implemented. Some policies are outdated. The local school board reviews some policies annually and generally reviews only those policies identified by school administration as needing attention. There is no systematic process for reviewing and revising local school board policies on a regular basis. The district publishes the local school board policies on its website.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Efficiency**

Standard 7 Leadership

School leadership should spread leadership and decision-making capacity to all staff. A leadership team should be established. Members of the leadership team should represent all areas of the school. The leadership team should become the primary decision-making body for the school. The leadership team should be involved in decisions on scheduling, funding allocations, curriculum, professional development, hiring and recruitment, data analysis, and overall school improvement. The goal of the leadership team should be for all teachers to take ownership of school progress and decisions.

District leadership should guide the school board in creating a process for the regular review, revision and adoption of policies. All policies should be reviewed at least annually. The district should develop a process to ensure that hard copies of local school board policies (policy books) are updated. The policy book should include an easy to access table of contents. One source for updating board policy is the Arkansas School Board Association.

School leadership should guide all stakeholders (including teachers, classified staff, local school board members, district staff, school administrators, students, parents, and community members) in reviewing the school mission statement. The mission statement should express the goals of all involved in the school. School leadership should develop a process for reviewing the mission statement each year to ensure that it still accurately expresses the goals of the school. Leadership should also guide all stakeholders in the development of vision and belief statements to further clarify the goals of the school and the process for achieving those goals.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 8 indicators (80%) evaluated as "Evaluation Category 1," 2 indicators (20%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding For This Indicator is Based On:

Review of the Master Schedule and the Mission Statement
Interviews with Teachers and School Administrators
Observations of Classrooms

School leadership has not designed the school's schedule to maximize instructional time for staff members to provide quality instruction. Developmental needs and learning styles of students are not considered in arranging student schedules. Some staff members implement a variety of effective instructional strategies to promote successful student performance.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding For This Indicator is Based On:

Review of the School and District Budgets
Interviews with Teachers, School Administrators, and District Administrators

Categorical funds do not always support identified student needs. Titled funds are exhausted. The district operates with a carry-over of NSLA and professional development funds. Funds support a variety of instructional programs. Instructional programs are not evaluated for impact on students or modified and adjusted to meet student needs. Revenue from grants is not sought to fund programs that would maximize student achievement.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating 1

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding For This Indicator is Based On:

Review of Local School Board Policy, the School Budget, and the District Budget
Interviews with Teachers, School Administrators, and District Administrators

A local school board policy states that the superintendent is responsible for preparing and presenting an annual budget for the district. The principal submits requests for budget items to the superintendent and each request is considered before finalizing the budget for the district. There are no standing committees to address allocation of resources. All stakeholders do not have input into budget allocations. The school does not have a formal process for allocating resources. The school does not take advantage of external resources such as grants.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding For This Indicator is Based On:

Review of the Master Schedule and Local School Board Policy
Interviews with Teachers, Students, District Administrators, and School Administrators
Observations of Classrooms

The local board of education has not adopted a policy requiring access to the curriculum for all students. The student handbook states that all students will have access to the same classes, programs, and activities. Resource students do not have equitable access to grade-level expectations for student learning. Resource students use textbooks that are different from those other students use.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding For This Indicator is Based On:

Review of the Master Schedule, Local School Board Policy, and Highly Qualified Teachers' Documents
Interviews with School Administrators and District Administrators

Teachers are assigned classes based primarily on seniority. Paraprofessionals or instructional assistants are not uniformly assigned to meet the needs of students. Class assignments have not been made to be conducive to sharing, mentoring or collaboration among departments or grade

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

Performance Rating **1**

levels. Not all teachers have documentation of being highly qualified. As many as eleven teachers do not have appropriate documentation.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding For This Indicator is Based On:

Review of the Master Schedule, the Bell Schedule, and Local School Board Policy
Interviews with Teachers and School Administrators
Observations of Classrooms

The local school board has not adopted policies to protect instructional time. Classroom organizational procedures do not maximize learning time. Each class period is 46 minutes long. Instruction often does not begin with the initial bell or last until the final bell. Many students arrive late to class. Impromptu first period assemblies are common. The assemblies rarely relate to learning goals. Staff members do not adjust the school schedule to address instructional needs. Many students are allowed to sleep during class time.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding For This Indicator is Based On:

Review of the Master Schedule, Meeting Agendas, and the ACSIP
Interviews with School Administrators and Teachers
Observations of Classrooms and Common Areas

Teachers are not provided common planning time by content area. There is no emphasis on learning time compared to seat time. Teachers rarely meet to focus on improved student achievement.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding For This Indicator is Based On:

Review of the School Budget
Interviews with Teachers, School Administrators, and District Administrators
Observations of Classrooms

The school receives a budget from the superintendent's office. Teachers are not always supported in obtaining outside resources to supplement the

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Performance Rating **1**

instructional needs of the classroom. Teachers use a purchase order system to request materials, supplies, and equipment. Funding is not allocated equitably for classrooms and programs.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding For This Indicator is Based On:

Review of the School Budget and the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

The local school board has not adopted a policy addressing the distribution of discretionary funds. Expenditures of discretionary funds do not intentionally support the school's mission. Fiscal resources are allocated. A formal needs assessment is not conducted to determine how resources should be allocated. There is no process to encourage collaboration among teachers to ensure the expenditures of these funds match identified student needs.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding For This Indicator is Based On:

Review the ACSIP, Local School Board Policy and Meeting Minutes

Interviews with School Administrators, District Administrators, and Local School Board Members

The ACSIP identifies the use of federal funds to support implementation of the priorities at the school. Some funds are expended to meet the identified priorities. There is no formal process to ensure that this occurs on a regular basis. The local school board reviews and approves the ACSIP.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Efficiency**

Standard 8 School Organization and Fiscal Resources

School leadership should create an expectation within the school for efficient use of instructional time. All teachers should engage in "bell-to-bell" instruction. All classes should start as soon as the bell rings with relevant activities or instruction. Non-instructional activities (such as taking roll, collecting and distributing papers, and assemblies) should be minimized. Class doors should remain shut during class time. Visitors who enter classrooms should do so quietly and without disturbing instruction. School leadership should monitor classrooms for time on task. These observations should be documented with specific written responses targeting the instructor's use of class time.

School leadership should involve all staff in a review of the ACSIP to match funding to student needs as identified by achievement data. Disaggregated data should be used to reveal areas of need. Funding should be prioritized for content areas and student sub-populations that are identified through data as needing extra resources. Prioritized funding could be used for additional full-time equivalencies, recruitment bonuses, instructional resources, and student incentives.

School leadership should involve the newly formed leadership team in creating next year's master schedule. The master schedule should include common planning times for teachers by department or by establishing teaching teams with shared planning times. Teachers should collaborate during the common planning time to discuss the ACSIP and its progress, to collaborate on student assessments, to share instructional strategies, to review sample student work to determine common challenges, and to discuss methods for motivating particular students. School leadership should monitor the use of common planning time through minutes, agendas, and sign-in sheets. School leadership should regularly attend and participate in common planning times.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 13 indicators (81%) evaluated as "Evaluation Category 1," 3 indicators (19%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

9.3c The desired results for student learning are defined.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

The school has identified goals for student learning in the ACSIP. The school has identified five goals and 145 actions in the ACSIP. The literacy goal includes 74 actions. The number of actions is not manageable. Many of the actions do not correlate to the stated goal. Supplemental services are available for athletes and students involved in Quiz Bowl. There is no evidence these two groups of students have been identified through data as needing supplemental services. Some of the actions include benchmarks for reviewing progress. The timeline does not suggest systematic monitoring of progress.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

Some of the ACSIP actions are aligned with the school's mission statement. The ACSIP addresses vocational courses. The mission statement addresses meeting students' vocational needs. The mission statement addresses increasing students' technical proficiency. No actions address technical proficiency.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 2

The ACSIP includes actions for identifying emerging areas of need. The ACSIP goals are reviewed and revised each year. Feedback is not collected from stakeholders for use in modifying the plan. School leadership does not provide regular reports on progress and implementation of the ACSIP.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding For This Indicator is Based On:

Review of the ACSIP and the School Website
Interviews with Teachers, Parents, Students, and Administrators
Observations of Classrooms

The process for establishing the mission statement was not collaborative. Not all stakeholders were involved in the process. Many teachers were not involved. Students were not involved. Classified staff were not involved. Drafts of the mission statement were not presented to the public for input as part of the process of establishing a mission. The mission statement is posted in some classrooms. The school has not established vision or belief statements. Goals are included in the ACSIP.

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers and School Administrators

The school collects data generated from state assessments and student surveys. There is no systematic process for disaggregating the data. Data analysis does not drive decision-making. All school staff are not involved in data collection and analysis.

- 9.2b The school/district uses data for school improvement planning.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers, Students, and School Administrators

The school and district collect data on student achievement from state assessments. The data collected is not used to prioritize areas of need. ACSIP's Priority 3 addresses student use of tobacco, alcohol, drugs, and violent behavior. Most of the actions for Priority 3 address substance abuse. The data cited for Priority 3 suggests school safety and violent behavior are primary problems. Safety and violence are not a priority in the actions. ACSIP actions do not address the role of the security officer in creating a safe environment.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers and School Administrators
Observations of Classrooms

The ACSIP considers some state standards in interventions for curriculum alignment. The actions for curriculum alignment include implementing a "textbook-driven curriculum." Some of the math and literacy goals are focused on state standards. Some of the math and literacy goals are not specific enough to have an impact on student achievement ("The teachers will provide focused instruction that will address the stated objective...to prepare students to be proficient in the class.").

9.3b The school/district analyzes their students' unique learning needs.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers and School Administrators

The school has not analyzed data to determine strengths and weaknesses. Data has not been disaggregated and analyzed by teacher or Student Learning Expectation. The school has not considered which components of math, literacy and science are strengths and weaknesses.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding For This Indicator is Based On:

Review of the ACSIP
Interviews with Teachers and School Administrators
Observations of Classrooms

The school has not surveyed all stakeholders on the perceived strengths and weaknesses of the school. Data from Benchmark tests, the Orchard program, Accelerated Reader, and I CAN LEARN ALGEBRA are not analyzed for the purpose of immediate remediation or for overall school improvement planning.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating **1**

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers and School Administrators

Observations of Hallways and Common Areas

Many of the goals within the ACSIP are not stated in clear, concise or measurable terms. The ACSIP includes an action to hire four vocational teachers. The expected outcome is higher student achievement. The action includes citations of research that link vocational courses and student achievement. The action does not include specific procedures for using vocational courses to impact student achievement in literacy, math, and science. Actions for the wellness goal do not specifically address decreasing student body mass. Wellness actions do not address soda and candy machines in the school lobby.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

Some actions in the ACSIP are based on research. Actions in the ACSIP may have an impact on closing achievement gaps. Actions do not focus on increasing the achievement of particular sub-populations. Data in literacy indicates weaknesses working with students who are economically disadvantaged or have disabilities. The ACSIP actions do not specifically target these populations.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

Almost all of the ACSIP action timelines begin on July 1, 2007, and end on June 30, 2008. The action involving the John Bailey Henderson McNeil Education Group begins January 1, 2008, and ends June 30, 2008. Action timelines do not include intermediate dates for reviewing progress. Some actions reference funding sources. The ACSIP includes persons responsible for each action. Most of the actions have listed the principal or superintendent as the person responsible. Responsibility for implementing and monitoring the plan has not been shared among staff members.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

The ACSIP includes some components for monitoring implementation and adjusting to address emerging challenges. The process for monitoring the effectiveness of the ACSIP is not systematic. The process does not include timelines for review. The process does not involve all stakeholders.

9.6a The ACSIP is implemented as developed.

Finding For This Indicator is Based On:

Review of the ACSIP

Interview with Teachers, School Administrators, and District Administrators

Staff members are aware of the ACSIP. The school has not involved all staff in implementation of the ACSIP. Four teachers served on the ACSIP planning team. School leadership does not provide sufficient direction or support for staff to implement the ACSIP.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding For This Indicator is Based On:

Review of the ACSIP

Interviews with Teachers, School Administrators, and District Administrators

School leadership does not analyze data in the areas targeted in the ACSIP for the purpose of determining whether specific goals have been achieved. Programs that are part of the ACSIP actions, such as Orchard, I CAN LEARN ALGEBRA, and supplemental services, are not systematically evaluated to determine their impact on student achievement.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding For This Indicator is Based On:

Review of the ACSIP and Classroom Observation Documentation

Interviews with Teachers and School Administrators

Data on classroom performance is not systematically collected to determine the impact of instruction on student achievement. The ACSIP includes an action for the principal to conduct an average of ten classroom observations

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Performance Rating 1

each week. The action does not include a component to address feedback to teachers on the efficacy of instruction.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of recommendations in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

School leadership should assign all teachers and staff to committees for work on the ACSIP. District office administrators, parents, school board members, students and community members should be represented on each committee. All committees should meet monthly. Teachers could be assigned to committees based on their planning period so that they can use that time to meet monthly. Committees should set agendas, keep minutes, and require that those in attendance sign in to verify their presence. These documents should be submitted to school leadership after each meeting. During each meeting, committee work should include reviewing and disaggregating student achievement data, determining areas of need, finding strategies to overcome barriers to learning and reflecting on progress toward ACSIP goals.

The ACSIP committees should design the ACSIP to include fewer goals and actions. ACSIP actions should be targeted directly to yield the desired results stated in the goal. Actions should be narrowly defined and include concrete steps that all staff can follow. Actions timelines should include start and end dates that reflect the actual work involved in that action. Actions should include intermediate steps for reviewing progress and modifying based on results.

All school staff should take responsibility for actions in the ACSIP. All staff should have a working copy of the document readily available. The "person responsible" for actions in the ACSIP should include all staff members. All staff should know their expected contribution to achieving ACSIP goals and actions. School leadership should provide updates to all staff on progress toward ACSIP goals through monthly faculty meetings. This update should be documented in the faculty meeting agendas.

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

Summary of Next Steps:

School and district leadership should convene all stakeholders to discuss their role in school decision-making. The open forum could include brainstorming for opportunities to participate in leading the school. Stakeholders should include teachers, students, school administrators, district administrators, board members, and community members. All stakeholders should have roles in most aspects of school decision-making including curriculum, resource allocation, designing school rules and policies, scheduling, and activities.

School leadership should guide all teachers and administrators in the documentation of all meetings including faculty meetings, department meetings, and professional development meetings. Records of administrative observations, instructional specialist visits and academic coaching sessions should be kept and used for effecting faculty growth. Documentation should include meeting agendas, sign-in sheets, and formal or informal minutes. Informal minutes could be handwritten notes of items discussed and decided in the meeting. Documentation should be kept in a centralized location available to teachers and administrators for reference.

District and school leadership should initiate an effort to design and implement a curriculum for all content areas. Designing the curriculum should involve content-specific committees with all stakeholders represented. The curriculum should not be textbook-driven. In order to update all teachers, especially teachers who are new to the district, on the curriculum and how to implement it appropriately, the district should establish an induction process. Induction should guide teachers in writing and implementing lesson plans that are aligned to the new curriculum.

School leadership should design a monthly calendar of school events. The calendar should be posted in all classrooms and common areas, sent home to parents, distributed to students, published in the newspaper, and published on the school website each month. The calendar should include times, dates and locations for all activities such as athletic events, major tests, major project due dates, activities, parent meetings and conference's and grade releases.

District and school administration should collaborate with the local school board to create a regular schedule for reviewing and revising all local school board policies to ensure all appropriate policies have been adopted and to ensure all policies are up-to-date. All policies should be reviewed at least annually. The local school board policy book should include a table of contents that makes the policies easily accessible.

School Audit Executive Summary
Lee High School
Lee County School District School District
12/2/2007 - 12/7/2007

Mr. Irish Williams, Principal

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Lee High School during the period of 12/2/07-12/7/07. This school's last performance rating identified its classification as being in school improvement year 4. Here are the most relevant facts and next step recommendations from the ADE audit.

School Deficiencies and Next Steps

1. Deficiency	Not all stakeholders have a voice in school decision-making.
Next Steps	School and district leadership should convene all stakeholders to discuss their role in school decision-making. The open forum could include brainstorming for opportunities to participate in leading the school. Stakeholders should include teachers, students, school administrators, district administrators, board members, and community members. All stakeholders should have roles in most aspects of school decision-making including curriculum, resource allocation, designing school rules and policies, scheduling, and activities.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	Meetings are not documented to ensure implementation of decisions made in the meetings.
Next Steps	School leadership should expect and guide all teachers and administrators in the documentation of all meetings including faculty meetings, department meetings, and professional development meetings. Records of administrative observations, specialist visits and academic coaches should be kept and used for effecting faculty growth. Documentation should include meeting agendas, sign-in sheets, and formal or informal minutes. Informal minutes could be handwritten notes of items discussed and decided in the meeting. Documentation should be kept in a centralized location available to teachers and administrators for reference.
District Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
3. Deficiency	The school does not have a curriculum.
Next Steps	District and school leadership should initiate an effort to design and implement a curriculum for all content areas. Designing the curriculum should involve content-specific committees with all stakeholders represented. The curriculum should not be textbook-driven. In order to update all teachers, especially teachers who are new to the district, on the curriculum and how to implement it appropriately, the district should establish an induction process. Induction should guide teachers in writing and implementing lesson plans that are aligned to the new curriculum.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
4. Deficiency	Parents, teachers and students do not have reliable access to information on school events.
Next Steps	School leadership should design a monthly calendar of school events. The calendar should be posted in all classrooms and common areas, sent home to parents, distributed to students, published in the newspaper and published on the school website each month. The calendar should include times, dates and locations for all activities such as athletic events, major tests, major project due dates, activities, parent meetings and conferences, and grade releases.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The local school board policy is not kept current.
Next Steps	District and school administration should collaborate with the local school board to create a regular schedule for reviewing and revising all local school board policies to ensure all appropriate policies have been adopted and to ensure all policies are up-to-date. All policies should be reviewed at least annually. The local school board policy book should include a table of contents that makes the policies easily accessible.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

In Conclusion:

In conclusion, the Scholastic Audit Team would like to sincerely thank Lee High School for the hospitality we were shown this week. We were treated with the utmost respect and were welcomed in the spirit of genuine desire for school improvement. We would like to thank the school for the daily hospitality table with fruit, cheese, crackers, donuts, coffee, and sodas. We would also like to thank the school for gift bags and the effort it took to prepare the school portfolio.

Our charge to the school community is to examine the contents of this report carefully and to reflect on the following questions as a guide to reaching the goals of the school:

1. What would the school look like if all stakeholders participated in decision making?
2. What would instruction look like if the school and district adopted a curriculum that focused on student performance outcomes?
3. What would the school look like if decisions were based on data collected from a variety of sources?
4. What would the school look like if all teachers regularly implemented a variety of high-yield instructional strategies?

Scholastic Audit Summary Report

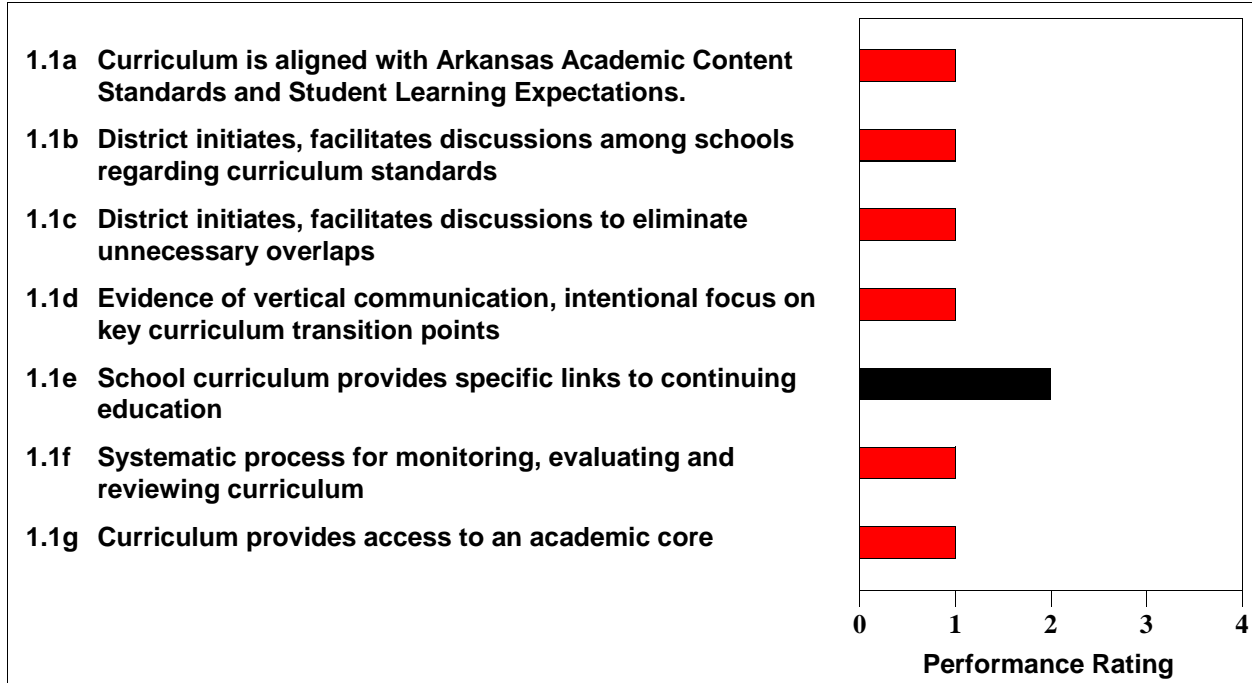
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

1.1 Curriculum

Academic Performance



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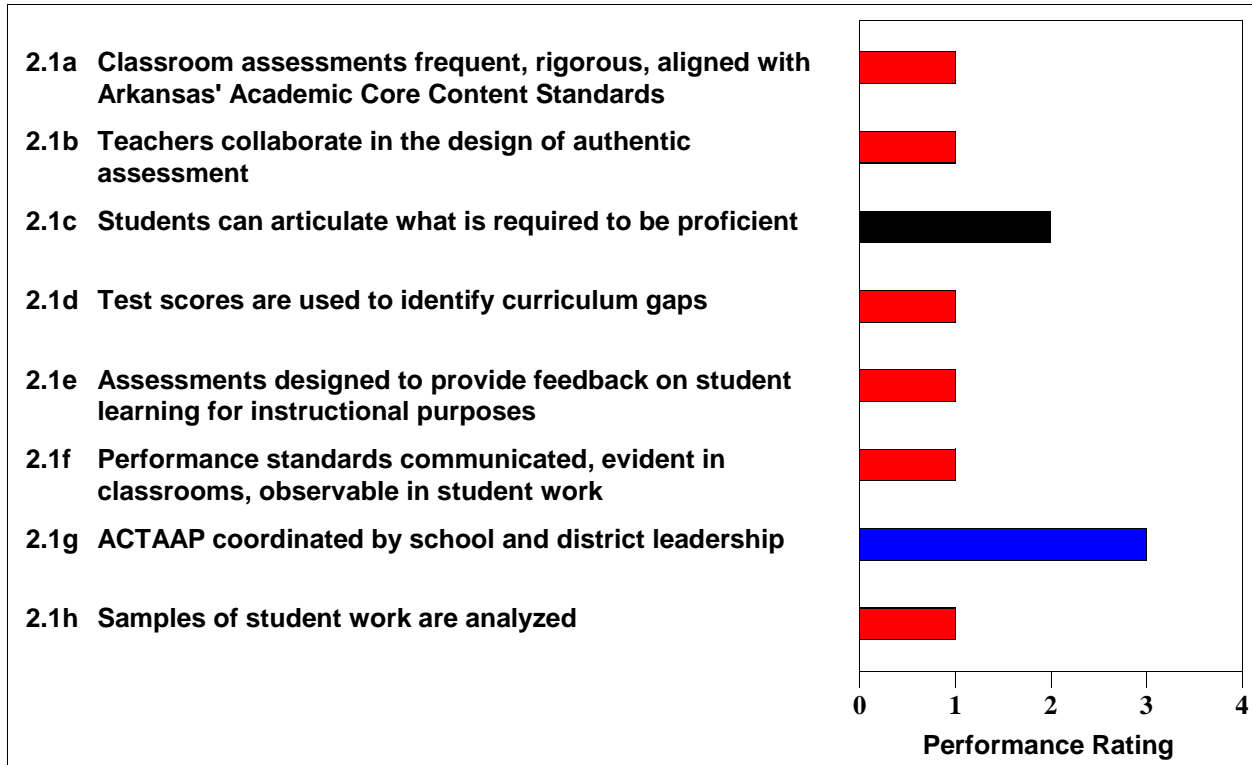
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

2.1 Classroom Evaluation/Assessment

Academic Performance



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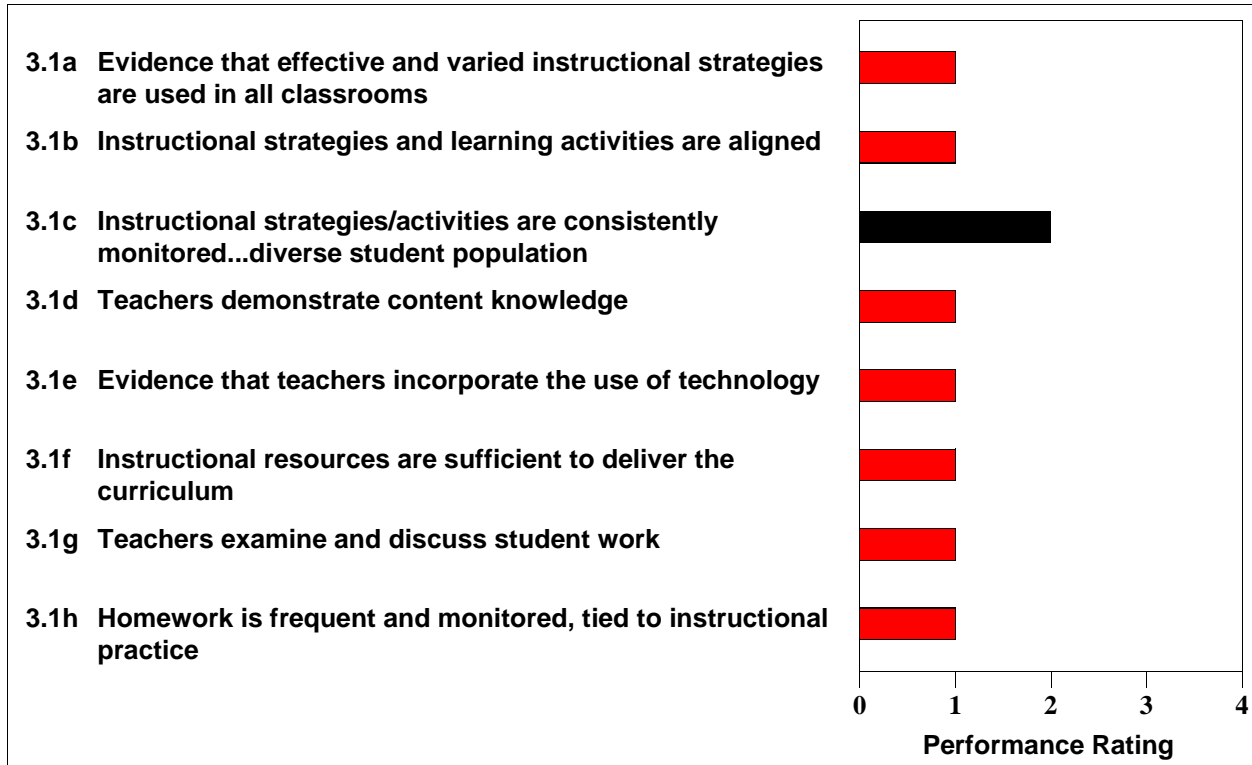
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

3.1 Instruction

Academic Performance



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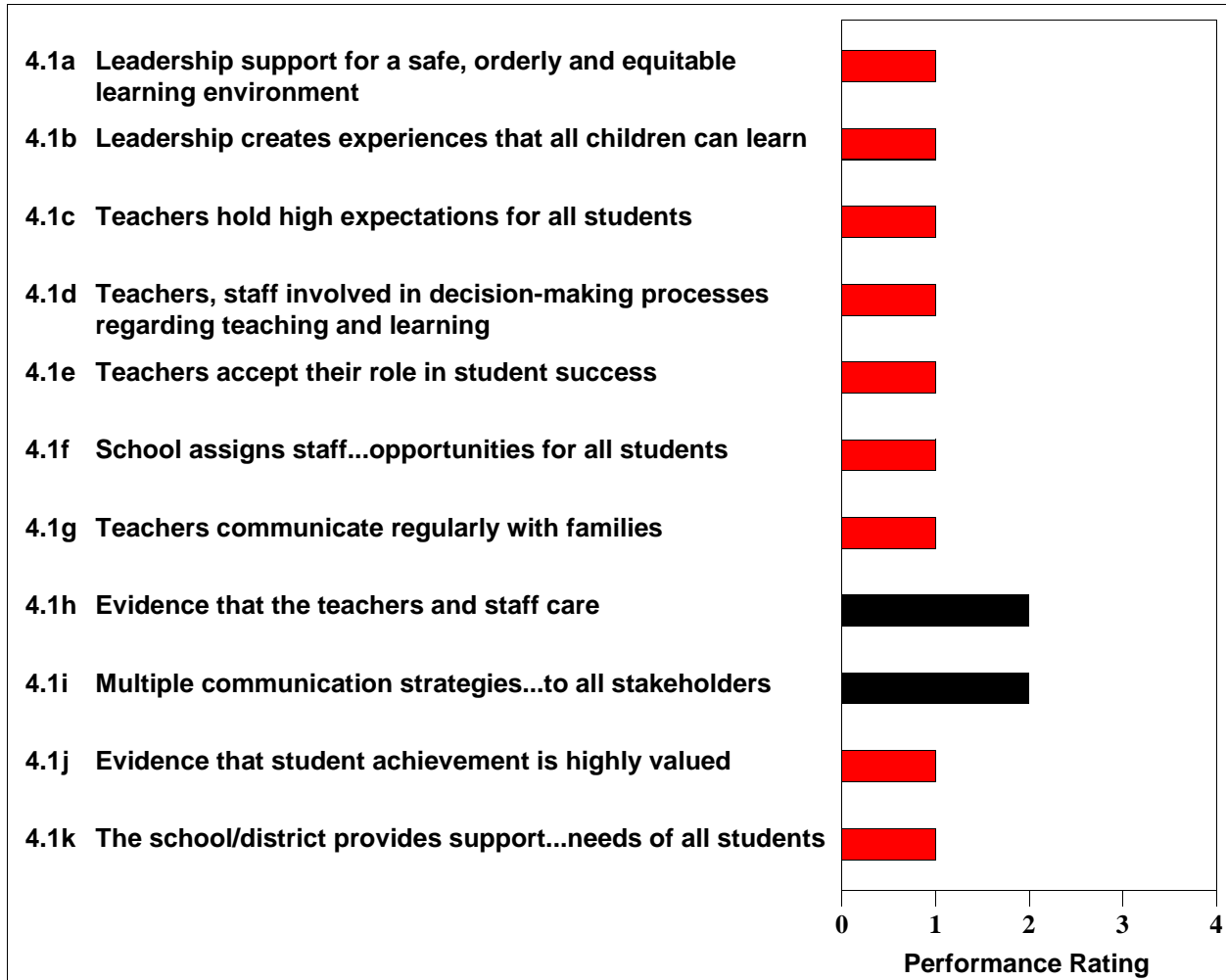
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

4.1 School Culture

Learning Environment



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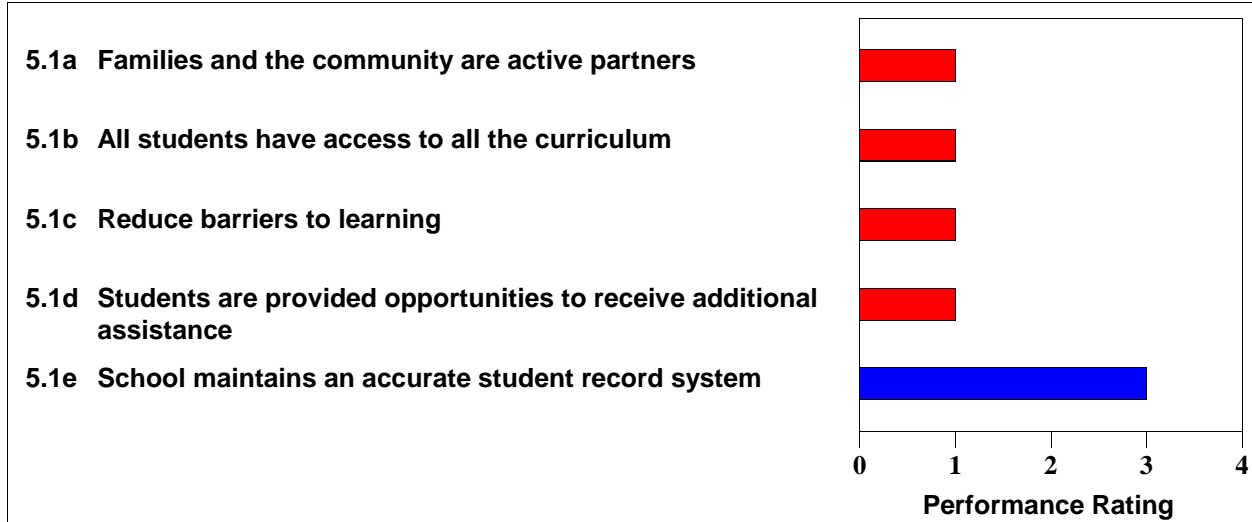
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

5.1 Student, Family and Community Support

Learning Environment



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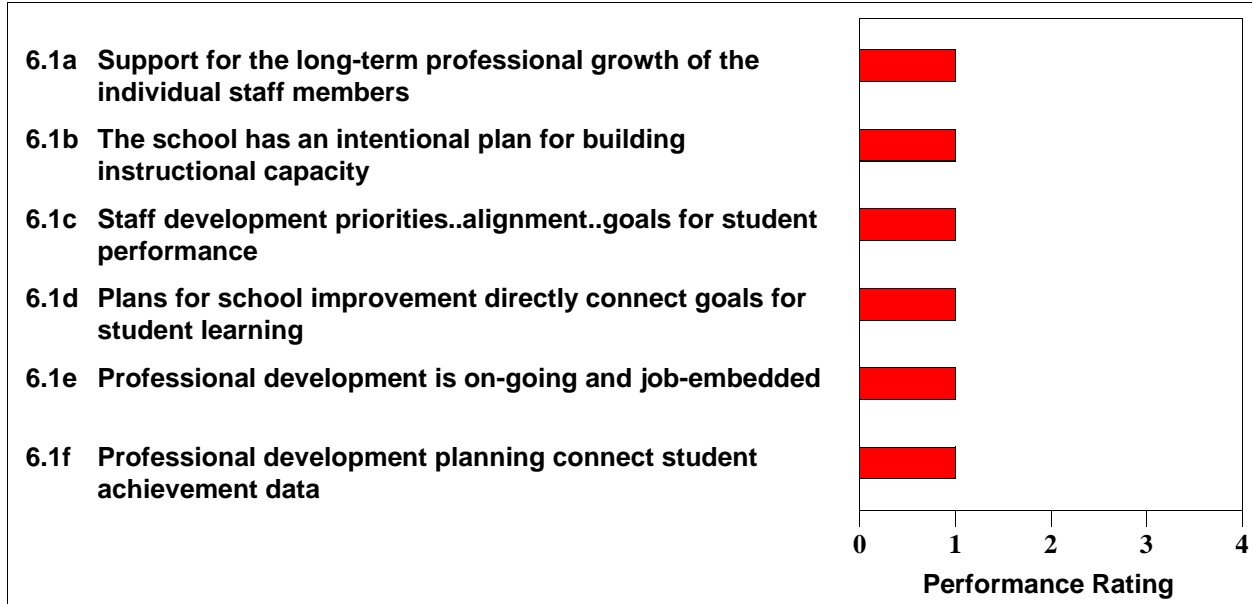
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

6.1 Professional Development

Learning Environment



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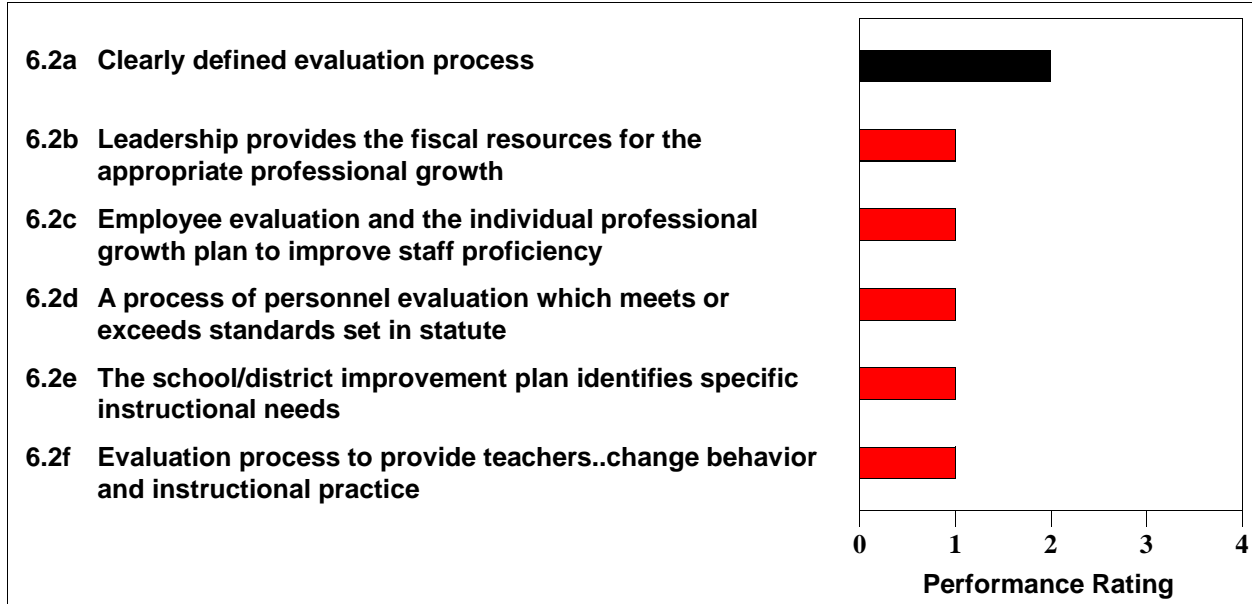
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

6.2 Professional Growth and Evaluation

Learning Environment



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Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

7.1 Leadership

Efficiency



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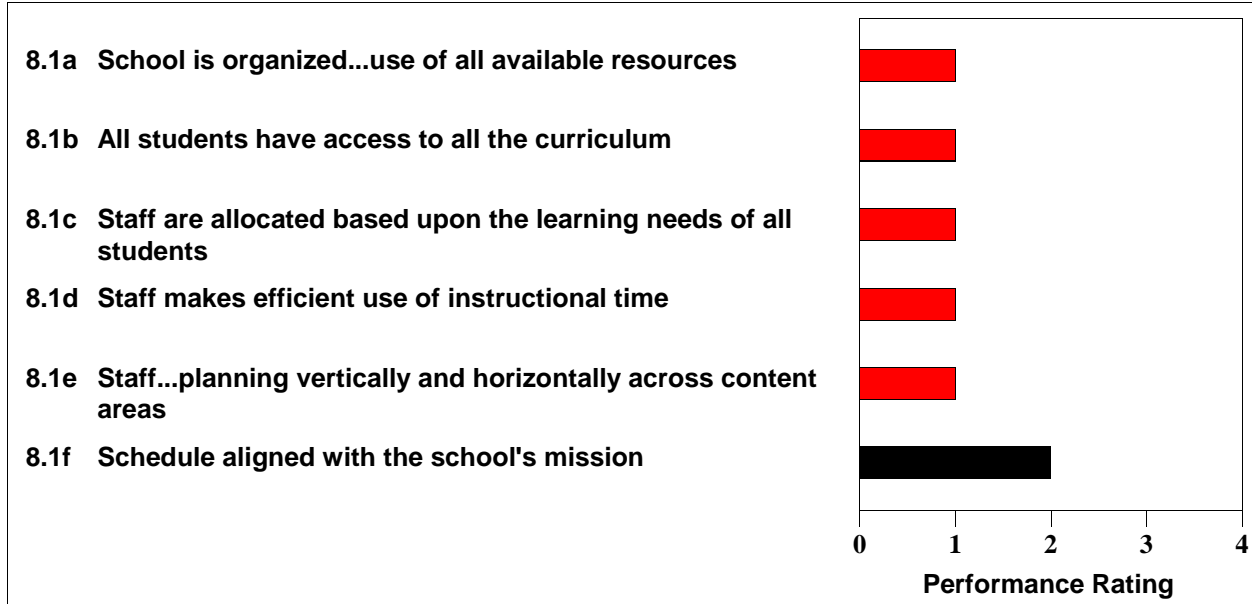
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

8.1 Organization of the School

Efficiency



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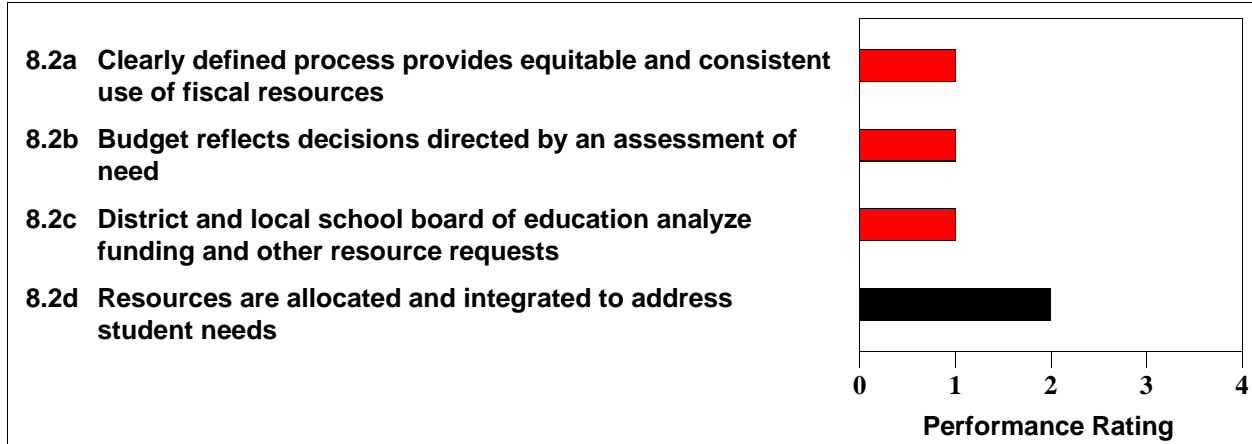
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

8.2 Resource Allocation and Integration

Efficiency



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Lee High School

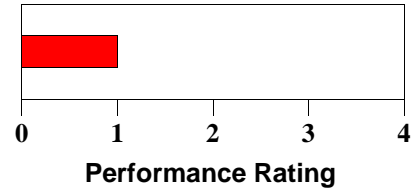
Lee County School District School District

12/2/2007 - 12/7/2007

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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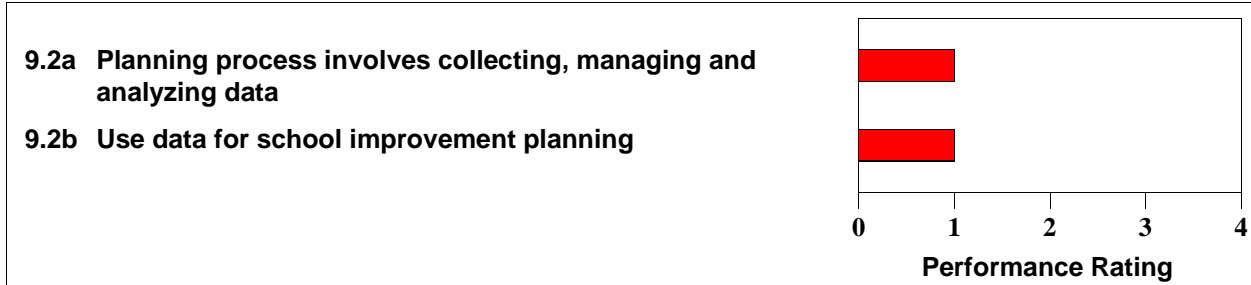
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

9.2 Development of the Profile

Efficiency



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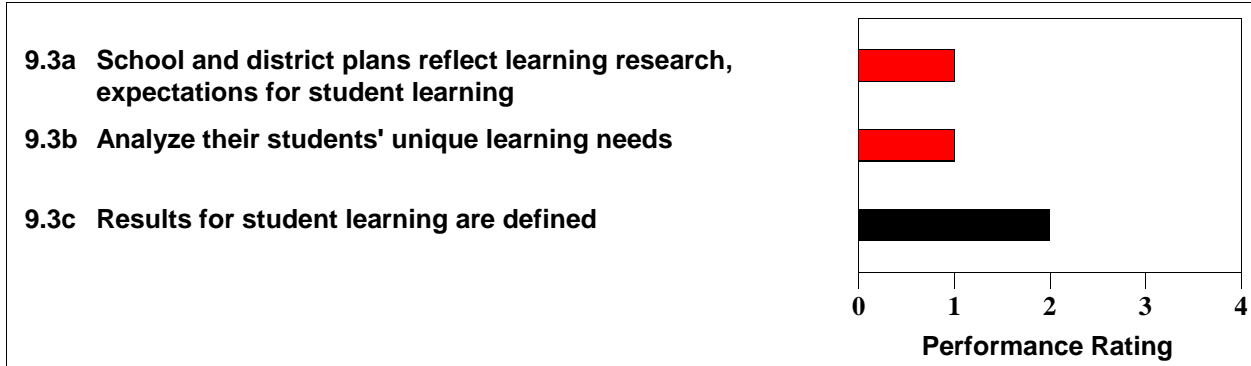
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

9.3 Defining Desired Results for Student Learning

Efficiency



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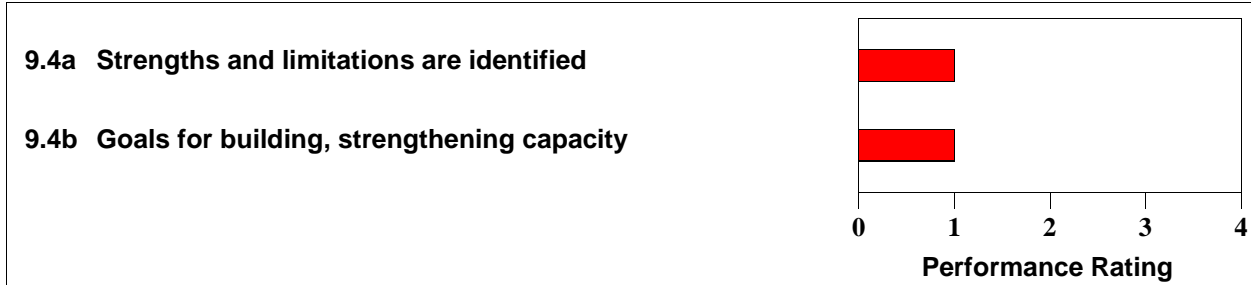
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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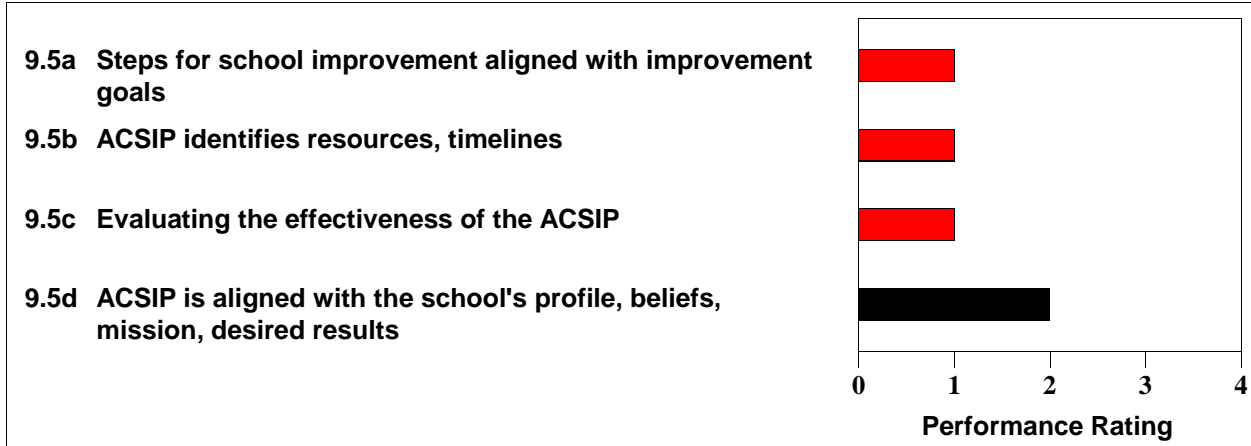
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

9.5 Development of the Improvement Plan

Efficiency



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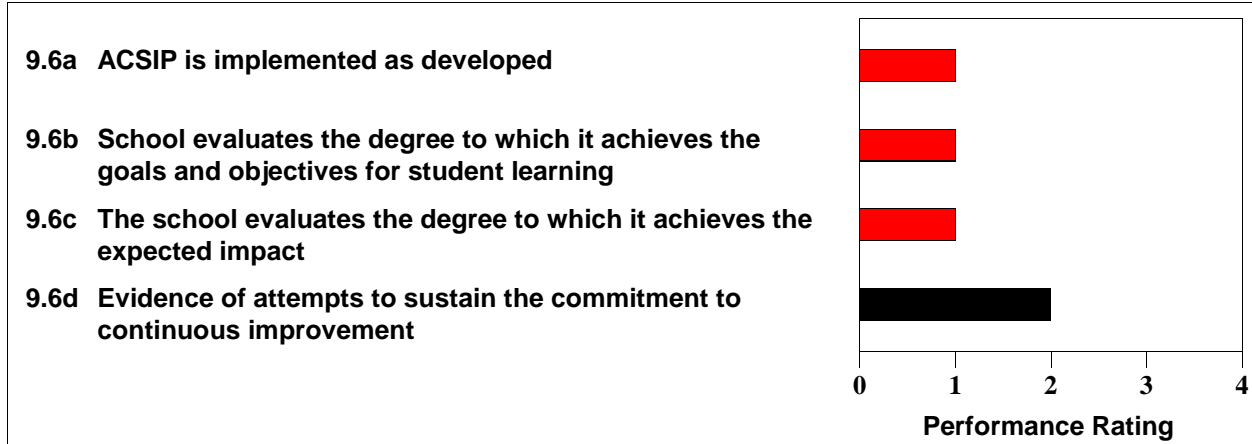
Lee High School

Lee County School District School District

12/2/2007 - 12/7/2007

9.6 Implementation and Documentation

Efficiency



Lee County School District

Lee High School

Scholastic Audit Summary Report



11/25/2012 - 11/30/2012

Lee High School
Scholastic Audit Summary Report
At-a-Glance

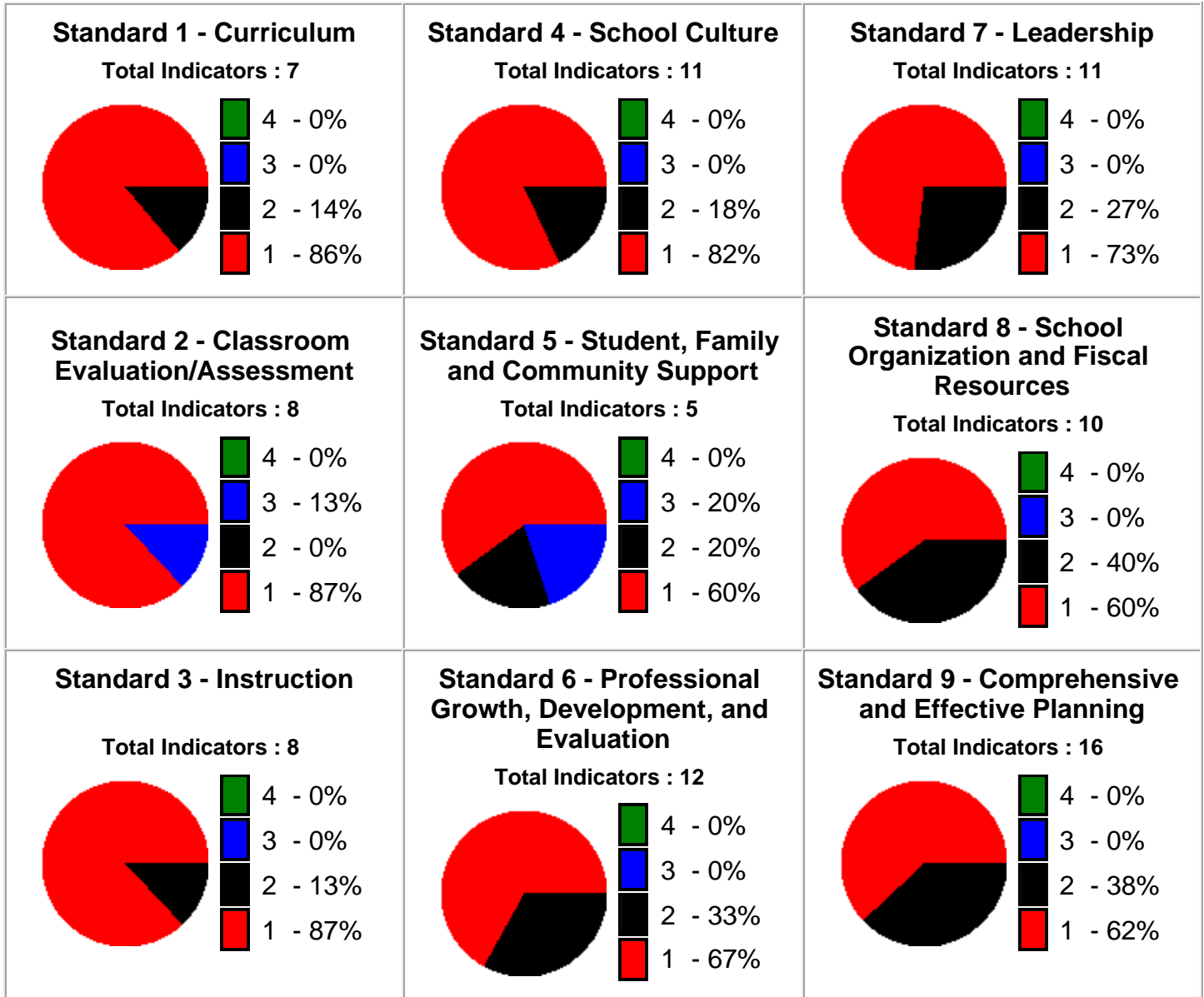
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4 - Exemplary level of development and implementation

3 - Fully functional and operational level of development and implementation

2 - Limited development or partial implementation

1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Lee County School District - Lee High School

<p><u>Standard 1 - Academic Performance - Curriculum Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p><u>Standard 4 - Learning Environment - School Culture School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p><u>Standard 7 - Efficiency - Leadership Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance - Instruction Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15-201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- . Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- . Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- . Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Lee High School during the period of 11/25/2012 - 11/30/2012. This school's last performance rating identified its classification as being a Needs Improvement Priority School.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (54), and formal interviews and informal discussions with teachers (27), students (110), parents (43), central office personnel (5), support staff members (7), assistant principal (1), counselors (2), principal (1), and school board members (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The chairperson of the team was Winston Simpson. The other team members were Alma Dawson (Co-Lead), Richard Bland, Ruby Burgess, Paula Findley, Sue Garner, and Vicki White.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

- Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
- Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
- Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

- Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
- Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.
- Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

- Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.
- Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.
- Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 1 : Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 6 indicators (86%) evaluated as "Evaluation Category 1," 1 indicators (14%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:

Review of the ACSIP

Review of Lesson Plans

Review of Curriculum Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Observations of Classrooms

The implemented curriculum has some links to learning for career opportunities. Students can receive concurrent credit or college credit from East Arkansas Community College or Phillips County Community College. At the time of the audit, no students were enrolled. Advanced Placement classes are provided to enhance students' knowledge and experiences of post-secondary education and career options. Career Technical Education programs offer career options in areas such as plumbing, electricity, construction, carpentry, welding, drafting and design. Some teachers infuse life skills and career options into classroom lessons and activities such as in career orientation or Special Education life skill classes.

Performance Rating:1

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of District and School Web Sites

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Lee High School does not have a fully aligned, written curriculum. The Learning Institute curriculum documents for literacy grades seven through eleven, math grades seven and eight, Algebra I, and Algebra I-A are aligned to Common Core

State Standards. The Learning Institute curriculum document for Geometry is aligned to the Arkansas Curriculum Frameworks. Transition to College Mathematics, Pre-Cal including Trigonometry, and Statistics Mathematics follow Arkansas Curriculum Frameworks. Seventh grade science utilizes The Learning Institute curriculum document while ninth grade science utilizes the Northwest Arkansas Total Instruction Alignment. Both science curriculum documents are aligned to the Arkansas Curriculum Frameworks. Some classes follow the textbook and other published resources. The implemented curriculum for the Workforce Education Program Areas follows the Arkansas Curriculum Frameworks of their respective field. Advanced Placement courses follow the College Board AP Course Description. Special Education does not have a written curriculum nor do they follow the Common Core State Standards. The implemented curriculum in Special Education classes is publisher resource based. The implemented curriculum in most classrooms does not reflect the rigor of the Arkansas Curriculum Frameworks or Common Core State Standards. Teachers are not accountable to anyone for the curriculum they choose to implement.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Master Schedule

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The district/school does not initiate nor facilitate discussions among the schools regarding curriculum. Most departments at Lee High School do not collaborate regarding curriculum standards. Teachers in the Career and Technical Education, Fine Arts, social studies, health/physical education, and science classes implement limited literacy and math interdisciplinary instruction. Limited interdisciplinary professional development is provided during the Professional Learning Community meetings. Administrators seldom attend or participate in the Professional Learning Community meetings, or follow-up on issues regarding curriculum standards or other issues. The district does not have a curriculum committee.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

No district-wide discussions occur between the schools regarding curriculum. No process to evaluate the curriculum for gaps and overlaps is in place. The Learning Institute curriculum documents are aligned to the Arkansas Curriculum Frameworks and Common Core State Standards. The implemented curriculum is not always aligned to the Arkansas Curriculum Frameworks or Common Core State Standards. Teachers are not accountable to anyone for the curriculum they choose to implement.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle

and middle to high).

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Professional Development Documents

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The district has not established a process for teachers to meet and discuss curriculum transition points within grade configurations. Limited vertical discussions occur between the grade-levels at the high school. Most teachers have a common planning period with teachers in their department. Professional Learning Communities are led by an instructional facilitator, department chair, or designated facilitator. Administrators seldom participate in Professional Learning Community meetings. Teachers are not accountable to anyone for the key curriculum transition points in the school.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

Neither the district nor the school has a systematic process for modifying, evaluating, or reviewing the curriculum. Teachers in core content areas engage in limited collaboration to adjust curriculum. Leadership monitors the implemented curriculum on a limited basis. Neither the district nor the school has a curriculum committee. The implemented curriculum does not always follow the Arkansas Curriculum Frameworks or Common Core State Standards.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Review of Student Work

Review of Committee Meetings Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

A challenging, rigorous curriculum is not available for all students. The implemented curriculum does not provide all students' access to the Arkansas Curriculum Frameworks or Common Core State Standards. Most activities and assessments are not rigorous or research-based. Few teachers utilize differentiated strategies to accommodate the learning needs and styles of all students. Few teachers use student-centered instruction and culturally responsive strategies. Few teachers demonstrate high academic expectations for all students. Most instruction is at the knowledge and comprehension level. Most teachers display lesson objectives. Students are not always able to articulate what they should know and be able to do. Limited student work is displayed in the halls and classrooms. Students receive minimal feedback on their work that will guide them to mastery of the expectation. Few teachers utilize rubrics to clarify learning tasks and to show distinctions in levels of performance.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 1 : **Curriculum**

District and school leadership teams must initiate and facilitate alignment of curriculum standards to ensure that clear articulation occurs across all levels from kindergarten through twelfth grade. Teachers from the elementary, intermediate, and high schools must meet with similar content teachers to discuss curriculum and instruction. Time should be allowed for discussion of vertical and horizontal alignment of the curriculum, elimination of gaps, and overlaps in the curriculum, and key transition points from elementary to high school. Research-based instructional strategies should also be included in all curriculum documents. Teachers must be held accountable for documenting and utilizing these strategies to meet the needs of all learners. Instructional staff members in each building must have a clear understanding and working knowledge of curriculum, instruction, and assessments that are implemented at all schools. To help with this process, district and school leadership must develop a plan. This plan should be based on "backward design", the practice of looking at the outcomes in order to design for the end result. Steps include the following:

1. Deciding the skills/strategies students must have mastery of when the school year begins
2. Analyzing student data, evaluating the data to determine actual mastery level, and overlaps and gaps in the content area curriculum
3. Identifying deficits in student mastery
4. Integrating into the curriculum the strategies/skills students are deficient in and incorporating rigorous activities and projects to close achievement gaps
5. Utilizing performance assessments to evaluate mastery
6. Developing remediation/interventions to meet the needs of diverse student population in all subject areas
7. Monitoring, reviewing, and revising the curriculum transition plans

All curriculum meetings should have agendas, minutes, and sign-in sheets. Resources include "So Each May Learn" by Harvey Silver and "Understanding by Design", by Grant Wiggins and Jay McTighe; published by the Association for Supervision and Curriculum Development.

All students attending Lee High School deserve equitable access to a rigorous curriculum and challenging instruction. The implemented curriculum must provide opportunities for students to reach their potential. All teachers must move from teacher-centered activities to student-centered activities. Professional development must be provided on high-probability, research-based instructional strategies that address the learning needs of all students. Those strategies include, but are not limited to, cooperative learning, reflective writing, learning logs, the non-linguistic representations, Socratic Seminars, exit slips, café conversations, and literacy circles. The principal must assist teachers in identifying instructional growth needs and then provide assistance necessary to ensure all teachers make continuous progress in their ability to deliver high-probability, research-based instructional strategies. The principal and all staff must consistently verbalize high expectations for academics to all students and high expectations must be clearly observable in all classrooms. The principal and teachers must accept their role in the

academic successes and failures of all students. "Strategies that Work to Enhance Comprehension" by Stephanie Harvey and "Classroom Instruction that Works" by Robert J. Marzano are two possible resources.

District and school leadership must facilitate the development of an ongoing, systematic process to monitor, review, and evaluate the curriculum. A monitoring plan must be developed for school leadership to ensure that teachers address specific student learning expectations. The monitoring plan should contain timelines and identify persons responsible for implementation. The curriculum must be the driving force to provide students with rigorous, authentic learning opportunities. The principal must lead efforts to ensure the curriculum is aligned with Arkansas Curriculum Frameworks or Common Core State Standards. The principal must serve as the instructional leader and monitor progress on curriculum development and implementation. All meetings should have agendas, minutes, and sign-in sheets for documentation.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 0 indicators (0%) evaluated as "Evaluation Category 2," 1 indicators (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Observations of Classrooms

The local school board and the ADE have policies and procedures for the process of implementing the ACTAAP. The district leadership provides training on the administration and procedures for implementing the ACTAAP to site-based coordinators. The counselor is appointed as the site-based testing coordinator. The coordinator provided training on administration of the test on February 27, 2012. Certified teachers that administered the test attended the training. Sign-in sheets and agendas reflect the teachers that were in attendance for the training.

Performance Rating:1

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Classroom Assessments

Interviews with Administrators, Teachers, and Students

Observations of Classrooms

Most classroom assessments are given in the form of quizzes or end-of-unit assessments from the textbook. In some classes, quizzes are given once per week. Most assessments require pencil and paper and are multiple-choice or fill-in-the-blank items. A few assessments are open-response items that reflect an assigned reading passage. Multiple-choice assessments are not rigorous and do not require students to think above the level of knowledge or recall. Observed assessments are aligned to the textbook or unit of study. Most assessments are not

aligned to the Common Core State Standards or Arkansas Curriculum Frameworks and do not require students to use inquiry, problem-solving, and higher-order thinking skills at a proficient level.

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Observations of Classrooms

Teachers do not collaborate to design assessments. Most teachers give teacher-made quizzes or end-of-unit assessments from textbooks. Content teachers meet weekly for forty-four minutes in scheduled Professional Learning Communities. Teachers do not utilize this time to collaborate for the purpose of designing authentic assessments, such as project-based tasks, that will allow students varied ways and opportunities to show what they know and are able to do. Most assessments are multiple choice or fill-in-the blank.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Observations of Classrooms

Most students cannot articulate the academic expectations in each of their assigned classes. Some classes have objectives and learning goals written on the board. Most posted objectives are vague and are not specific of what a student needs to be able to do after the lesson. Some students identify the letter-grading scale as their way of knowing if they have done well. Most teachers do not use rubrics so that students know what is required for them to be proficient. Exemplary work is posted in a few classrooms. Most exemplary work is not accompanied with a rubric or specific feedback so that students know why the work is exemplary.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Scores from The Learning Institute assessments, the ACTAAP, and the Northwest Evaluation Association are used to identify learning gaps. These assessments are not used to identify curriculum gaps. Test scores from The Learning Institute are posted on a data wall reflecting current scores for literacy, Algebra I, and Geometry in the instructional facilitators' office. The scores are used to identify intervention needs for students. There is no process in place for monitoring the implemented curriculum. The leadership does not use an analysis of data to lead a discussion to identify curriculum gaps.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on

student learning for instructional purposes.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Most assessments are summative and include multiple-choice or fill-in-the-blank and do not allow for meaningful feedback. Some assessments are open-response. Specific feedback through conferencing to determine the necessary instructional modifications is not provided. Students are not given a variety of authentic assessment choices such as performance-based tasks to show what they know and are able to do. Few teachers provide formative assessments and immediate feedback for the purpose of adjusting their instruction or to give students opportunities to revise and retry.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Lesson Plans

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Few content teachers use performance standards to communicate expectations to students and to assess learning. Observed performance tasks in most classes consist of completing a chart or graph. Most performance-based tasks do not require students to reach a level of creating, evaluating, or synthesizing the task. Most assessments require pencil and paper and do not give students opportunities to use performance tasks to show what they know and are able to do. Most performance-based standards and tasks are used in art, music, physical education, and vocational classes. Most performance-based tasks do not have a rubric to accompany the task.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Classroom Assessments

Interviews with Administrators, Staff, and Students

Student work is not analyzed. Teachers meet weekly for a forty-four minute Professional Learning Committee meeting. This time is not utilized to analyze student work for the purpose of revising the curriculum, revising instruction, or reteaching. Professional development has not been provided for using protocols to analyze student work. Teachers do not maintain portfolios of student work to measure progress over time.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

The principal must immediately set the expectations that (1) teachers will use formative assessments to inform instruction and (2) instructional facilitators will provide teachers job-embedded professional development on the effective use of formative assessments. Teachers must use formative assessments for the purpose of informing curricular and instructional decisions. Examples of formative assessments include conferencing one-on-one with students, observations and taking anecdotal notes, communication journals, strategic high-level questioning, thumbs-up, quick response using sticky notes or small dry erase boards, parking lot questions, and exit slips. Formative assessments allow teachers to provide immediate feedback to give students opportunities to revise and retry specific tasks before misconceptions in learning occur. Formative assessments are easy to implement, require little or no funding, and can be learned during a Professional Learning Community meeting using videos or professional text. For information about formative versus summative assessment use the Google search engine, type in formative assessments/video. Several videos will come up from Teacher Tube. Look for videos by Rick Wormelli or Robert Marzano. Another resource is the book by Robert Marzano; "Formative Assessments & Standards-based Grading."

The principal must require all teachers at Lee High to begin implementing assessments that are rigorous and require students to complete complex tasks. Teachers must use classroom assessments that are varied, rigorous, and relevant to the real world in order to give students opportunities besides pencil and paper to demonstrate what they know and are able to do. The Common Core State Standards suggest performance-based tasks that require students to analyze, create, evaluate, and synthesize. Examples of performance-based tasks may include participating in debates, publishing a brochure, developing and presenting a lesson on a given topic, planning a family vacation, writing and performing a play or developing a WebQuest. An excellent resource for beginning this process can be found on this website. <http://www.leadered.com/pdf/RR%20Handbook%20excerpt.pdf>. This is a free handbook that explains explicitly how to move from low-level assessments and questioning to a high level of performance task and questioning. This must be used as a book study and as a resource to plan lessons and assessments.

Teachers must use rubrics as a method of clarifying expectations. To use a rubric effectively, teachers must use a backwards design for planning a lesson. Teachers must first decide on the lesson based on standards, then determine what you want the student to know and be able to do at the end of the lesson. Each graded component of the rubric must have the expected components you want learned, the weighted point value for each component and an explanation of each component. Before teaching a lesson or assigning a task, teachers must use the rubric to give students detailed criteria for reaching the expected outcome. Advantages to using a rubric include:

1. It allows assessments to be more objective and consistent.
2. It allows teacher to clarify the criteria.

3. It clearly shows the student how their work will be evaluated.
 4. It can be used to provide feedback.
 5. It provides benchmark for the learning goal.
 6. It provides students with a clear method of self-assessing their product and for revising.
- For examples of completed rubrics <http://rubistar.4teachers.org/index.php> and <http://webquest.sdsu.edu/rubrics/weblessons.htm>

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Academic Performance**

Standard 3 : Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 7 indicators (87%) evaluated as "Evaluation Category 1," 1 indicators (13%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of District Policy Manual

Review of Student Handbook

Interviews with Teachers, Parents, and Students

Observations of Classrooms

The school district has a homework policy. The policy states that homework is "synonymous with any independent activity". The amount and frequency of homework varies from teacher to teacher. Some homework is incomplete classwork intended for practice, not for the extension of student learning. Minimal feedback that provides a basis for improved student work is communicated to students on homework.

Performance Rating:1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of ACSIP

Review of Curriculum Documents

Review of Lesson Plans

Interviews with Administrators, Teachers, Parents, and Students

Observations of Classrooms

A few teachers use instructional strategies that accommodate various learning styles. Most teachers use teacher-directed instructional strategies that are textbook-driven, emphasizing lecture and whole-group instruction. Bell-to-bell instruction is practiced in most classrooms. Some students are not engaged in learning bell-to-bell. Frequent use of varied learning styles and higher order-thinking skills is not seen. Few teachers utilize good questioning techniques, make interdisciplinary connections, or incorporate culturally responsive material in their instruction. Most lessons observed are teacher-centered and do not engage students in rigorous, high-

level intellectual activity.

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Curriculum Documents

Interviews with Administrators, Teachers, and Students

Observations of Classrooms

Some lessons reflect objectives aligned with the Arkansas Curriculum Frameworks or Common Core State Standards. Lessons do not always reflect the rigor and depth defined in the Common Core State Standards or the higher levels of Bloom's Taxonomy. Most instructional strategies do not challenge students to make connections across content areas or make connections to the real world. Teachers do not always use questioning to assess individual student comprehension of tasks. Most graded assignments do not contain specific feedback designed to improve student achievement. Limited comments and rubrics accompany displayed student work. Few pieces of displayed work reflect challenging expectations or proficient achievement. Few teachers use analysis of assessments to inform instructional practice. Re-teaching and additional practice are most often whole-group and not differentiated according to individual students' unique learning needs.

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Curriculum Documents

Interviews with Administrators, Teachers, and Students

Observations of Classrooms

Bell-to-bell instruction is observed in most classrooms. Most instruction observed is not student-centered. Most instruction does not incorporate high-probability instructional strategies. There is not a systematic approach for monitoring classroom instruction. Minimal feedback is provided teachers following classroom observations. Feedback to teachers does not result in improved instructional practices.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

Review of Professional Development Documents

Review of Lesson Plans

Interviews with Teachers, Parents, and Students

Observations of Classrooms

Content-rich instruction designed to motivate and challenge students to high levels of learning is not observed in many classrooms. Many teachers demonstrate limited skills in implementing research-based instructional strategies. Much of the content delivery is limited to the lower levels of Bloom's Taxonomy and seldom gives students the opportunity to problem-solve or think creatively. Most classroom activities are not differentiated in response to individual learning needs, learning styles, or multiple intelligences of students. Most teachers are appropriately certified. One long-term substitute teacher is not licensed to teach the classes

assigned. Teachers participate in the required hours of professional development. The professional development is not always aligned to the Lee High School ACSIP or the needs of students.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

Review of Lesson Plans

Review of District Technology Plan

Review of District Policy Manual

Interviews with Administrators, Teachers, and Students

Observations of Classrooms

The district provides teachers a full day of technology workshops in August of each year. The district employs a technology coordinator and a technical assistant. The district has developed a Technology Plan for 2012-2015. The plan requires all teachers to include a "Technology Inclusion" section in lesson plans. The district plan states that students are required to submit typed assignments instead of handwritten work. These requirements are not being met by all teachers. The plan does not specify who is responsible for monitoring for compliance. Technology is not being used as an integral part of instruction in all content areas. Student interactive use of technology is seldom seen in most classrooms. Lesson plans do not reflect integration of student use of technology to improve learning. Technology is used by some teachers to support teacher-centered instruction. There is limited student computer-generated work on display in classrooms or hallways. Technology at Lee High School includes SmartBoards in most classrooms, staff computers in each classroom, a varying number of student computers in some classrooms, and a portable laptop lab housed in the media center. The media center also houses one administrative computer and seven student computers. The computer lab houses computers used for Distance Learning and Keyboarding classes and vocational classrooms and Special Education house computers necessary for those programs. Edline has expanded technology into the community for those who have Internet access.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Interviews with Teachers and Students

Observations of Classrooms

Some teachers indicate sufficient resources are available. Materials to support a variety of student learning styles and individual student differences were not evident. At the time of the audit, some teachers were waiting for SmartBoards to be repaired or installed. Many parents indicate that students are not allowed to bring textbooks home for homework. Some teachers indicate a lack of sufficient textbooks and that students have to share in class. There is no formal, systematic process for evaluating the effectiveness of resources in addressing the diverse needs of students. The library collection consists of 8,425 holdings. The library is open 7:45 a.m. through 3:30 p.m. daily. Teachers report they can make informal requests for additions to the media center collection. The major source of funding for the library is Title I funds which are used to support the Accelerated Reader program. There is no formal process for soliciting input from the staff for budget development.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of Lesson Plans

Interviews with Administrators and Teachers

Observations of Classrooms

Teachers seldom meet to discuss student work. Teachers have not received training in protocols for analyzing student work. Most teachers share common planning time by discipline. Others must meet before or after the school day in order to have time for collaboration. Multiple forms of assessment data are not analyzed to determine instructional modifications to support student learning. Explicit, targeted feedback following assessments to promote continuous progress toward mastery is not provided to students on a regular basis. Most teachers are not proficient at using data as a way of determining where each student is, where he/she needs to go, and what instructional next steps must be planned to move the student to that point.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Academic Performance**

Standard 3 : **Instruction**

A systematic process must be developed by the Lee High School principal to begin ongoing, job-embedded professional development for all teachers. This is essential for teacher success in learning new strategies for teaching and learning. The principal and teachers must develop a common understanding of research-based instructional strategies. Rigorous, student-centered instruction must be the goal. ACSIP actions that require ongoing, job-embedded professional development must be implemented with fidelity. Professional Learning Communities are an excellent vehicle to begin this process. Helpful resources are "Lesson Study: A Handbook of Teacher-Led Instructional Change", by Catherine Lewis, and Web sites www.lessonresearch.net and <http://youtube.com/watch?v=OhV65KlItIE>

Leadership must guide teachers in the systematic collection of as much information on their students as possible in order to plan effective differentiated lessons that will engage all students in high levels of learning. Currently, many students are not authentically engaged in the whole group, teacher-centered lessons. Learning inventories and multiple-intelligences inventories are excellent tools for gathering data on how individual students are best able to learn. This knowledge must be used in a variety of ways to help motivate students and increase student achievement. For example, when planning lessons, learning tasks can be planned to accommodate the various learning styles or multiple intelligences of students. Students can be flexibly grouped for projects and assignments based on their preferred styles. Choice in assessments can be given to students to allow them to demonstrate newly acquired knowledge using their favored learning style, modality, or intelligence. For example, if students are interested in sports, they might demonstrate their understanding of physics or mathematical concepts using football or basketball as the context. In addition, self-awareness of their favored learning styles and interests can motivate students to study and learn new information at home or on their own. Rubrics accompanying these tasks can ensure that quality products will be created. Helpful resources to begin this process include "7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences", by Thomas Armstrong, "Fulfilling the Promise of the Differentiated Classroom", by Carol A. Tomlinson, and the Web site <http://literacyworks.org/mi/assessment/findyourstrengths.html>

Student use of technology must become an integral part of student learning. All teachers must provide for student use of integrated technology to promote creative, higher-order thinking and give students alternate ways of showing what they know through a variety of measures available through technology software. Leadership must provide professional development using technology to maximize access to content and allow for exposure for real-world applications through the use of technology. Teachers must design lessons and create opportunities for students to use technology to expand and share their learning. Group or partner activities allowing selected students to share their solutions can produce powerful learning skills for the world of work. School leadership should search out several technology-savvy teachers who could serve as models for others. Time should be provided for collaborating, visiting other schools, and conducting

Web searches to discover ways to highlight and use the technology available. To engage students and prepare them for their future, classrooms should mirror the outside world. Possible resources include "Using Technology with Classroom Instruction that Works" by Howard Pitler, et al and "Technology to Improve Learning" by Mike Muir. There are numerous free wikis, blogs and newsletters such as SmartBrief on EdTech from the Association of Supervision and Curriculum Development.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 4 : School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 9 indicators (82%) evaluated as "Evaluation Category 1," 2 indicators (18%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

The principal makes teacher assignments with input from the counselor and math instructional facilitator regarding the teacher's strengths. Most teacher assignments are based on teacher licensure and state core curriculum requirements. Priority is given to providing students access to curriculum required for graduation.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of School Web Site

Interviews with Administrators, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Some teachers communicate regularly with parents regarding student progress. Communication tools consist of progress reports, report cards, and phone calls. Edline is available and is used by most teachers. Many parents do not have Internet access. Parent conferences are held twice a year. Open House was held at the beginning of the school year. The local newspaper publishes the Honor Roll. A few teachers make three or more contacts each week with parents.

Performance Rating:1

- 4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Staff, Parents, and Students

Observations of Classrooms and Common Areas

Not all students have access to all the curriculum because teachers do not

purposefully choose instructional strategies that provide each student an opportunity to succeed. The local school board has adopted and school staff implements behavior and management policies that support a safe and orderly learning environment. Sidewalks and pathways between buildings are cracked and uneven. Tiles are cracked and missing within the school buildings. Ceiling tiles are broken, discolored, and missing. More than thirty security cameras are located in classrooms, hallways, and common areas and are in working order. Cameras are monitored by the principal, assistant principal, and security officer. Emergency procedures are in place. Fire drills and tornado drills were conducted in September and October. Most students, parents, and staff report the school is safe. Most students, parents, and staff report that students are treated fairly.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:

Review of School Web Site

Interviews with Administrators, Teachers, Parents, and Students

Observations of Classrooms and Common Areas

School leadership seldom creates opportunities to focus the entire learning community on issues related to continuous improvement in instructional practice and student achievement. Instructional practices in most classrooms do not demonstrate the belief that all students are capable of completing critical thinking, inquiry-based projects, or problem solving activities. Organized practices that guarantee continuous improvement in teaching and learning are not evident in professional development documentation. Most teachers do not formally share instructional practices that result in high student performance.

- 4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Student Handbook

Review of Student Discipline Data

Review of District Policy Manual

Observations of Classrooms and Hallways

Few teachers exhibit high expectations for all students. Most instruction is whole-group and teacher-directed. Most assessments do not require students to think beyond the knowledge and comprehension levels of Bloom's Taxonomy. Few differentiated learning strategies that engage all learners are incorporated in lesson plans. Objectives are posted in most classrooms. Most posted objectives do not establish a clear learning goal. Few rubrics are used. Exemplars of student work are evident in a few classrooms and hallways. Displayed student work is not accompanied by a rubric to show why the work is exemplary. Student handbooks are distributed to students at the beginning of the school year. Classroom rules are posted in most classrooms.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Master Schedule

Interviews with Administrators and Staff

School leadership has not developed a systematic process to involve non-teaching staff in discussions about teaching and learning. Professional Learning Communities have been established. Some Professional Learning Communities discuss teaching and learning. Rubrics are not developed collaboratively. Teachers make most decisions about how their classrooms are organized for teaching and learning with limited input from others. Classified staff members do not serve on school committees. Few non-teaching staff members are involved with teachers when making decisions about student learning.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Lesson Plans

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

District policy does not acknowledge the link between instructional practice and student achievement. Few teachers accept responsibility for their role in student success or failure. Most teachers report that ineffective in-house communication, leadership, and professional development are the primary causes of student failure. Most instruction is whole group and teacher directed. Few teachers differentiate instruction for learning styles, multiple intelligences, or developmental needs of students. Limited support is provided for struggling learners in the classroom. Few teachers provide students opportunities to evaluate teacher performance for the purpose of improving teaching practices. Teachers seldom reflect on their own instructional practice and how it relates to student achievement. Teachers do not regularly change their instructional strategies to re-teach skills and concepts.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding for this indicator is based on:

Review of Phone Logs

Interviews with Teachers, Staff, Parents, and Students

Observation of Classrooms, Hallways, and Common Areas

Most teachers do not utilize opportunities to motivate and inspire all students to reach their full potential through instructional strategies that require active engagement or higher-order thinking skills. Parents and students report that the staff care about students. Limited exemplary student work is displayed.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of ACSIP

Review of School Web Site

Interviews with Administrators, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Lee High School does not have a systematic strategy for disseminating information to all stakeholders. A school newsletter was published on November 13, 2012. The newsletter was not sent out to stakeholders. There is a phone system which can contact all parents about events or emergencies at school. The local newspaper reports on local school board meetings and school events when contacted by the

school. Some teachers call parents as needed for academic and behavior problems. The school has a Web site.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of School Web Site

Interviews with Administrators, Teachers, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Minimal exemplary student work is displayed. Few rubrics are displayed with student work. Teachers display minimal student work in their classroom. Few students are provided an opportunity to self-reflect on their work for the purpose of improving future performance. Student success is seldom shared with community and business partners. Academic awards assemblies are held each nine weeks and students are recognized for academic achievements. Most celebrations are limited to plaques and displays at Lee High School. The Principal's List, the highest grade point average per grade level, is posted in the hallway at the end of each nine weeks. The Honor Roll for the first nine weeks is also displayed in the hallway. A bulletin board with stars for each student scoring proficient or advanced on End-of-Course exams is displayed in the main hallway of the school. Senior students signed a banner, "Commitment to Graduate". Plaques are displayed with the names of the Most Improved Students, Highest Grade Point Average, Valedictorian, and Salutatorian. The Honor Roll and Principal's List are published in the local newspaper. Newspaper photos with gold medal Algebra and gold medal Geometry students are displayed on the front bulletin board.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Curriculum Documents

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms, Hallways, and Common Areas

Limited support is given for the physical, cultural, socio-economic, and intellectual needs of students. The Food Bank is provided each Friday for students from low socio-economic backgrounds. After school tutoring is provided for students who scored basic or below basic on the End-of-Course Exams. The implemented curriculum is not always culturally responsive to the needs of the students. Considerations of students' cultural backgrounds and needs are not evident. Few multicultural texts and posters are displayed in classrooms. There has been limited professional development to address the impact of culture on learning and student achievement.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 4 : School Culture

School leadership, with a sense of urgency, must establish a culture of high academic expectations for all students and staff. The entire staff, all certified and classified, must accept responsibility for student learning. School leadership must provide opportunities for all teachers to study the connection between instructional practice and student success. This connection must be evident in the design of instruction, including modifications to better meet the needs of students. Instructional issues and student learning must be the focus of Professional Learning Communities. School leadership must analyze agendas, meeting minutes, and next steps to ensure that instructional issues are being addressed with appropriate follow-up.

School leadership must immediately provide professional development to improve student access to a rigorous, relevant, and culturally responsive curriculum. Faculty meetings and Professional Learning Communities must be focused on conversations related to implementing research-based, high-probability instructional strategies. Implementation and refinement of high-probability strategies attained through professional development cannot be viewed as optional. School leadership must frequently monitor the implementation of the strategies. Leadership must assist teachers in identifying instructional growth needs and provide whatever assistance is required to ensure that all teachers make continuous progress in their ability to deliver high-probability instructional strategies. A good resource is Marzano's book, "High Yield Strategies That Work" 2nd edition.

The Parent/Community Coordinator must lead the school in a collaborative initiative with all school staff and representatives of all community stakeholder groups to build on current communication efforts through the development and implementation of a comprehensive, systematic, and interactive communications plan with home and community. A standing communications committee, comprised of stakeholder representation, including staff, students, parents, and community members, should be charged with this initiative. Leadership should provide ongoing monitoring of implementation of this effort at every stage of its development.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 3 indicators (60%) evaluated as "Evaluation Category 1," 1 indicators (20%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Records

Interviews with Administrators, Staff, Parents, and Students

Student records are orderly and current. Cumulative student files include pertinent information from the student's entire educational experience. Paper copies of student records are kept in file cabinets in a vault in the principal's office. Teachers have access to the records on a as-needed basis. The Arkansas Public School Computer Network provides the means to store and access the information in electronic form. Students are encouraged to access their records electronically through TRIAND.

Performance Rating:2

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:

Review of Master Schedule

Interviews with Administrators, Staff, Students, and Parents

Some opportunities beyond the initial classroom experience are available to students. A few students are provided remediation in math and literacy during the school day; a teacher is scheduled for literacy during eighth period and students may be called from their regularly scheduled classes for remediation. A teacher is scheduled for three classes of Algebra 1 remediation. After-school tutoring in literacy is provided twice a week. Field trips on Saturday are planned monthly to events in nearby cities. The field trips provide enrichment activities for students enrolled in the after-school program. The district has contracted with the Alternative Learning Environment facility in Holly Grove to serve students in need of an alternative placement. A summer workshop for students interested in a medical career is offered in cooperation with a local clinic.

Performance Rating:1

- 5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of School Web Site

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, and Students

Families and community members are not active partners in the educational process. Volunteering is limited to special events. The local board of education has adopted a community involvement plan. School leadership has not fully implemented the plan. There is a Parent Center at the school and a parent/community coordinator has been employed. Events involving parents include an open house in September and Parents Excited About Kids hosted an Arts & Poetry Night.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Most teachers do not provide all their students access to all the curriculum through effective, research-based instructional strategies purposely chosen to meet each student's learning needs. Remediation in math and literacy is provided during the school day for a few students. The scheduled literacy intervention class does not have students scheduled to attend. After school tutoring is offered in two-hour sessions two afternoons a week, and monthly Saturday field trips provide enrichment. Special Education students do not have access to the core curriculum. Advanced Placement classes are available to students who have a C average. Distance Learning increases the number of students for whom foreign languages are available.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Master Schedule

Review of Professional Development Documents

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

The school/district provides few organizational structures and supports few instructional practices to reduce barriers to learning. The master schedule is designed to meet ADE course and graduation requirements. Students with special needs are identified for Special Education. Pre-Advanced Placement and Advanced Placement courses are offered. Remediation in math and literacy is available during the school day for a few students. After school tutoring is offered in twice-weekly two hour sessions; students are selected using data from the North West Educational Association pretest. Students with physical and mental health needs are referred to appropriate agencies and institutions. Differentiated instruction is seldom

practiced. Minimal professional development on the impact of cultural differences is offered to staff.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 5 : **Student, Family and Community Support**

Structures must be put in place to ensure ongoing, cohesive collaboration among families, the community, and the school. School leadership, working with the Parent/Community Coordinator, must actively engage families, businesses, and community organizations in decision-making at the school. Non-school stakeholders should be made aware of ongoing revisions in the ACSIP and be given opportunities to provide input. Efforts to create a parent/teacher organization and a parent advisory board should be continued and expanded. Greater effort must be made to identify areas in which parent volunteers could be utilized to improve learning and to actively recruit parents and other adults to serve as active partners in the educational process. School leadership must guide efforts to collaboratively address ways to reduce barriers to learning for all students. A possible resource is Joyce Epstein, "School, Family, and Community Partnerships."

The principal and instructional facilitators must lead implementation of instructional practices to reduce barriers to learning. Lessons must be created that take into account different learning styles and different cultural perspectives. The use of high-probability, research based strategies must become the norm in all classrooms. District leadership must provide ongoing professional development to administrators and staff to provide those professionals with tools to remove these barriers to learning. professional development must address the use of high-probability, research-based strategies to engage all students and recognize multiple intelligences. A possible resource is "What Works in School: Translating Research into Action" by Robert J. Marzano

School leadership must expand efforts to provide extended-day or in-class opportunities for all students to master the core curriculum. All programs that provide additional opportunity to learn must be coordinated with teachers that provide the initial classroom instruction. The additional opportunity to learn must be scheduled in a way that avoids conflict with the student's primary instruction. Additional opportunities to learn must employ instructional strategies, materials, and assessments that are different from those employed in initial instruction. A possible resource is "Focus: Elevating the Essentials to Radically Improve Student Learning" by Mike Schmoker.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 8 indicators (67%) evaluated as "Evaluation Category 1," 4 indicators (33%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Professional Development Documents

Some professional development is aligned with the goals for student learning in the ACSIP. Training in Singapore Math found on the professional development agenda aligns with the goal to meet the Annual Measurable Objective Growth Goal in math. Training on highly effective teaching strategies is aligned with both math and literacy goals to meet the Annual Measurable Objective Growth Goal. Professional development designed to improve student learning does not always include follow-up sessions. Professional development designed to improve student learning is not reflected in most of the Individual Professional Growth Plans of the staff. Staff members are not required to show a correlation between professional development and student achievement goals found in the ACSIP.

- 6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Individual Professional Growth Plans

Review of Evaluation Documents

Interviews with Administrators and Staff

The local board of education has adopted a clearly defined policy and process for the evaluation of personnel. Currently certified staff members are divided into two groups; probationary teachers and career teachers. Probationary staff members are teachers who have taught for three years or less. Career staff members are teachers who have taught for more than three years. Probationary teachers have three formal observations and two informal observations annually. Career teachers have one formal and one informal observation annually. Lee High School is transitioning to the ADE adopted evaluation system. Teachers were informed about the district's newly adopted evaluation system at the beginning of the school year. The new procedures are not included in the District Policy Manual. As of the

time of the audit, building level administrators are participating in training for the new evaluation system. Many teachers have completed Individual Professional Growth Plans. Most teachers have been observed through Classroom Walkthroughs and extended observations.

- 6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

Review of ACSIP
Review of District Policy Manual
Review of Individual Professional Growth Plans
Interviews with Administrators and Staff

The district has a professional development policy and professional development plan. Funding for professional development is available through the district. Sustained, job-embedded professional development to support implementation of effective, research-based instructional practices identified in the ACSIP, has not been implemented. Some professional development provided by the district is related to priorities and goals of the ACSIP. Professional growth needs identified through Classroom Walkthroughs, informal observations and summative evaluations are not used to plan professional development opportunities. Professional development identified in the ACSIP is related to student performance data in the areas of literacy and math. Allocations for professional development in the ACSIP include Title I, Title IIA, Title VI, National School Lunch Act and discretionary funds to support literacy and math.

- 6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:

Review of ACSIP
Review of District Policy Manual
Review of Evaluation Documents
Review of Individual Professional Growth Plans
Interviews with Administrators and Staff

The current personnel evaluation policy stated in the District Policy Manual was adopted in 2005 and meets the standards set in statute. Lee High School is transitioning to the new ADE evaluation system. Classroom Walkthroughs and informal observations have been initiated.

Performance Rating:1

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of ACSIP
Review of Faculty Meeting Agendas, Minutes, and Sign-in Sheets
Review of Professional Development Documents
Interviews with Administrators and Staff

There is minimal evidence of long-term planning for Individual Professional Growth Plans. Most professional development offered by the district is state-required professional development hours such as parental involvement or technology. Most other professional development is teacher-selected. Most professional development is one-time, sit-and-get with no plan for long-term or ongoing follow-up on targeted

topics. The instructional facilitators do not provide job-embedded professional development to ensure long-term understanding of the targeted topics. Leadership training on Classroom Walkthrough is provided through Great Rivers Educational Cooperative. An external provider has been contracted to provide consultation for administrators and instructional facilitators to build leadership skills.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of District Policy Manual

Review of Individual Professional Growth Plans

Interviews with Administrators and Teachers

The ACSIP includes a formal plan for building instructional capacity through ongoing, job-embedded professional development. This plan has not been implemented. Specific individual teacher development needs stated on the Individual Professional Growth Plans and the needs of the students are not intentionally used to guide planning professional growth activities. There is no process in place to monitor the impact of professional development on teacher instructional practices or student achievement. Professional Learning Communities have been established. Instructional facilitators for math and literacy lead Professional Learning Communities in their disciplines, but do not provide ongoing, job-embedded professional development. An external provider has been contracted to provide consultation to administrators and instructional facilitators as they build leadership skills. Teachers have been provided limited training on implementing effective Professional Learning Communities.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Professional Development Documents

Review of Professional Growth Plans

Interviews with Administrators and Staff

The ACSIP sets an expectation that instructional facilitators in math and literacy will provide job-embedded professional development. That expectation is not implemented in a manner consistent with the intent. There is no evidence that staff development priorities are intentionally aligned with Individual Professional Growth Plans of staff. Some staff development priorities are set in alignment with goals for student performance. The school/district has contracted with an external provider to provide consulting services to administrators and instructional facilitators aimed at increasing their effectiveness in leading teachers to improve student performance.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Master Schedule

Review of Professional Development Documents

Interviews with Administrators and Staff

Job-embedded professional development is not provided. The ACSIP indicates that

the math and literacy facilitators will provide job-embedded professional development across the curriculum. The instructional facilitators do not provide job-embedded or ongoing professional development in the form of modeling lessons, planning, or providing feedback to ensure a complete understanding of concepts. Most professional development is based on school or district needs or individual teacher requests. Minimal professional development on Professional Learning Communities has been provided.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Individual Professional Growth Plans

Interviews with Administrators and Staff

There is no evidence of a connection between professional development planning and student achievement data. Most professional development provided by the school/district consists of state-mandated training such as technology and parent involvement. Teachers request additional professional development according to individual preferences. There is no ongoing system in place to analyze student achievement data for use in professional development planning.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Evaluation Documents

Review of Individual Professional Growth Plans

Interviews with Administrators and Staff

The employee evaluation system and Individual Professional Growth Plans have not resulted in the consistent use of effective instructional practices and high student achievement. Lee High School is transitioning to a newly adopted evaluation procedure. Teachers were informed about the new process at the beginning-of-the-year meetings held by the district. Implementation of the new system has been initiated. Many teachers are observed through Classroom Walkthroughs and informal observations. Most teachers have completed Individual Professional Growth Plans. A direct link does not exist between the evaluation process, Individual Professional Growth Plans, instructional needs of students, and the professional growth needs of individual staff members.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Evaluation Documents

Review of Individual Professional Growth Plans

Interviews with Administrators and Staff

The ACSIP includes minimal plans for leadership professional development. Action items listed in the ACSIP include training in shared leadership and building leadership capacity. The district contracts with an external provider to work with administrators and to build their leadership capacity. The consultant's

recommendations are not implemented or are not implemented as they are supposed to be implemented. Some members of school leadership are completing training in the new evaluation system, Classroom Walkthrough certification and legal aspects of being a school administrator. The principal has not fully assumed the role of instructional leader. School leadership is minimally engaged in the ACSIP process and the developing Professional Learning Communities.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Evaluation Documents

Review of Individual Professional Growth Plans

Interviews with Administrators and Staff

School leadership visits most classrooms two to three times per week. Some visits are for Classroom Walkthroughs and some are to conduct informal observations. Most Classroom Walkthroughs are three to five minutes in duration. Most informal observations are ten to fifteen minutes in duration. Few teachers are provided with feedback. Data gathered during the visits are seldom used to identify areas in which the teacher needs follow-up support. Follow-up and support is not provided to ensure improved instructional practices and higher student achievement. Implementation of the evaluation process has not resulted in improved instructional practice.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Learning Environment**

Standard 6 : **Professional Growth, Development, and Evaluation**

The ACSIP, Individual Professional Growth Plans, professional development, Classroom Walkthroughs, focus walks, and formal evaluations must form a coherent system. The intent of the system must be to build instructional capacity, to create an effective learning environment, and to increase student achievement. Leadership must use the data from Classroom Walkthroughs, focus walks, and formal evaluations to determine the professional development needs of all teachers. Professional development must be based on classroom observations of instruction, student performance data, level of student engagement, and actions in the ACSIP. Data from the Classroom Walkthroughs, focus walks, and formal evaluations must be used to identify and analyze trends related to the effectiveness of instructional strategies used in classrooms and professional development activities. One resource is "Transforming Professional Development Into Student Results" by Doug Reeves.

The responsibilities of the instructional facilitators' positions must be clearly defined and focused on improving instructional practice. Instructional facilitators must become well versed in providing ongoing job-embedded professional development in areas that include but are not limited to producing well-developed lesson plans and modeling the implementation of effective instructional practices. Well-developed lesson plans are a first step to effective instruction. Well-developed lesson plans yield a high level of rigor, allow students to answer questions at the higher levels of Bloom's Taxonomy, foster cooperative groups, and encourage students to problem-solve through discussions. Leadership must monitor implemented lessons and provide immediate feedback. Teachers must share their new knowledge with their Professional Learning Community or with the entire faculty. A possible resources is "The Learning Leader: How to Focus School Improvement for Better Results" by Douglas B. Reeves.

The principal and facilitators must organize, initiate, and oversee a process to insure that professional development actions in the ACSIP are implemented. The entire staff must be a part of the process to insure ownership and possess an adequate understanding of how each ACSIP action is to be implemented. The Professional Learning Communities must be engaged, possibly by dividing the task with each Professional Learning Community focusing on one action. A process should be instituted for each action. The Professional Learning Community or group working on the implementation must reach agreement on how student performance will be impacted, how collaborative follow-up will be accomplished, how to debrief teachers, and how to provide additional support for teachers having trouble implementing the action. One shot, sit-and-get professional development is rarely integrated into a teacher's regular classroom practice. Successful professional development of the kind needed to fully implement an ACSIP action requires support for teachers along with frequent feedback and collaboration with colleagues. Professional Learning Communities are an excellent format to begin the task.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 7 : Leadership

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 8 indicators (73%) evaluated as "Evaluation Category 1," 3 indicators (27%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of ACSIP

Review of District Web Site

Review of School Mission Statement

Interviews with Administrators, Teachers, Students, and Parents

Observations of Classrooms and Hallways

The mission statement for Lee High School was revised two years ago. The school's current mission statement is included in the ACSIP. It is posted in classrooms and other common areas throughout the building. The vision of Lee County School District serves as the vision for Lee High School. No core belief statements are published in handbooks or on the Web site for the district or school. At the beginning of the 2012-2013 academic school year, the school mission was reviewed to begin a revision process. No other steps have been taken to continue the process. This process was led by an instructional facilitator and included most licensed personnel. No community stakeholders were involved in the process. The principal has not continued the process. At the time of the audit no revisions to the mission statement have been made.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Master Schedule

Interviews with Administrators and Staff

Observations of Classrooms

School leadership has established procedures to minimize interruptions of instructional time. Student behavior policies are implemented. Few assemblies are held. Calling students out of class is limited. Information is distributed by email. Classroom time is not always utilized to provide maximum impact on student learning. A few teachers do not plan for a full period of instruction. Many students

are not fully engaged in the learning process in some classrooms. Some teachers use activities that engage students as soon as the class period begins. The master schedule allocates time during school hours for collaborative meetings in all core content areas and health and physical education. Special Education teachers meet after school and vocational education teachers meet before school. Each grouping of teachers forms a Professional Learning Community. This allocated time provides opportunities for teachers to focus on curricular and instructional issues. Most Professional Learning Communities do not use the time to focus on curricular and instructional issues. School leadership does not monitor Professional Learning Community meetings. The local school board has not adopted a policy to ensure that instructional time is protected.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators and Staff

The local school board reviews and adopts most policies developed by the Arkansas School Board Association. Most policies developed and adopted by local school board members are aligned with Arkansas state statute and Arkansas Department of Education rules. Minimal policy adoption/revision is initiated by local school board members. Policies are adopted by the local school board upon recommendation of the superintendent. The local school board has not initiated an ongoing procedure to review and revise policies.

Performance Rating:1

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of ACTAAP Data

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of District Policy Manual

Interviews with Administrators and Teachers

Leadership decisions are seldom based on data or focused on changing instruction to improve student achievement. Data are used to place students in remediation or Advanced Placement classes. These data are seldom used to form a consistent comprehensive foundation for school improvement. During Professional Learning Community meetings, teachers do not use data to plan instruction that meets the students' needs for higher-order thinking and problem-solving skills. Leadership has not developed a process to ensure that curriculum or instructional changes are based on a review of student performance data. Lee High School has a leadership team. The team has met two times since the start of school. Leadership has not developed a structured and reliable way for the team to collaboratively examine student performance data to make decisions about curriculum and instruction. Data regarding instructional practices are collected through Classroom Walkthroughs and informal observations. These observations provide a limited basis for improving instruction. Leadership does not meet with teachers to provide feedback or to ask reflective questions following classroom observations. Classroom observation data are not used to develop or modify Individual Professional Growth Plans. Data are

not used to plan professional development offerings. Data are not used to evaluate academic programs or the impact of professional development on student learning. Leadership does not articulate the connections between instructional practices, ongoing formative assessment, summative assessments, staff development, and student performance. Leadership does not monitor the implementation of the ACSIP or the effect ACSIP actions have on student achievement. Most teachers are not formally collecting daily formative assessment data for the purpose of improving instruction.

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of ACSIP

Review of ACTAAP Data

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of District Policy Manual

Interviews with Administrators and Teachers

Administrators at Lee High School do not have completed Individual Professional Growth Plans. Lee County School District has contracted with an external provider to support the process of building capacity in instructional leadership at Lee High School. To date, the support has not resulted in improved leadership practices.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Student Assessment Data

Review of Professional Development Documents

Interviews with Administrators and Staff

A leadership team has been established at Lee High School. The Leadership Team has met two times this school year. Minimal data targeting classroom instructional practices have been gathered to improve teaching strategies. Minutes of the meetings do not reflect that the Leadership Team disaggregates and examines data to determine the needs of individual students. Faculty and Leadership Team meeting agendas do not reflect discussions of instructional strategies to meet the needs of individual students. Formative assessments that provide data on the most current student progress are not used in most classrooms. Limited data are used to monitor the ACSIP implementation, professional development effectiveness, Individual Professional Growth Plans, or the work of the Leadership Team.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of Professional Development Documents

Interviews with Administrators and Staff

Observations of Classrooms

Ninth through twelfth grade teachers have access to the Arkansas Curriculum

Frameworks. Seventh and eighth grade teachers have access to the Common Core State Standards. Technology needed to fully implement Common Core State Standards and Arkansas Curriculum Frameworks is not found in some classrooms. Leadership has provided limited training for implementation of the new Common Core State Standards. The school uses curriculum documents developed by The Learning Institute. Teachers administer interim assessments developed by The Learning Institute. Student work is not always aligned with these documents. Professional development has not been provided to teachers on how to disaggregate data to monitor and adjust instructional practices to meet the needs of individual students. Student learning expectations or objectives are posted in most classrooms. Most posted objectives are not stated in student friendly terms. Many teachers do not refer to the posted objective during instruction. Leadership has not developed a process to align professional development, Individual Professional Growth Plans, or teacher evaluation to curriculum and instruction.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of District and School Budget

Review of School Performance Report

Interviews with School Administration, Teachers, and Students

Observations of Classrooms

District leadership has established some organizational structures that provide opportunities for continuous school improvement. The district has contracted with an external provider to work with Lee High School leadership to build instructional and organizational capacity. School administration has established a Leadership Team. The master schedule reflects common planning time, by discipline, for teachers of math, science, literacy, social studies and health and physical education. Most common-content area teachers have formed Professional Learning Communities. Staff members have been provided limited training to support effective development of Professional Learning Communities. The Learning Institute interim assessment data are used by a few Professional Learning Communities to pinpoint skill areas in math, literacy, and science that need to be retaught. School leadership conducts informal observations and Classroom Walkthroughs. Resource allocations are managed by district-level leadership. There is no formal plan for the allocation of resources at the school. Teachers report that they create a purchase order, which is forwarded to the principal for signature. School leadership forwards the purchase order on to the superintendent or her designee. When the purchase order is approved, the teacher completes the purchasing process. Materials to support a variety of student learning styles and individual student differences are not evident in all classrooms. Students have limited access to technology. Minimal student use of technology is observed in classrooms. School leadership completes classroom visits and provides teachers with minimal feedback. Specific, focused, individual feedback to teachers that leads to improved instructional practices seldom occurs.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual
Review of Student Handbook
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Hallways

Materials to support a variety of student learning styles and individual student differences are not evident in all classrooms. Students have limited access to technology. School leadership completes classroom visits and provides teachers with some feedback. Specific, focused, individual feedback to teachers that leads to improved instructional practices seldom occurs. A process to use data from classroom observations that results in all teachers using research-based instruction strategies has not been established by school leadership. Leadership, with the support of the external provider, established some organizational structures to support continuous school improvement. A leadership team is in place. Leadership has not established a systematic process to maximize resources to support student learning. Data are not utilized in making most resource decisions. School leadership has established procedures to provide a safe learning environment for students. Faculty, parents, and students perceive the school to be a safe place. The local school board has adopted policies that support a safe, orderly environment for teaching and learning.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of ACSIP
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Staff

The school and the local school board seldom engage in discussions or take action on issues directly related to student academic performance and school improvement initiatives. Agendas and minutes of local school board meetings and faculty meetings include few items focused on student academic performance. School leadership provides teachers access to summative and interim assessment data. An intentional focus on analyzing data to improve student learning is not evident. The school reviews student performance data generated from end-of-year, state-required exams to establish priorities, goals, interventions, and actions for the ACSIP. The local school board approves school and district ACSIPs.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of ACSIP
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Staff

The principal demonstrates varying levels of leadership skills in the areas of academic performance, learning environment, and efficiency. The principal has not established a culture of high expectations for teachers or students. The principal and many staff members cite factors external to the teaching process as the primary factor for low student achievement. They report lack of organization, instability of programs, poor communications across campus, turnover in staff, and students entering with poor reading skills as some of the reasons for low student achievement. Leadership decisions are seldom based on data or focused on changing instruction to improve students' academic performance. Data are seldom used to form a foundation for improving instructional practices. A Leadership Team

has been established at Lee High School. Administrators have not developed a structured and reliable way for the team to function as a part of the leadership structure to support instruction and build instructional capacity at Lee High School. Leadership is implementing a newly adopted evaluation system. The principal, assistant principal, and instructional facilitators conduct Classroom Walkthroughs and informal observations. The principal does not meet with teachers to provide feedback or to ask reflective questions following classroom observations. The principal does not use classroom observation data to develop or modify Individual Professional Growth Plans or plan professional development offerings. Data are not used to evaluate academic programs or the impact of professional development on student learning. The principal has not articulated for staff the connections between instructional practices, continuous formative assessment, summative assessments, staff development, and student performance. The principal does not monitor the implementation of ACSIP actions or the effect the actions have on student achievement. Leadership has developed a master schedule that provides a common planning time for teachers of math, science, literacy, social studies, and health and physical education. Each content area including special and vocational education are developing Professional Learning Communities. Minimal professional development has been provided to support effective functioning of Professional Learning Communities. The principal works with the staff to provide a safe, orderly teaching and learning environment and to ensure that instructional time is protected from interruptions. Many teachers do not use instructional time effectively by engaging students in authentic learning activities through high-probability instructional strategies. The principal has not established effective practices to improve instructional practices. The principal does not ensure that the building and grounds are neat and clean. Sidewalks and pathways between buildings are cracked and uneven. Tiles are cracked and missing within the school buildings. Ceiling tiles are broken, discolored, and missing. More than thirty security cameras are located in classrooms, hallways, and common areas and are in working order. Cameras are monitored by the principal, assistant principal, and security officer. Emergency procedures are in place. Fire drills and tornado drills were conducted in September and October. Most students, parents, and staff report the school is safe. Most students, parents, and staff responded the students are treated fairly. District-level leadership administers funds allocated to the school. Fiscal resources available for professional development are not always used to support professional development appropriate for individual staff members' growth needs or to support professional development aligned with student learning. Teachers report that they create a purchase order, which is forwarded to the principal for signature. School leadership forwards the purchase order on to the superintendent or her designee. When the purchase order is approved, the teacher completes the purchase process. The principal has not established a mechanism to ensure that materials that support a variety of student learning styles and individual differences are available in all classrooms. The principal does not collect or use data to determine resource needs in the school or individual classrooms.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 7 : **Leadership**

The principal must become the instructional leader of the school, clearly demonstrating that instructional leadership is his primary focus. This role should include becoming the leader in the development of the ACSIP and ensuring that it is carried out. The principal must recognize his role as the leader in decisions about professional development, analysis of data, and improving student achievement. He should work collaboratively with his immediate supervisor, the assistant principal, instructional facilitators, and external provider to build capacity in instructional leadership. The principal must attend professional development targeted at building leadership in coaching for high-probability, research based, instructional strategies, and rigorous and relevant instruction. District office administrators should support the principal, by providing the resources necessary for him to develop these skills. He must utilize knowledge and skills gained from the professional development activities to engage the staff in in-depth, targeted conversations about:

1. Use of data to make decisions about instruction
2. Implementation of differentiated instruction
3. Professional Learning Communities
4. Creating an inviting learning environment for students

A possible resource is "Failure is Not An Option: Six Principles that Guide Student Achievement in High Performing Schools" by Alan M. Blainstein.

The principal must become the driving force behind the ACSIP. The principal must create an ACSIP development process that leads to a shared sense of responsibility among all staff. The ACSIP must be data-driven, research-based, and serve as a road map toward school improvement. Without the use of data along the continuum of development, the plan becomes something that may or may not bring success. The principal must take the lead in the development of the ACSIP beginning with evaluating the success of the previous year's plan and using data to determine what parts of the plan were successful and no longer need to be the primary emphasis. Data must determine what parts of the ACSIP are moving the school toward success and need to be continued for the upcoming year. Data must determine what part of the plan should be eliminated because it is not producing success. The principal must then determine, through analysis of the data, student needs that will be targeted in the ACSIP. He must lead the process for including staff, students, and parents in the ACSIP planning process.

The principal must ensure that Individual Professional Growth plans for administrators and teachers are linked to the school goals and should focus on the continuous improvement of instruction. School leadership must tie all professional development to improved student achievement. Ongoing, job-embedded professional development opportunities must be based on individual as well as school-wide needs that address data analysis, curriculum development, research-based instructional practices, classroom discipline, and building instructional leadership capacity. The principal must develop his individual professional growth plan with his supervisor to build his capacity as a school leader. A good resource for the principal in understanding the skills needed by a principal

are "Leadership that Works" by Robert Marzano and Timothy Waters.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 8 : School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 6 indicators (60%) evaluated as "Evaluation Category 1," 4 indicators (40%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Master Schedule

Interviews with Administrators, Teachers, and Students

Observations of Classrooms

The principal makes staff assignments with input from the counselor and the math instructional facilitator. The counselor assigns students to teachers (class schedules) based on courses needed for graduation and student selection of elective courses. The counselor, principal, and sometimes the math instructional facilitator discuss teacher strengths and how teachers work with students when developing schedules for some students. Parent requests are honored if practical. Students' unique learning characteristics are not always considered when allocating the services of staff members. One teaching position is filled with a long-term substitute not licensed to teach the classes assigned. One teaching position is vacant. Paraprofessionals are provided to support learning for students in distance learning labs and some students with identified educational handicaps.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Interviews with Administrators and Staff

The master schedule provides common planning time for literacy, math, science, and social studies, and health and physical education teachers. Literacy, math, science, social studies, and health and physical education teachers use one planning period each week to meet as a group. Workforce Education teachers meet one hour per month before school. Special Education teachers meet one hour per month after school. The math instructional facilitator meets with the math group. The literacy

instructional facilitator meets with the literacy group. Administrators seldom attend these meetings. School staff members refer to these groups as Professional Learning Communities. Some of these groups are beginning to function as Professional Learning Communities. Minimal professional development has been provided staff members on how to develop Professional Learning Communities. Minimal opportunity is provided for team planning horizontally across content areas. The work of the instructional facilitators and teachers through these meetings has not resulted in the wide-spread use of effective, research-based instructional strategies.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of ACSIP

Review of District ACSIP

Review of School Budgets

Interviews with Administrators, Staff, and School Board Members

Most decisions regarding expenditure of categorical funds are data-informed and intentionally aligned with the school's ACSIP. Expenditure of discretionary funds is not intentionally aligned with the school's ACSIP. Expenditures of discretionary and categorical funds are monitored by district-level administration on an ongoing basis to determine compliance with grant conditions and line-item appropriations. Expenditures are not monitored on an ongoing basis to determine the need for budget changes based on changing student needs.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:

Review of ACSIP

Review of District ACSIP

Interviews with Administrators and Staff

Categorical funds are budgeted to support identified student needs. Expenditure of categorical funds is monitored throughout the school year. Expenditure of categorical funds is not analyzed to determine program effectiveness on an ongoing basis throughout the year. Revenues from various sources are intentionally integrated to maximize student achievement. For example National School Lunch Act, Title I, Title II-A and state professional development funds are budgeted to support professional development in the literacy and math priorities. Some ACSIP interventions/actions supported with categorical funds are monitored for degree of implementation by the principal, assistant principal and instructional facilitators throughout the year. Program initiatives supported with categorical funds are not revised within the fiscal year on the basis of changing student needs or program evaluations.

Performance Rating:1

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, Students, and School Board Members

The school does not maximize the use of human resources. Leadership has not established practices and procedures to hold staff members accountable for high staff and student performance. Leadership does not hold teachers accountable for implementing the curriculum expectations established by ADE and the district. Leadership does not hold teachers or instructional facilitators accountable for implementing the instructional strategies and programs included in the ACSIP. Instructional facilitators assigned to the school are supervised by a district-level administrator. Leadership has not established effective in-house communication practices and procedures. The district/school makes limited use of staff or community stakeholders in participatory processes to plan or initiate actions to support high student and staff performance. Representatives of multiple stakeholder groups and staff members seldom participate in the development of resource management policies and procedures. The local school board has no standing committees. No ad-hoc committees were appointed by the local school board in the past 12 months. There are no school-level standing committees to address allocation of resources. Local school board policy does not require preparation of a tentative budget to support high student and staff performance. Most discretionary funds allocated to schools are allocated on the basis of the amount of funds budgeted and spent the previous year, materials and supplies remaining on hand, and district-level leadership's judgment about funds needed following consultation with principals and district-level department heads. School-level leadership meets with district-level leadership to discuss development of the ACSIP. The school-level leadership seeks input from school faculty members on ACSIP development. District-level leadership finalizes school and district ACSIPs. The school makes limited use of community resources to augment its resources.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of District Policy Manual

Review of Master Schedule

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Most teachers do not provide all students access to the entire curriculum through purposefully choosing a variety of high-probability, research-based instructional strategies based on the varied learning characteristics and developmental needs of individual students. Most instruction and assessment activities do not reflect the rigor and higher-levels of intellectual behavior required in seventh and eighth grade Common Core State Standards and Arkansas Curriculum Frameworks for grades nine through twelve. Most teachers do not provide students feedback that is timely, specific, understandable to the students, and that allows students opportunity to refine, revise, practice, and retry. The local school board has adopted a policy requiring equitable access to the curriculum for all students.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, Students, and School Board Members

Observations of Classrooms

Few teachers maximize student learning by consistently engaging students in rigorous learning activities through high-probability, research-based instructional strategies that reflect rigor and high-levels of intellectual behavior. Few students are engaged in learning activities from bell-to-bell. Some students were sleeping, tapping pencils, wandering around the classroom, and talking while the teacher was teaching. Four assemblies have been held in the first three months of the academic year; two to recognize student academic performance and two athletic pep assemblies. Few students are called out of class for administrative purposes. The local school board has adopted and published student behavior policies designed to effect an orderly environment for teaching and learning. The school board has not adopted a policy to protect instructional time.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

Review of ACSIP

Review of District Policy Manual

Review of Master Schedule

Interviews with Administrators, Teachers, Parents, and Students

Observations of Classrooms

The master schedule is not intentionally aligned with the school's mission. The master schedule is designed to meet ADE requirements and to support offering a variety of elective courses. The master schedule contains seven 44-minute classes and one 45-minute class. The master schedule provides common planning time for math, literacy, science, social studies, and health and physical education teachers, by discipline. Teachers are not allowed to vary from the master schedule to meet students' learning needs. Individual student's learning styles and developmental characteristics are not given priority when developing students' schedules.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of ACSIP

Review of District ACSIP

Review of District Policy Manual

Review of School Budgets

Interviews with Administrators, Staff, Parents, Students, and School Board Members

Observations of Classrooms

Local school board policies do not require development of a budget based on equitable and consistent use of fiscal resources. Local school board policies on budget development provide no guidance on the process for budget development or on who is to be included in the process. Administrative practices do not include a routine, formal process for stakeholders other than district and school leadership to participate in budgeting discretionary funds. Most discretionary funds allocated to schools are allocated on the basis of the amount of funds spent the previous year and district-level leadership's judgment about funds needed for the upcoming school year with some input from principals. Local school board policies on budget development are clearly defined. Local school board policies require the superintendent to prepare the annual operating budget, with input from principals and department heads, for consideration by the local school board. With minimal input from other stakeholders, school and district leadership budgets categorical funds through the ACSIP development process. Decisions regarding budgeting of

categorical funds are made by district leadership with input from principals and instructional facilitators. Funds allocated to the school for instructional materials and supplies are managed by district-level leadership. Most teachers have the materials and supplies needed to support delivery of their curriculum.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of District Policy Manual

Review of School Budgets

Interviews with Administrators, Staff, Parents, Students, and School Board Members

Local school board policy does not require data-based decisions regarding the use of discretionary funds. Neither the district nor the school conducts a structured, formal assessment of needs to guide budgeting discretionary funds. With minimal exception, neither the budgeting of nor the expenditure of discretionary funds is intentionally aligned with the school ACSIP. District administrators develop a proposed budget of discretionary funds for the upcoming fiscal year by consulting with principals and district-level department heads and reviewing previous year allocations and expenditures and making adjustments as judged appropriate. Established operational procedures are followed in expenditure of discretionary funds. Local school board policies require monthly financial statements showing receipts and expenditures as of the last day of the preceding month.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

The principal must hold all staff members accountable for implementing school improvement plans. This can be accomplished with the following initiatives. The principals must review lesson plans and provide teachers individual feedback specific to the degree to which the lesson plans reflect the expectations established for instruction through the ACSIP and coaching provided by principals and instructional facilitators. The instructional facilitators and the principals must become instructional coaches. The principals and instructional facilitators must schedule classroom observations of 20 minutes or more in three or four classrooms each day. Following these observations, timely feedback designed to drive continuous improvement of instruction must be provided in face-to-face discussion. Teachers, instructional facilitators, and the principals must use opportunities for collaboration provided by common planning time to focus on ACSIP goals, interventions, and activities to improve staff and student performance. The principals must become active participants in all Professional Learning Communities. The instructional facilitators must provide sustained, job-embedded professional development specifically designed to move teachers from ineffective instructional practices to effective instructional practices that support ACSIP goals, interventions, and actions. The professional development provided by the instructional facilitators must be based on the needs of individual teachers and the learning needs of their students. The principals must monitor the use of common planning time and ensure that it is used effectively to support the continuous improvement of instruction. Possible resources are "Coaching: Approaches and Perspectives" by Dr. Michael James Knight and "The Math Coach Field Guide: Charting Your Course" by Burns, Felux, and Snowdy.

Not all students have access to the entire curriculum in all classes because instructional strategies chosen by most teachers do not provide each student an appropriate opportunity to learn. Leadership's number one priority, all day every day, must be moving teachers from predominately teacher-centered instruction to predominately student-center instruction. Principals and instructional facilitators must continue to build the knowledge and skills necessary to monitor instruction and coach teachers to achieve continuous improvement of instruction. Professional development in these areas must be ongoing and job-embedded. Principals and instructional facilitators must provide teachers feedback that is timely, specific, and focused on eliminating ineffective instructional practices and using effective instructional practices. All teachers must regularly use a variety of high-probability, research-based instructional strategies intentionally chosen to address each student's learning styles, multiple intelligences, developmental characteristics, and academic needs. Instructional strategies employed by teachers must include feedback, which is timely, specific, and understandable to students. Following feedback, students must have opportunity to refine, revise, practice, and retry the knowledge or skills not mastered. Possible resources are "So Each May Learn" by Harvey Silver, Richard Strong and Matthew Perini, "Assessment as Feedback" by Grant Wiggins at <http://education.jhu.edu/newhorizons/strategies/topics/Assessment%20Alternatives/wiggins.htm>, and "Classroom Instruction That Works" and "A Handbook for Classroom Instruction that Works" by Robert Marzano, Debra Pickering and Jane E.

Pollock.

District leadership and principals must develop formal procedures that, annually, include all staff members in an assessment of resources needed to support high levels of student achievement and staff performance. The focus of the resource needs assessment must be student learning needs. This assessment of resources needed should be applicable to both discretionary and categorical funds. This assessment of needs must address both material and human resource needs. These procedures should be developed and implemented in a time frame that:

1. Enables school leadership to inform appropriate district leadership of resources needed for the next school year.
2. Is aligned with development of the school and district ACSIPs.

District leadership must empower the principal to manage the instructional budget allocated to Lee High School and hold him accountable for management of those funds. The principal should meet with all teachers to discuss the school's budget after district leadership allocates funds to the school. A possible resource is the Arkansas School Business Officials, a constituent group of the Arkansas Association of Education Administrator 501-372-1619.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary Findings in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 10 indicators (62%) evaluated as "Evaluation Category 1," 6 indicators (38%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

The school/district planning process involves collecting and discussing data as part of the ACSIP planning process. The Lee High School ACSIP includes summative data from End-of-Course Exams, the Plan Test, and the Iowa Test of Basic Skills. Other data sources reviewed and used to set goals in the ACSIP include disciplinary referrals, graduation rate, School Health Index, and Body Mass Index. Some sources of data are disaggregated by sub-populations. Data reviews do not include comparison to schools with similar demographics that are high performing.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Review of 2012 Arkansas District ESEA Accountability Report

Interviews with Administrators, Staff, Parents, and Students

The ACSIP contains summative data from End-of-Course Exams, the Plan Test, the Iowa Test of Basic Skills, and graduation rate. These data are used to identify goals in the ACSIP. These data are not analyzed to a level that supports root cause analysis of student success or failure. Perception survey data are not used as part of the ACSIP planning process. The Positive School Environment data are disciplinary referrals, Adequate Yearly Progress, and graduation rate. Body Mass Index and School Health Index are used to develop goals to meet the wellness priority. Some assessment data are analyzed in sub-populations, such as, African-American, Caucasian, economically disadvantaged, and students with disabilities.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP
Review of ACTAAP
Interviews with Administrators, Teachers, and Students
Observations of Classrooms

School leadership collects data to identify learning gaps in literacy and math. There is a data wall in the Blue Room developed by the literacy and math facilitators that reflect current scores from The Learning Institute data. The data are not used to identify students that have unique learning needs. Some students are in resource classes for math, literacy, or science. Most students in the resource classes are African American males. Most instruction in the resource class consists of low-level worksheets or test practice. There is no intentional plan in place for identifying the unique learning styles or specific instructional needs of these students. Seventy-seven percent of the eleventh grade students scored basic or below basic on the End-of-Course literacy exam. Many students have been identified as reading more than three grade levels behind. An eighth period intervention class for literacy has been scheduled. Students are not assigned to the literacy intervention class. A few students are pulled out of their scheduled class to participate in the literacy intervention class. A few students are scheduled in three scheduled Algebra I intervention classes. Students in the Algebra I intervention classes are scheduled in the class.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:
Review of ACSIP
Interviews with Administrators and Staff

Some action steps are aligned with goals to improve math and literacy scores. Most action steps refer to research dating from 1988 to 2007. Some action steps are aligned with goals for improving student achievement in literacy and math. Examples include hiring paraprofessionals, offering remediation during eighth hour, and continuing the services of the external provider.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:
Review of the ACSIP
Interviews with Administrators and Staff

Each action in the ACSIP identifies persons responsible for ensuring implementation of the action, needed resources, and timelines. The principal is named as the person responsible for ensuring implementation of most of the actions in the ACSIP. District and school-level support staff and classroom teachers are responsible for insuring implementation of the rest of the actions. Timelines are not designed to maximize impact on student learning. ACSIP timelines begin July 1, 2012 and end June 30, 2013. Timelines do not include interim dates for assessing progress. District and building level administrators and staff are identified as resources necessary to implement most ACSIP actions. Some actions include a budget.

- 9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:
Review of ACSIP

Interviews with Administrators, Staff, and Students
Observations of Classrooms.

Some action components in the ACSIP are aligned with the school's mission statement and the district's vision statement. Some action components, such as the appointment of a parental/community facilitator and the organization of a parent organization, address more effective parental and community involvement to foster greater student achievement. Organizational effectiveness is addressed in action steps calling for common planning time and for professional development in leadership training.

Performance Rating:1

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of School Web Site

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and Students

The mission statement was developed approximately two years ago. With the reorganization of the high school to include grades seven and eight, the process to revise the mission statement began. School-based stakeholders are involved in the revision. Lee High School does not have vision and belief statements developed for the school.

- 9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Administrators and Staff

The 2012 ACSIP has eight priorities for the 2012-2013 school years. A few of the priorities reflect current Common Core State Standards such as literacy and math. The listed priorities include improving literacy and math skills, promoting a positive school environment, promoting health and wellness, providing an alternative learning environment, school leadership, and implementing priorities with fidelity. The ACSIP includes a list of books and journal articles that reflect scientific-based research and theories. Most of the listed articles range from 2002-2010 and are focused on literacy. Some research reported in the ACSIP was conducted by in-house publishing companies who conducted their own research such as Read 180 and Accelerated Reading. Few books or articles reflect the other priorities listed in the district such as math, preventing drug use, or alternative learning environments. Most research listed in the ACSIP is not being utilized in the classes such as teaching reading and writing in the content areas. There is no committee in place to review the educational research listed in the 2012-2013 ACSIP.

- 9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee meeting Agendas, Minutes, and Sign-in Sheets

Review of 2012 Arkansas District ESEA Accountability Report

Interviews with Administrators, Staff, Parents, and Students

The school leadership has identified eight priorities and goals in the 2012-2013 ACSIP. Literacy and math are the two academic goals. In 2012, 77 percent of the eleventh grade students scored basic or below basic on the End-of-Course Literacy exam, 32 percent scored basic or below basic on the Algebra I End-of-Course, and 66 percent scored basic or below basic on the End-of-Course Geometry exam. The goal written in the plan for literacy is to meet the state required Annual Measurable Objective of 61.96 percent and the state required Annual Measurable Objective goal for Algebra I and Geometry of 50.90 percent. The Learning Institute assessment and the Northwest Evaluation Association assessments are used for progress monitoring and predicting the outcome of the 2013 End-of-Course exams for literacy and math. There is a data wall reflecting the current assessment results from The Learning Institute exams for grades nine through twelve literacy, Algebra I, and Geometry scores. The data are not accompanied by a rubric or benchmark to define necessary incremental gains toward becoming proficient.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Administrators and Staff

Perception data are not gathered and analyzed as part of the ACSIP development process. Feedback from stakeholders other than school staff is not a part of the ACSIP development process. No data for the most recent school year are included in the supporting data.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Administrators and Staff

Few ACSIP actions intentionally address building organizational effectiveness. One action states a consulting firm "will be implementing the school improvement program," Some ACSIP actions address building instructional effectiveness such as discussion of instructional practices observed through Classroom Walkthroughs and discussion of student achievement and instructional practices in Professional Learning Communities. Not all school goals are clearly stated and measurable terms.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP

Interviews with Administrators and Staff

The ACSIP does not include an ongoing, systematic process specific to interventions and actions for evaluating its effectiveness. The ACSIP includes eight priorities and nineteen interventions. Five of eight priorities do not include an evaluation action. Fifteen of nineteen interventions do not include an evaluation action. Classroom Walkthroughs/focus walks are the data gathering procedures in each of the four evaluation actions included in the ACSIP.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Staff

Many ACSIP actions have not been implemented. For example:

1. The use of collaborative planning time is not focused on developing rubrics and analyzing student work.
 2. A site-based team has not assessed the professional development needs of the school.
 3. Parents and community members were not included in a peer review of the proposed ACSIP.
 4. A Saturday school program has not been implemented.
 5. All teachers have not participated in professional development focusing on intensive strategies for reading passages and integrating various forms of writing into their curriculum using rubrics for grading which address content, style, sentence formation, usage, and mechanics.
 6. Job-embedded professional development and mentoring across the curriculum for all teachers is not provided by an instructional facilitator.
- Priorities 12 and 13 have the same goal-create a Priority Intervention Plan as required by ADE with the aid of the external provider and ADE Improvement Specialist.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Review of Classroom Walkthrough Data
Interviews with Administrators and Staff

The school does not have a formal, structured, ongoing plan to evaluate and document the degree to which it achieves the goals and objectives reflected in ACSIP interventions and actions. Some formative and interim evaluation initiatives are ongoing. The principal, assistant principal, and instructional facilitators conduct Classroom Walkthroughs. Limited feedback is provided to teachers. Some of The Learning Institute interim assessments have been administered.

- 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP
Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets
Interviews with Administrators and Staff

The ACSIP does not include a formal, structured plan for evaluating the effect of the ACSIP actions on classroom practice and student performance on an ongoing basis throughout the year. Some ACSIP actions include a plan to monitor student performance. Interim assessments are administered and used to evaluate students' progress in math, literacy, and science. The principal, assistant principal, and instructional facilitators conduct Classroom Walkthroughs. Limited feedback is provided to teachers.

- 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP
Review of School Board Minutes

Review of Committee Meeting Agendas, Minutes, and Sign-in Sheets

Interviews with Administrators, Staff, Parents, and School Board Members

School leadership does not provide an ongoing, systematic, comprehensive process for analysis of the school's progress toward meeting the goals of the ACSIP. Progress reports on ACSIP goal attainment are not regularly provided to staff members or other stakeholders.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Recommendations in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Leadership must initiate a process of clearly defining the school's desired goals for organizational effectiveness. Organizational effectiveness includes defining a clear method of communicating, defining clear roles for accountability, and setting clear measurable goals that are evaluated and redefined at frequent intervals. These components create systems that promote a seamless network in the organization. The first step for this staff in creating a cohesive organization is to involve all staff members in the development of the ACSIP. This should be as active contributors and not just as passive editors.

Other steps for creating an organized system are:

1. Disseminate perceptual surveys to parents and stakeholders, communicate the results to entire staff, and use the results to set desired measurable goals.
2. Conduct a Root Cause Analysis for the purpose of determining the causes for student success and failures. http://www.isbe.state.il.us/spec-ed/conf/2010/pdf/session3_root.pdf or ADE staff
3. Set and communicate clear, attainable, measurable goals based on the data, the Scholastic Audit recommendations, and recommendations from Learning Forward.
4. Review and use current research that is aligned to the ACSIP goals and actions that will help the staff understand the purpose of the selected actions and their roles in implementing the actions. Every staff meeting must consist of a journal article or book that depicts research supporting the current school topic. Staff members should read and discuss the article before being presented a new task.
5. Evaluate progress toward achieving the goals quarterly. Communicate the results to all staff members.

The mission, vision, and belief statements of Lee High School must be the decision-making filter and compass for the staff members, students, and family members in the work of the school. Leadership must immediately re-start the mission statement and begin developing vision and belief statements. Leadership should review the district mission, vision, and belief statements and use these as a foundation for developing school-specific statements that are aligned with the needs of the current student population. All stakeholder groups, including administrators, teachers, classified staff, parents, community representatives, business and industry leaders, and students, must be engaged in an open dialogue to develop vision and belief statements and revise the mission statement. Attention must be taken to ensure that the school's vision, mission, beliefs statements, and ACSIP are aligned and guide all decision-making at the school. Draft copies of the statements must be presented to the general public at open meetings for comments and revision before the statements are finalized. Final copies should be disseminated to the public through the news media, school Web site, student handbook, and other avenues of communication. The statements should be posted in prominent places in the school and all classrooms. Agendas for meetings should be developed and minutes should be kept to record progress and to serve as a means of reflection. Leadership must regularly call attention to these guiding statements through communication with students and staff.

School leadership must immediately develop and implement a process to monitor the effectiveness and implementation of actions in the ACSIP. A monitoring process should be collaboratively developed by the school leadership with input from stakeholders responsible for implementation of each intervention. The process should be designed to build capacity within the staff to monitor instructional and organizational effectiveness. One way to achieve this is by developing an implementation/progress matrix. The matrix should reflect the extent of implementation of the action and progress toward the expected outcomes of the action. The matrix should reflect four levels of implementation/progress. Levels of implementation could include descriptors of exemplary, fully functioning, moving toward, and unacceptable. Levels of progress toward expected outcomes could include descriptors of achieved, substantial progress, some progress, and no progress. Such a matrix would include a row with eight columns for each ACSIP action; one column for each level of implementation and one column for each level of progress. Progress toward achieving ACSIP goals should be reported to the staff and other stakeholders on an ongoing basis, at least quarterly. Recommendations for revisions in the ACSIP should be shared and documented based on the degree of implementation and progress toward expected outcomes. Actions that are not working should be considered for removal or modification so that the ACSIP becomes a living document that guides school improvement at Lee High School.

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Lee High School during the period of 11/25/2012-11/30/2012. This school's last performance rating identified its classification as being a Needs Improvement Priority School. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	The principal does not serve as the instructional leader of the school.
Next Steps	The principal must take an active role in leading Professional Learning Communities. He must lead discussions about implementing research-based, high-probability instructional strategies in all classrooms. He must monitor classrooms and give specific feedback for the teacher, designed to support teachers as they incorporate effective research-based instructional practices in their classrooms.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	Most instruction is teacher-centered.
Next Steps	School leadership should plan and implement opportunities for teachers that are proficient in student-centered instructional strategies to model those strategies for other teachers. As teachers begin implementing the modeled strategies they must be provided the coaching and support needed to achieve proficiency.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

3. Deficiency	Teachers do not use daily formative assessment to inform instruction.
Next Steps	Teachers must immediately utilize daily formative assessments such as exit slips, think-pair-share, and thumbs up/thumbs down nonverbal response from students as a basis for planning instruction. Job-embedded professional development such as instructional facilitators modeling use of daily formative

	assessments must be provided.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Instructional strategies are not purposefully chosen to address students' learning styles and multiple intelligences.
Next Steps	Teachers should administer a learning style survey to all students. Teachers should plan and implement lessons that require students to use their learning styles and multiple intelligences. Utilize math and literacy instructional facilitators to help review data and plan lessons.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Teachers do not use rubrics for informing students of what is expected, to assess student work, or to help students self-assess.
Next Steps	Teachers must create or locate a rubric to use as an assessment tool for specific assignments. Instructional Facilitators should have access to multiple examples of rubrics. The Internet is another possible source. The rubric must be given to students at the beginning of the assignment so they understand what proficiency looks like and are able to assess their own work.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

6. Deficiency	Staff, students, and parents do not receive the information they need or want in a timely fashion.
Next Steps	Communication to staff, students, and parents must become timely and specific. Multiple forms of communication with students and parents must be used. Monthly newsletters, e-mails, and Edline training for parents must begin immediately.
District Action Steps to	

Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Lee High School for the hospitality extended during the course of this audit. We appreciate your attention to our comfort by providing an area to work that met our needs. It is hoped that this report will make a difference in the lives of the staff and students of Lee High School. We encourage the school community to reflect on the findings and recommendations.

1. How would student success change if all administrators and staff believed they were responsible for student learning?
2. How would student academic achievement change if students were actively engaged in authentic learning activities that challenge their thinking and were purposefully designed to meet their individual learning styles?
3. What if exemplary student work with rubrics was posted in classrooms and hallways?
4. What might teaching and learning look like at Lee High School if teachers had access to job-embedded professional development that extends content and pedagogical knowledge?
5. What would Lee High School look like if all teachers implemented high-probability, research-based instructional strategies every day?
6. What if decision-making at the school and classroom levels was informed by thorough analysis of multiple data sources?
7. How would instruction look if all teachers had access to technology and infrastructure resources needed to support delivery of the curriculum expected by the Common Core State Standards?

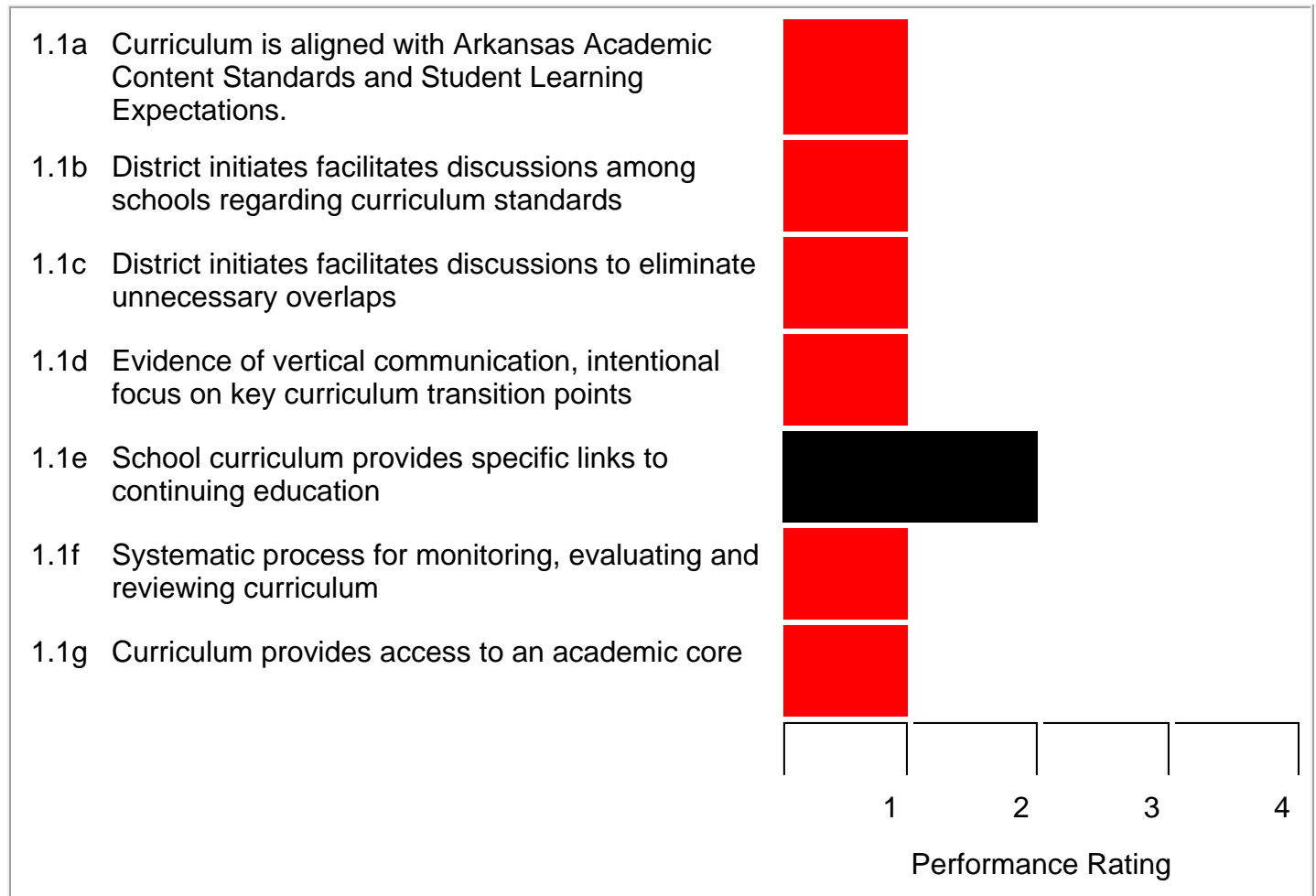
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

1.1 Curriculum

Academic Performance



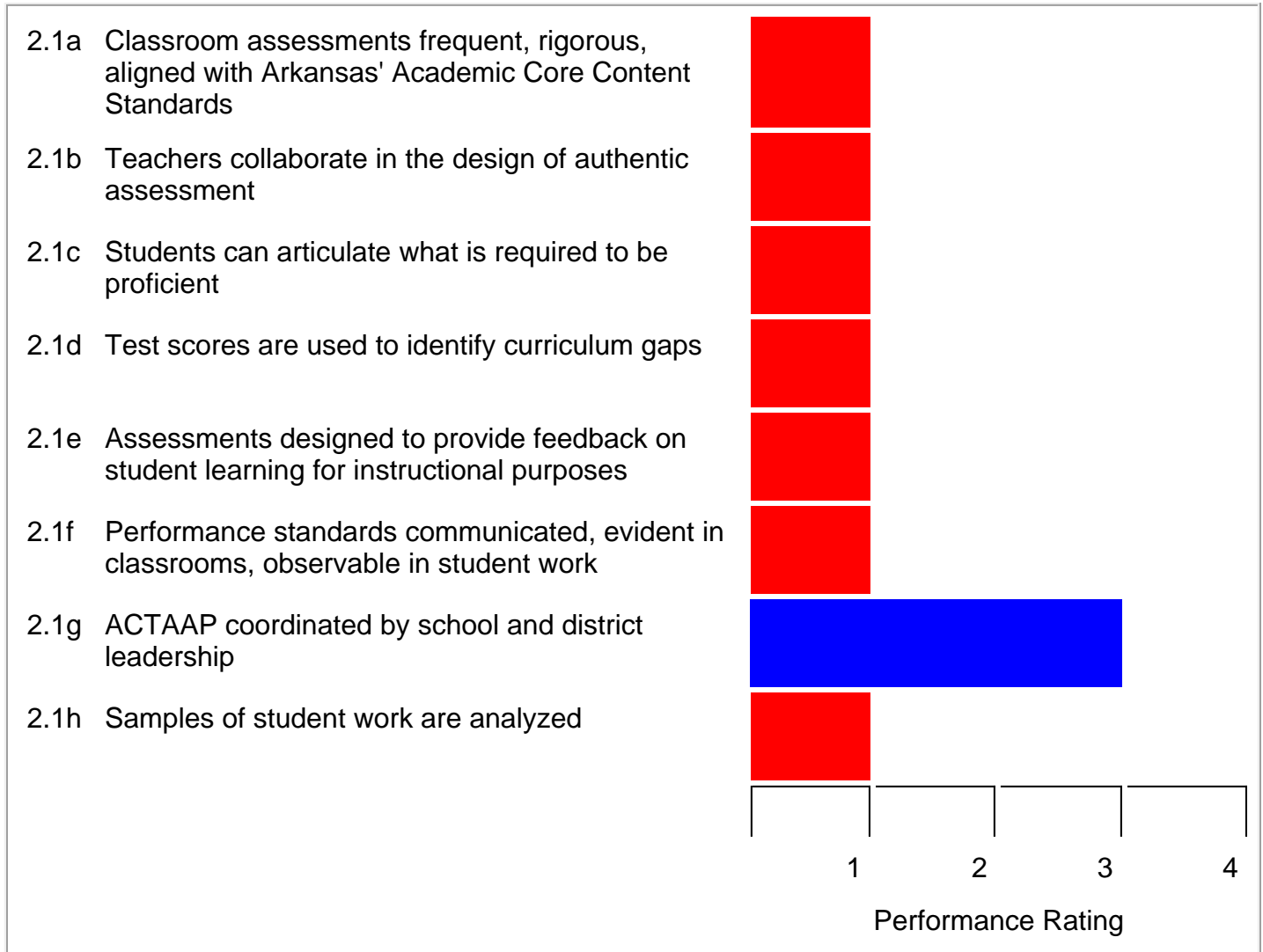
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

2.1 Classroom Evaluation/Assessment

Academic Performance



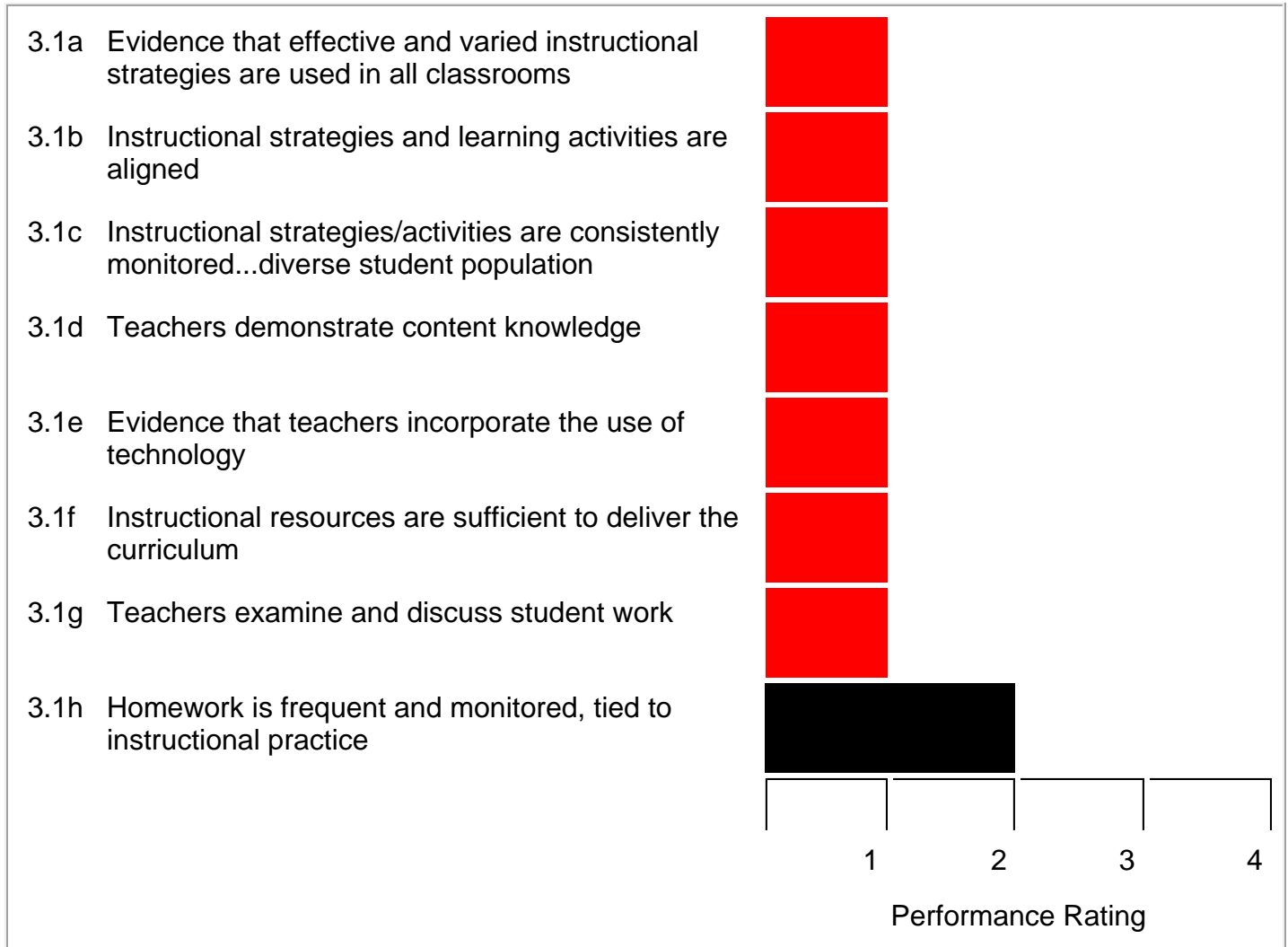
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Lee High School Lee County School District

11/25/2012 - 11/30/2012

3.1 Instruction

Academic Performance



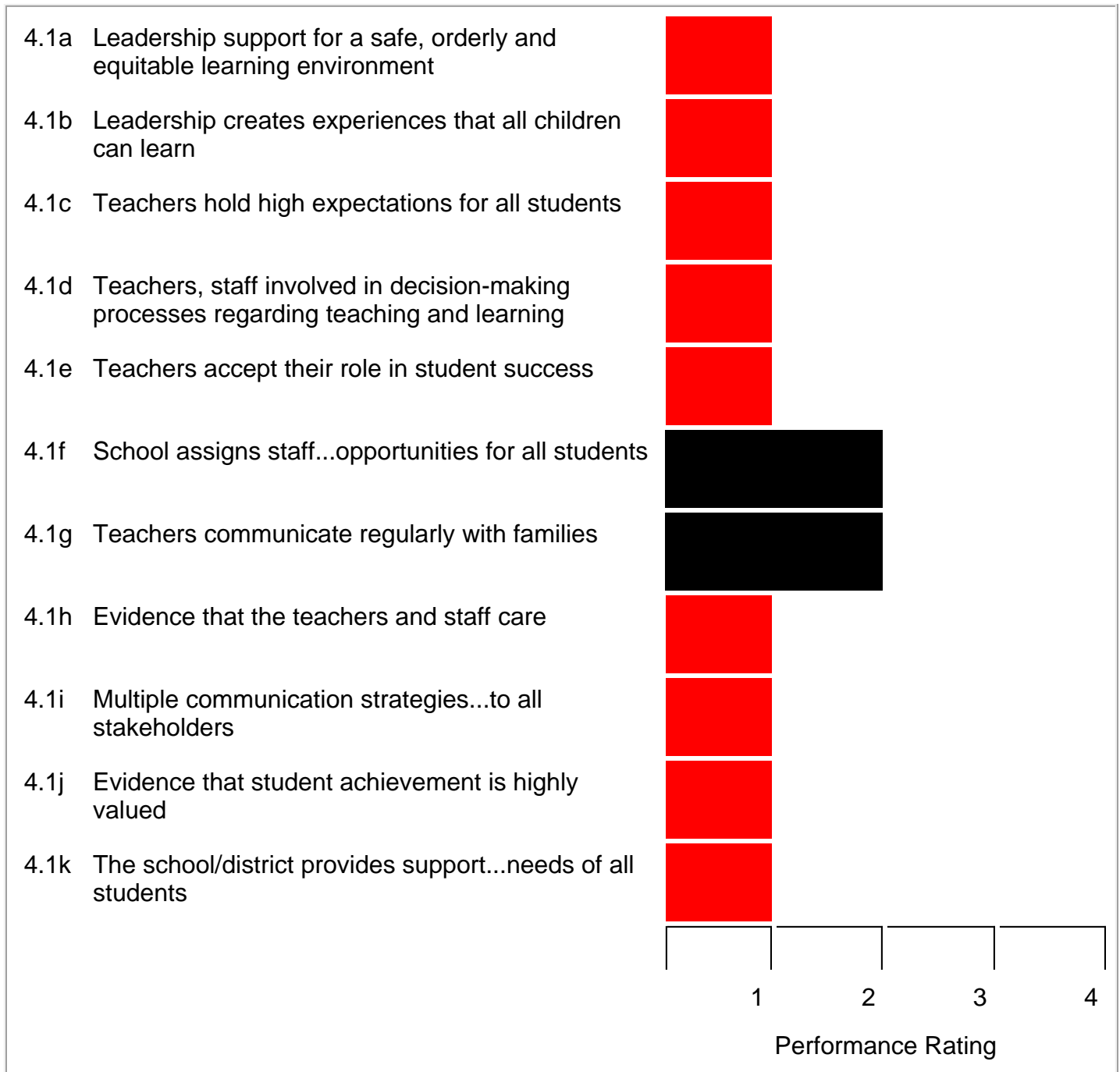
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Lee High School Lee County School District

11/25/2012 - 11/30/2012

4.1 School Culture

Learning Environment



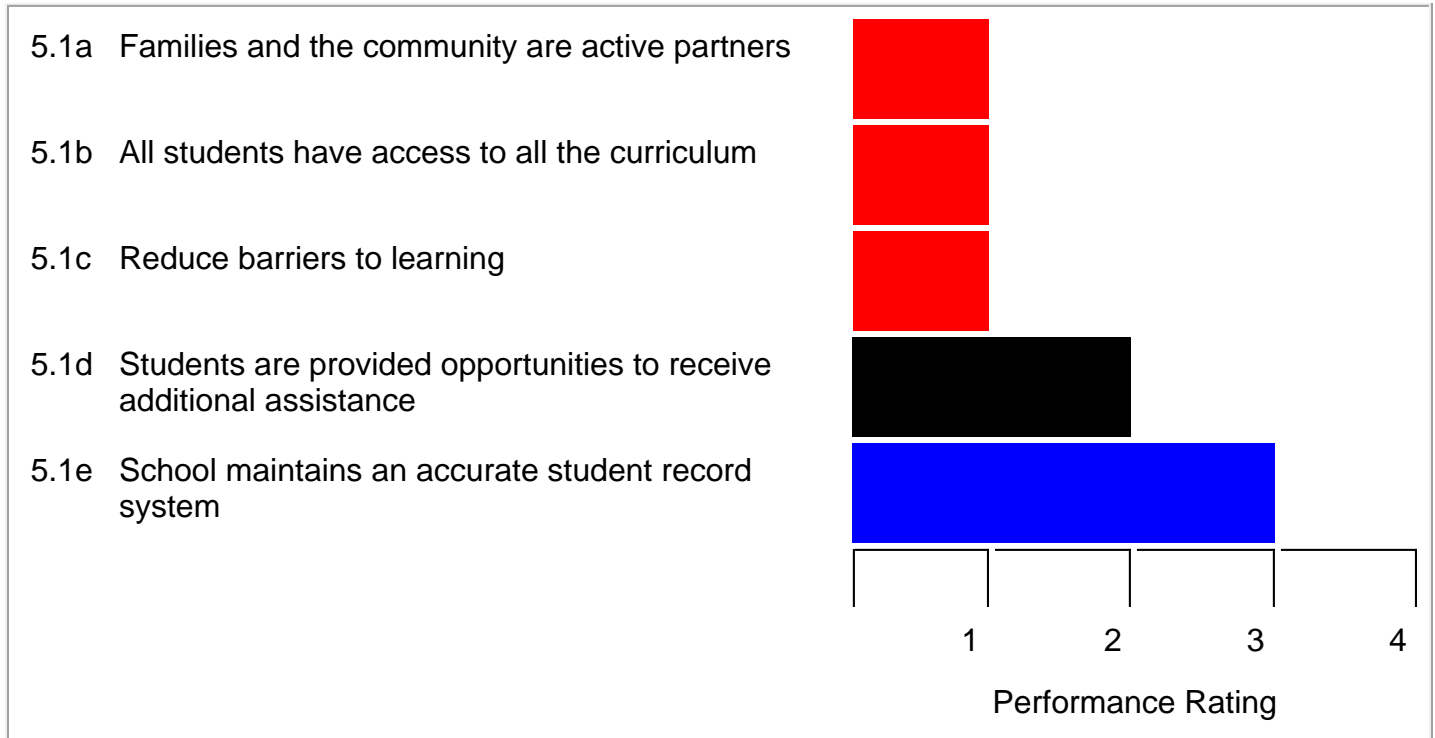
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Lee High School Lee County School District

11/25/2012 - 11/30/2012

5.1 Student, Family and Community Support

Learning Environment



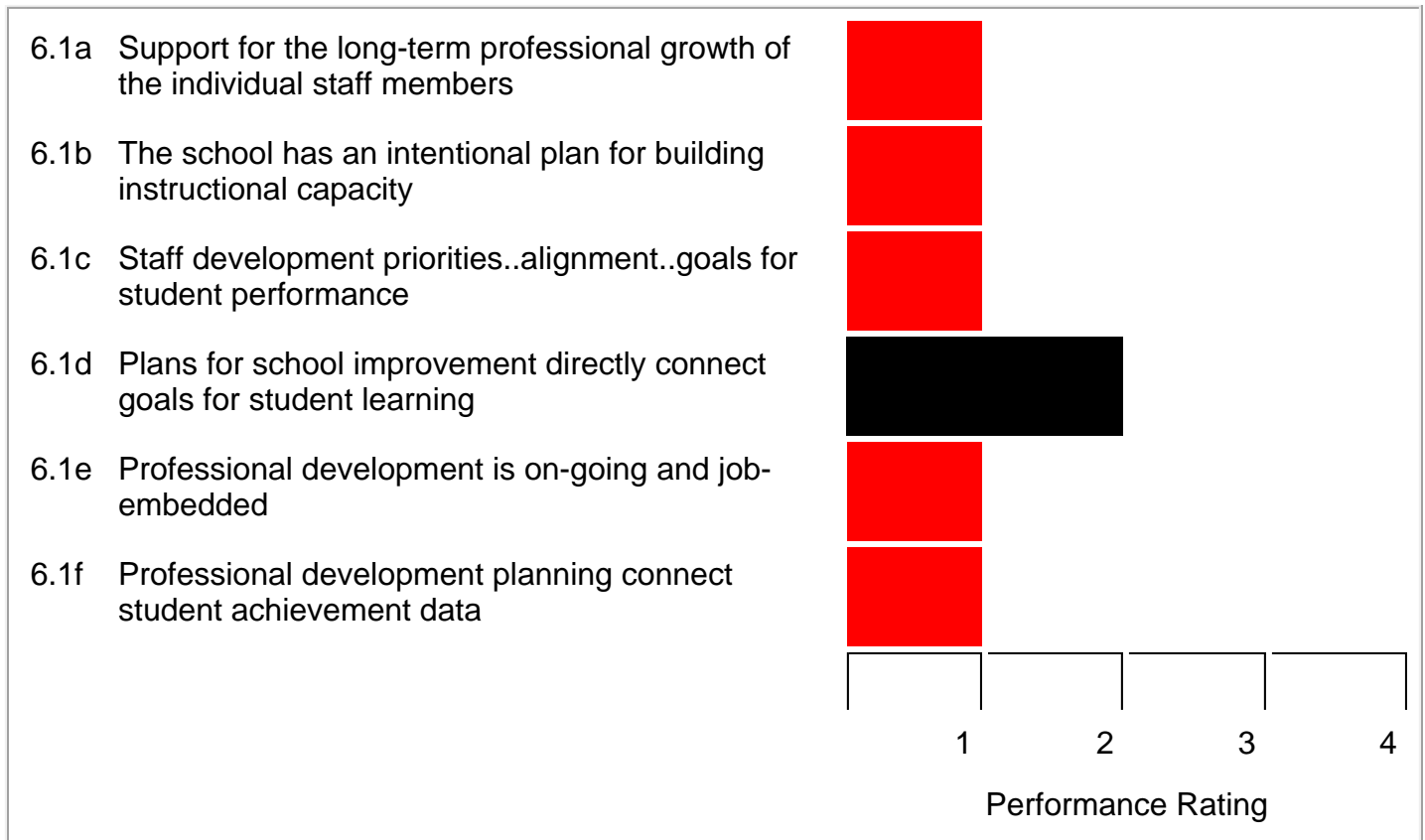
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

6.1 Professional Development

Learning Environment



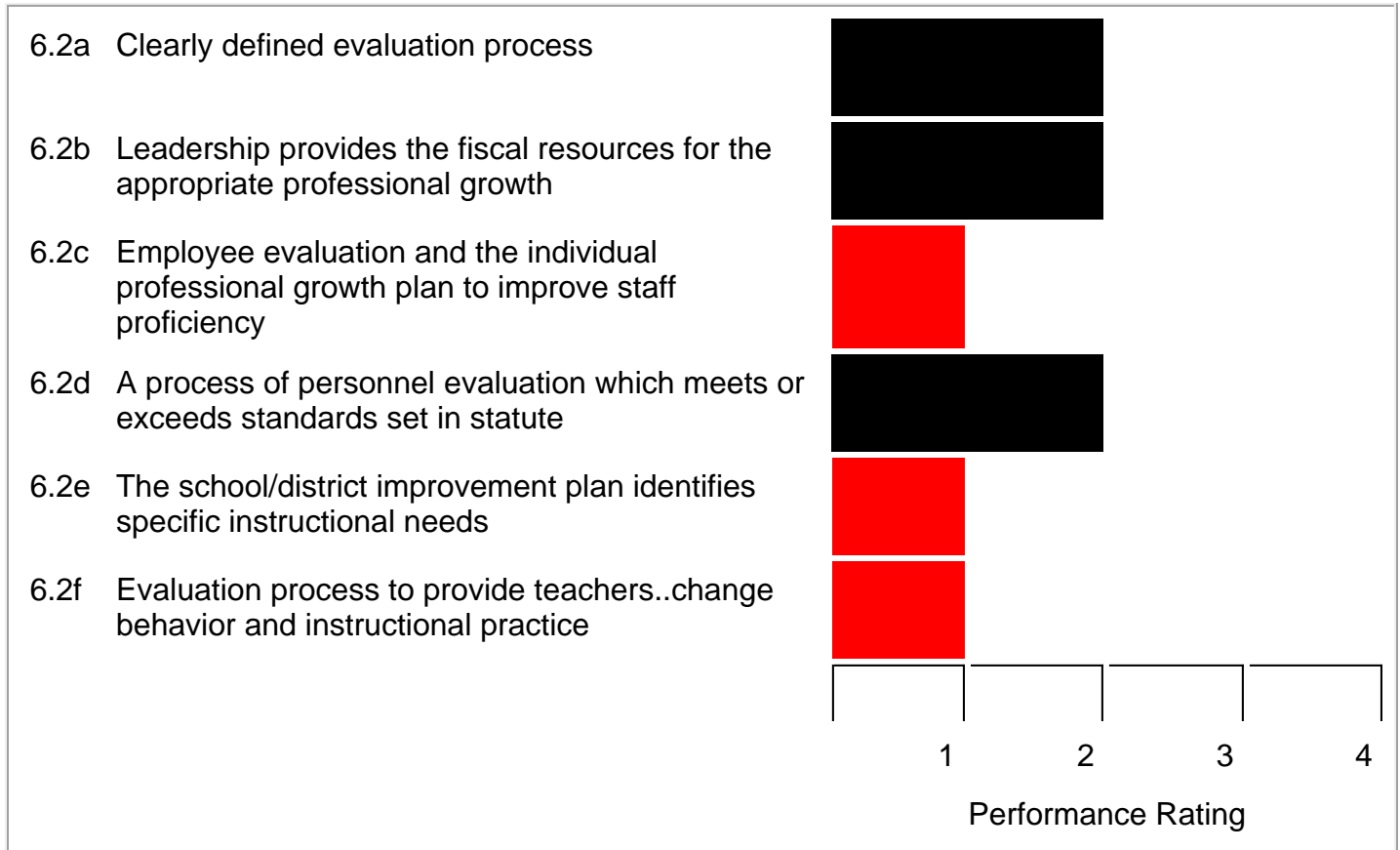
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

6.2 Professional Growth and Evaluation

Learning Environment



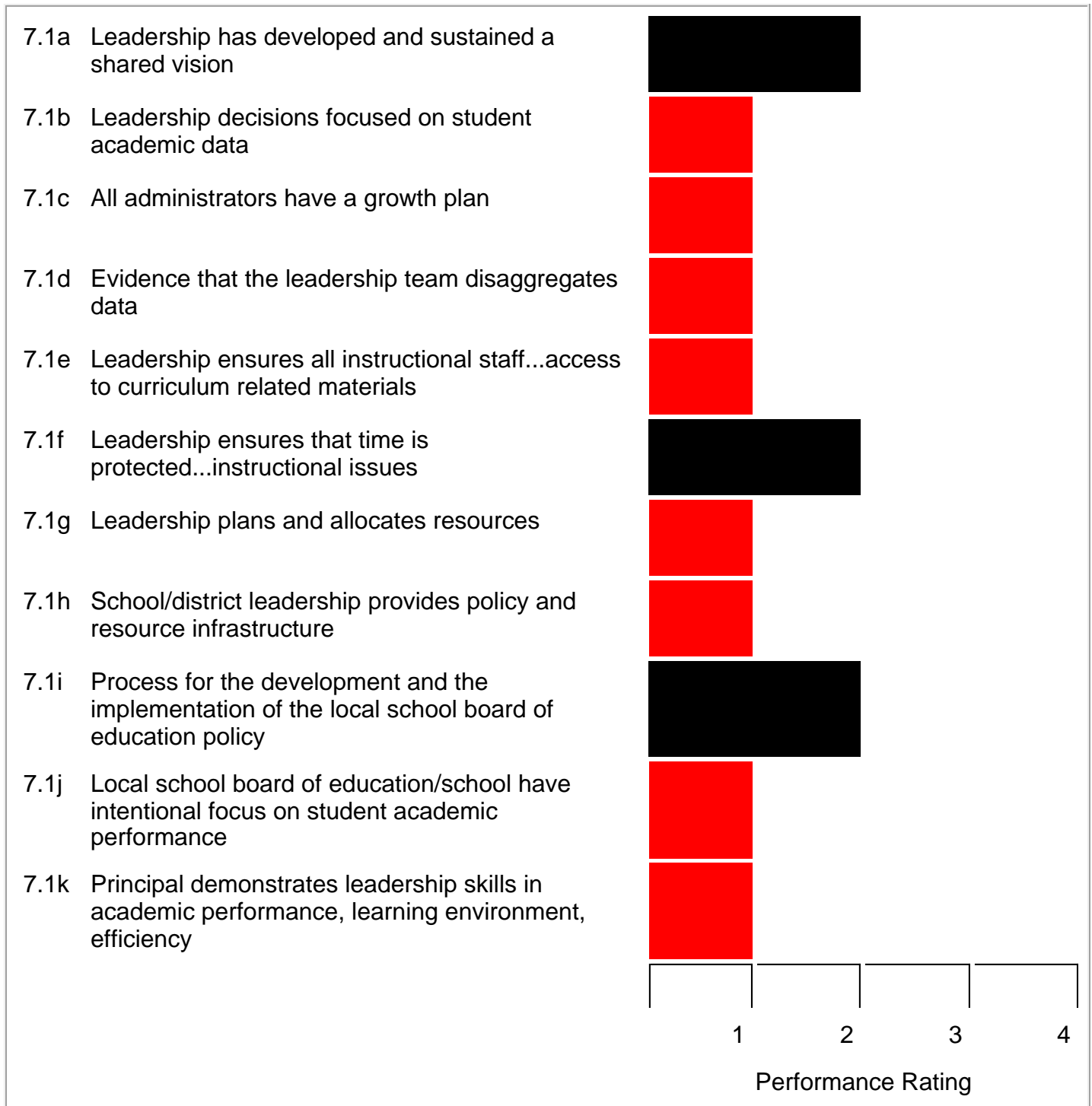
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

7.1 Leadership

Efficiency



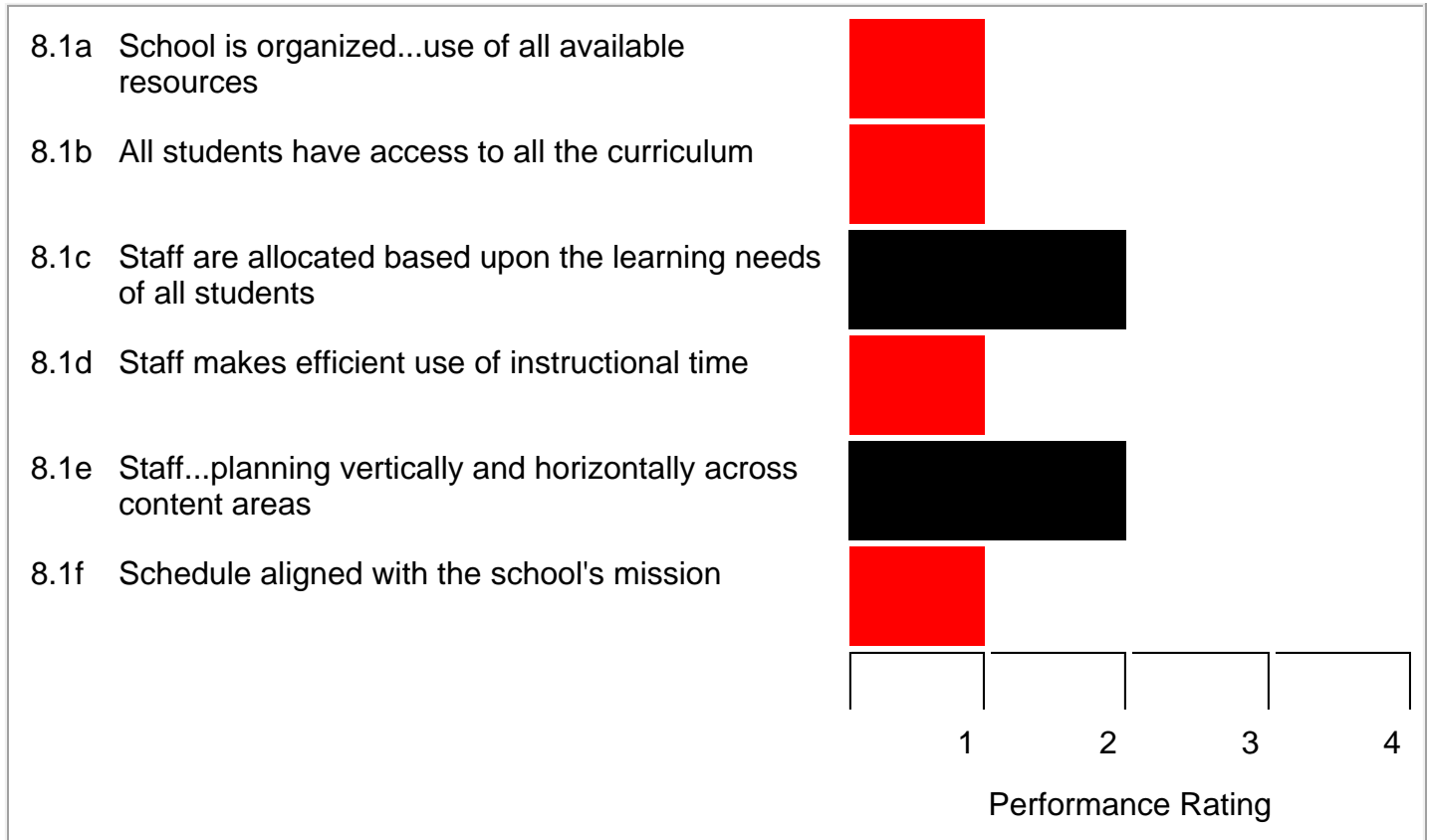
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

8.1 Organization of the School

Efficiency



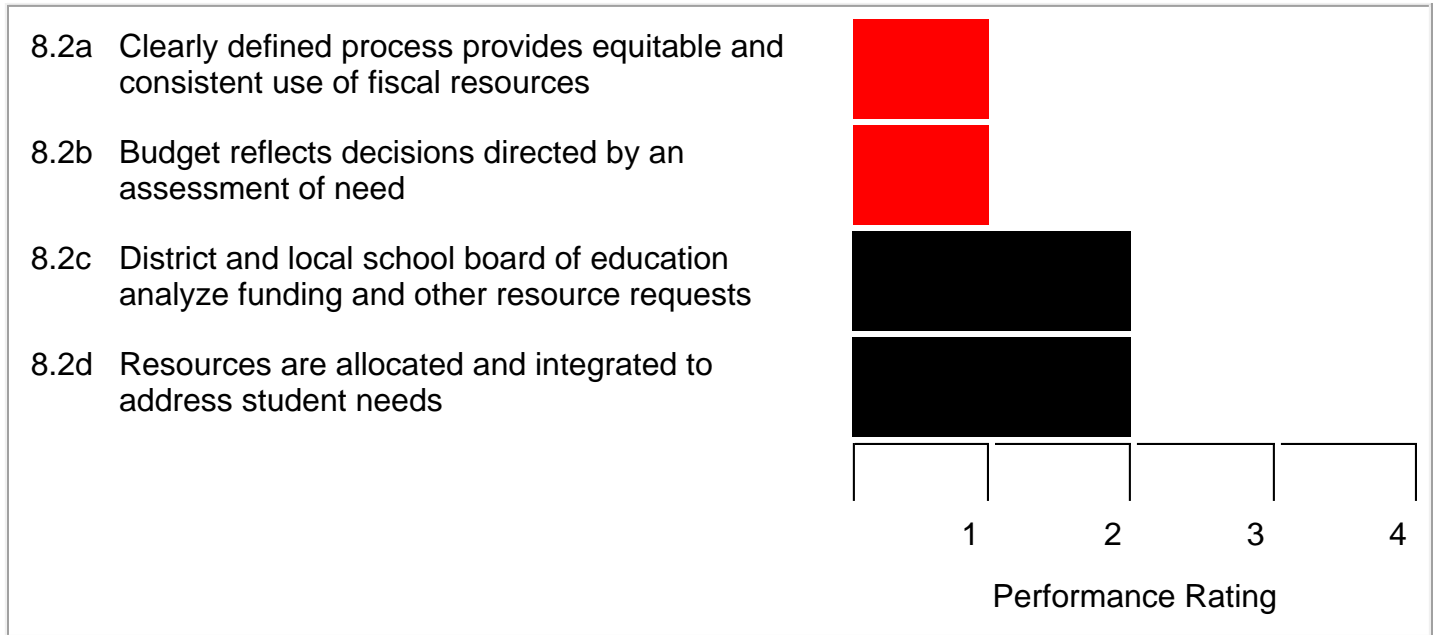
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

8.2 Resource Allocation and Integration

Efficiency



Scholastic Audit Summary Report

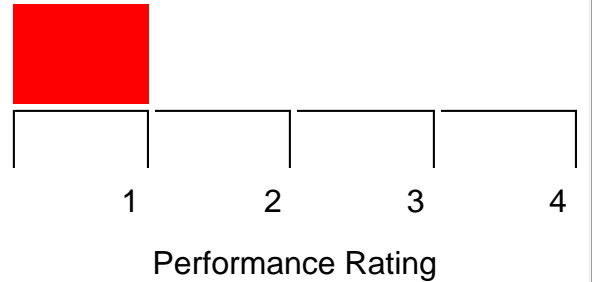
Lee High School Lee County School District

11/25/2012 - 11/30/2012

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



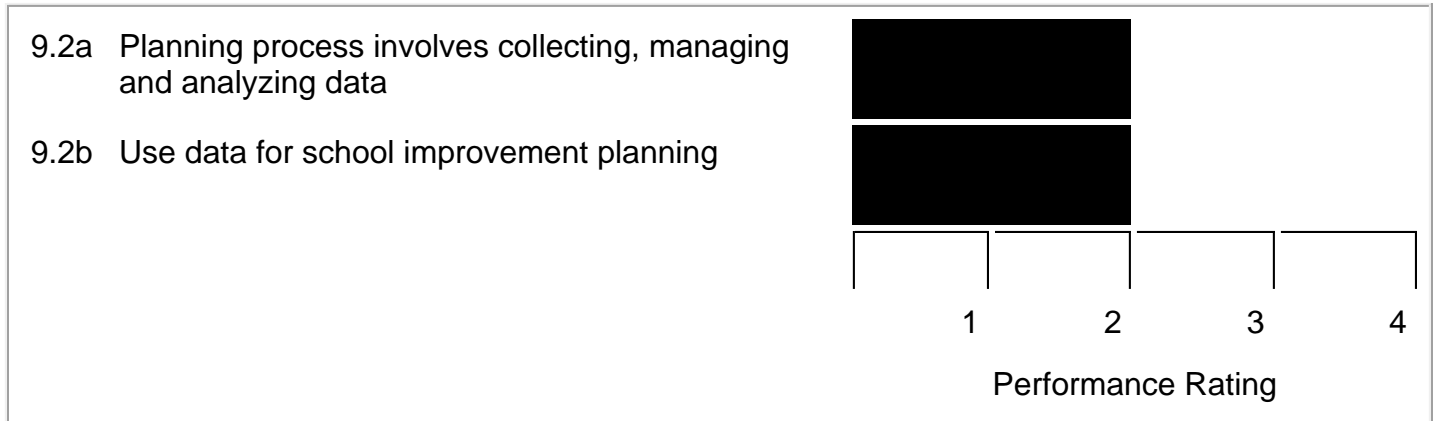
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Lee High School Lee County School District

11/25/2012 - 11/30/2012

9.2 Development of the Profile

Efficiency



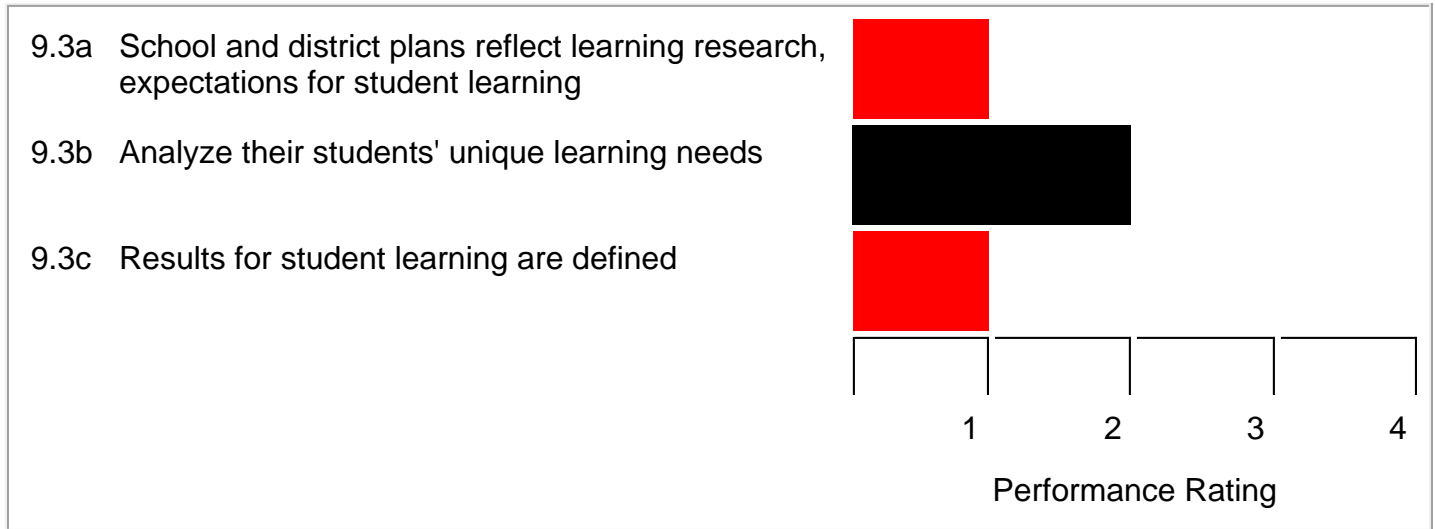
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

9.3 Defining Desired Results for Student Learning

Efficiency



Scholastic Audit Summary Report

Lee High School Lee County School District

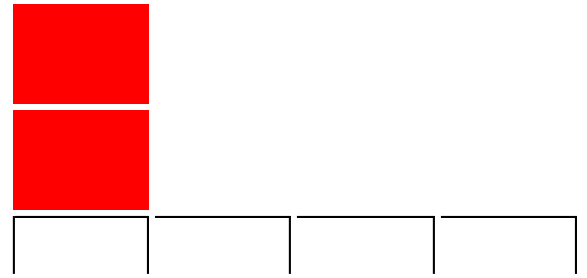
11/25/2012 - 11/30/2012

9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



1 2 3 4

Performance Rating

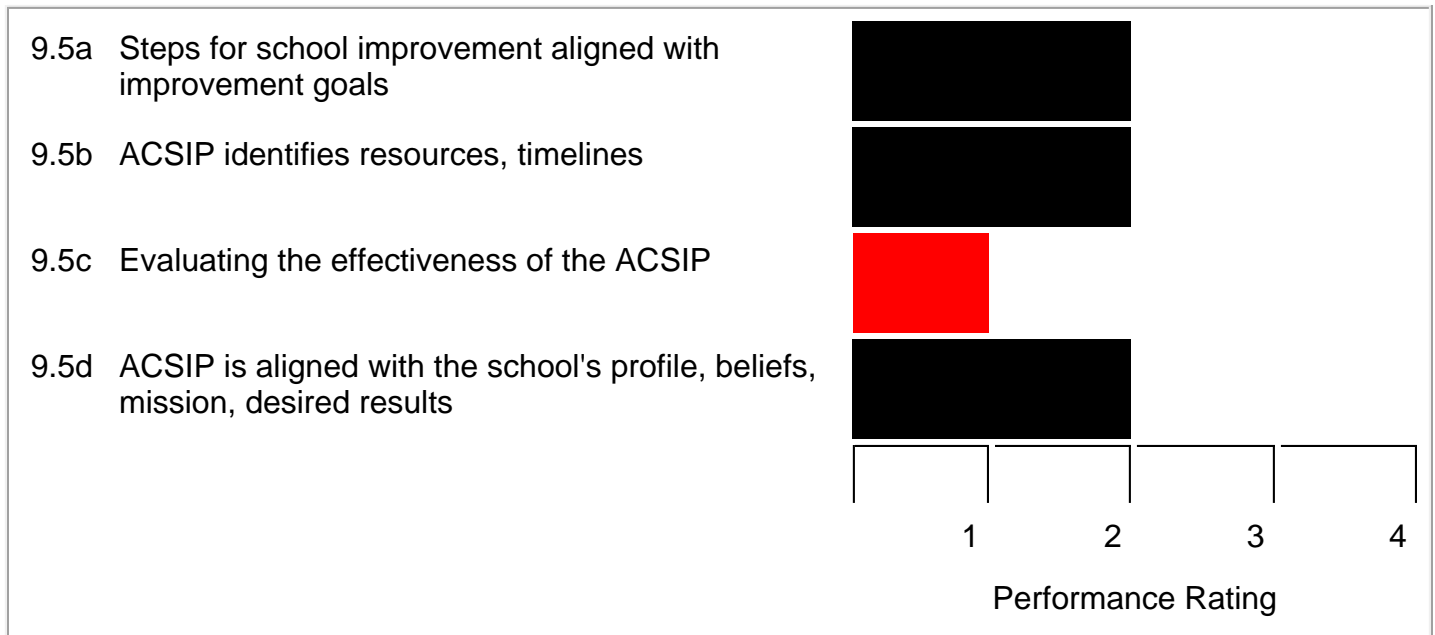
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Lee High School Lee County School District

11/25/2012 - 11/30/2012

9.5 Development of the Improvement Plan

Efficiency



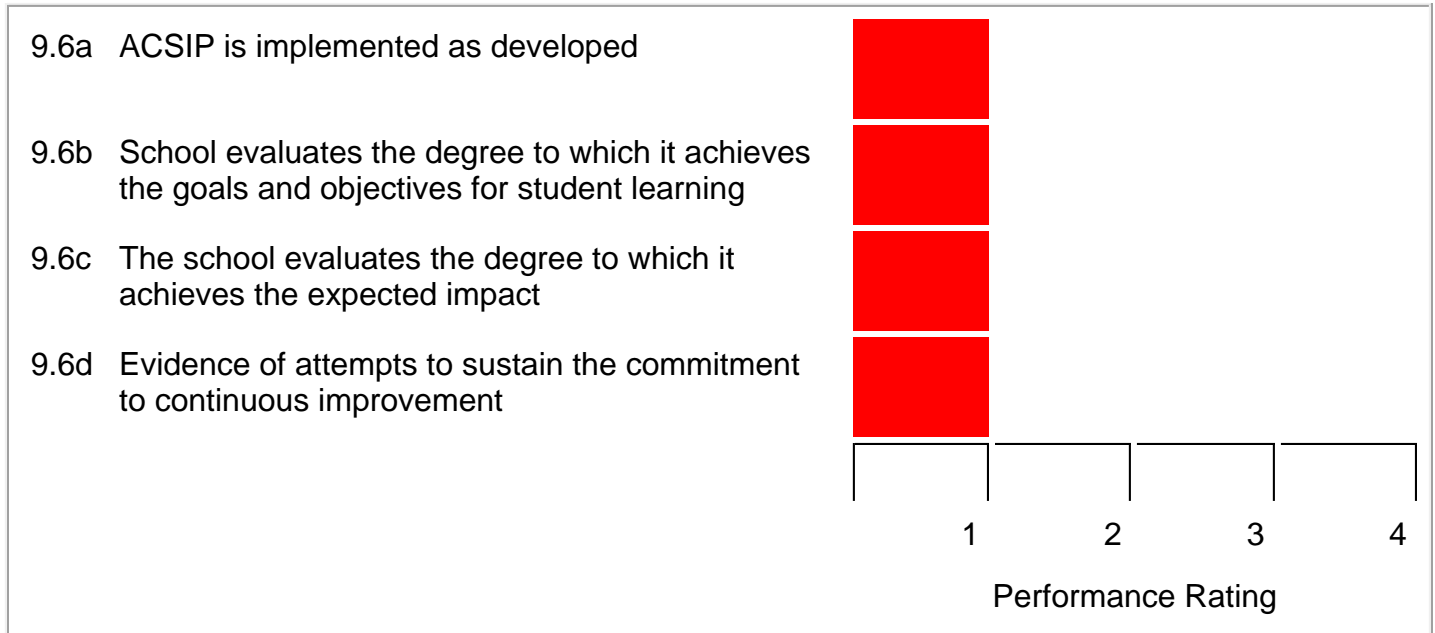
Scholastic Audit Summary Report

Lee High School Lee County School District

11/25/2012 - 11/30/2012

9.6 Implementation and Documentation

Efficiency



LEE COUNTY SCHOOL DISTRICT
WHITTEN ELEMENTARY SCHOOL
Scholastic Audit Summary Report



12/06/2009 - 12/11/2009

WHITTEN ELEMENTARY SCHOOL
Scholastic Audit Summary Report
At-a-Glance

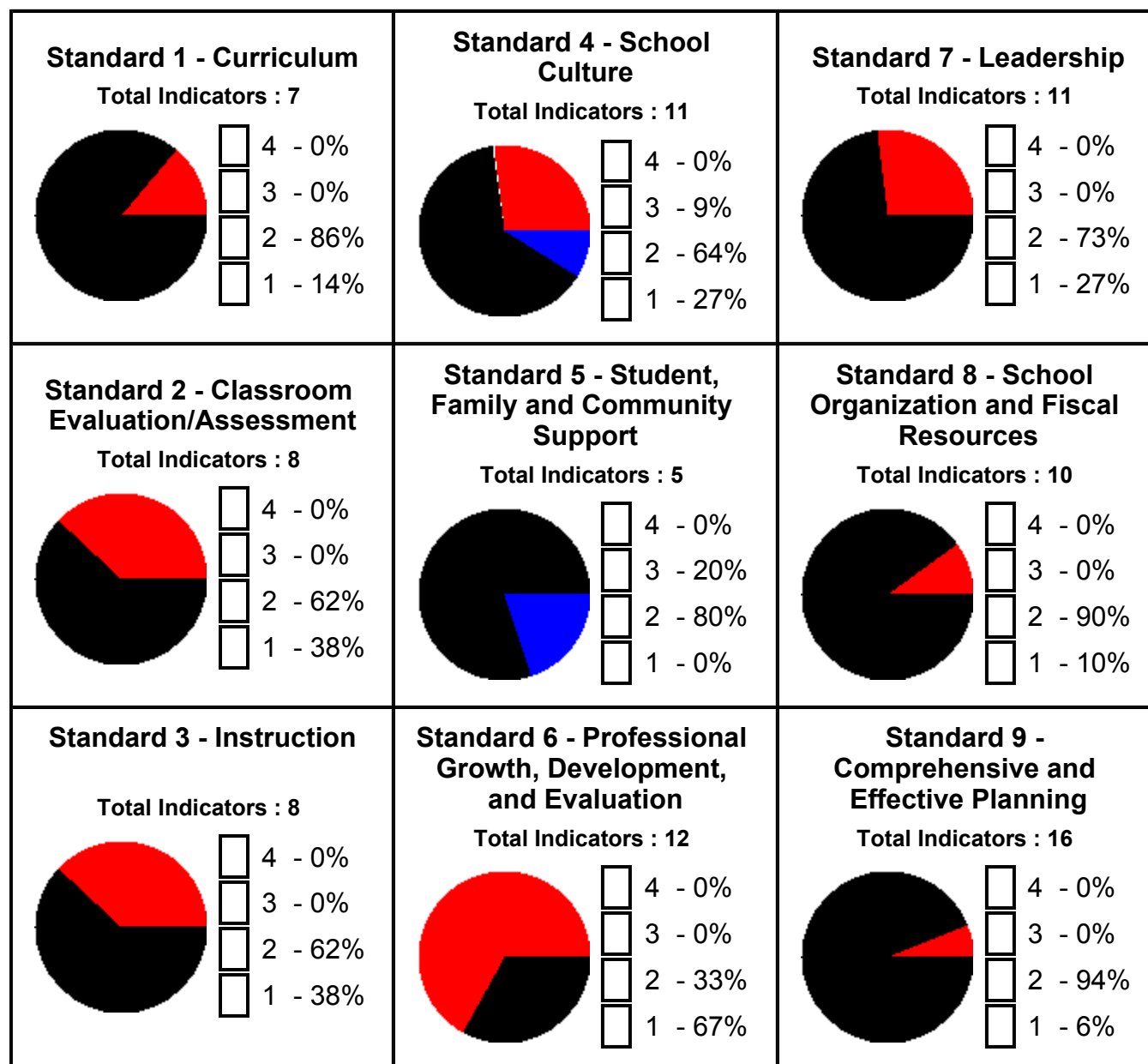
The charts below indicate the percentage of indicators in each standard for the following four performance levels:

4 - Exemplary level of development and implementation

3 - Fully functional and operational level of development and implementation

2 - Limited development or partial implementation

1 - Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - LEE COUNTY SCHOOL DISTRICT - WHITTEN ELEMENTARY SCHOOL

<p><u>Standard 1 - Academic Performance - Curriculum</u> <u>Curriculum</u> 1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations. 1.1b District initiates facilitates discussions among schools regarding curriculum standards 1.1c District initiates facilitates discussions to eliminate unnecessary overlaps 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points 1.1e School curriculum provides specific links to continuing education 1.1f Systematic process for monitoring, evaluating and reviewing curriculum 1.1g Curriculum provides access to an academic core</p>	<p><u>Standard 4 - Learning Environment - School Culture</u> <u>School Culture</u> 4.1a Leadership support for a safe, orderly and equitable learning environment 4.1b Leadership creates experiences that all children can learn 4.1c Teachers hold high expectations for all students 4.1d Teachers, staff involved in decision-making processes regarding teaching and learning 4.1e Teachers accept their role in student success 4.1f School assigns staff...opportunities for all students 4.1g Teachers communicate regularly with families 4.1h Evidence that the teachers and staff care 4.1i Multiple communication strategies...to all stakeholders 4.1j Evidence that student achievement is highly valued 4.1k The school/district provides support...needs of all students</p>	<p><u>Standard 7 - Efficiency - Leadership</u> <u>Leadership</u> 7.1a Leadership has developed and sustained a shared vision 7.1b Leadership decisions focused on student academic data 7.1c All administrators have a growth plan 7.1d Evidence that the leadership team disaggregates data 7.1e Leadership ensures all instructional staff...access to curriculum related materials 7.1f Leadership ensures that time is protected...instructional issues 7.1g Leadership plans and allocates resources 7.1h School/district leadership provides policy and resource infrastructure 7.1i Process for the development and the implementation of the local school board of education policy 7.1j Local school board of education/school have intentional focus on student academic performance 7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</u> <u>Classroom Evaluation/Assessment</u> 2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards 2.1b Teachers collaborate in the design of authentic assessment 2.1c Students can articulate what is required to be proficient 2.1d Test scores are used to identify curriculum gaps 2.1e Assessments designed to provide feedback on student learning for instructional purposes 2.1f Performance standards communicated, evident in classrooms, observable in student work 2.1g ACTAAP coordinated by school and district leadership 2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support</u> <u>Student, Family and Community Support</u> 5.1a Families and the community are active partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system</p>	<p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources</u> <u>Organization of the School</u> 8.1a School is organized...use of all available resources 8.1b All students have access to all the curriculum 8.1c Staff are allocated based upon the learning needs of all students 8.1d Staff makes efficient use of instructional time 8.1e Staff...planning vertically and horizontally across content areas 8.1f Schedule aligned with the school's mission <u>Resource Allocation and Integration</u> 8.2a Clearly defined process provides equitable and consistent use of fiscal resources 8.2b Budget reflects decisions directed by an assessment of need 8.2c District and local school board of education analyze funding and other resource requests 8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance - Instruction</u> <u>Instruction</u> 3.1a Evidence that effective and varied instructional strategies are used in all classrooms 3.1b Instructional strategies and learning activities are aligned 3.1c Instructional strategies/activities are consistently monitored...diverse student population 3.1d Teachers demonstrate content knowledge 3.1e Evidence that teachers incorporate the use of technology 3.1f Instructional resources are sufficient to deliver the curriculum 3.1g Teachers examine and discuss student work 3.1h Homework is frequent and monitored, tied to instructional practice</p> <div data-bbox="147 1797 581 1946"> <p align="center">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of</p> </div>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation</u> <u>Professional Development</u> 6.1a Support for the long-term professional growth of the individual staff members 6.1b The school has an intentional plan for building instructional capacity 6.1c Staff development priorities...alignment...goals for student performance 6.1d Plans for school improvement directly connect goals for student learning 6.1e Professional development is on-going and job-embedded 6.1f Professional development planning connect student achievement data <u>Professional Growth and Evaluation</u> 6.2a Clearly defined evaluation process 6.2b Leadership provides the fiscal resources for the appropriate professional growth 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency 6.2d A process of personnel evaluation which meets or exceeds standards set in statute 6.2e The school/district improvement plan</p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning</u> <u>Defining the School Vision, Mission, Beliefs</u> 9.1a Collaborative process used to develop the vision, beliefs, mission <u>Development of the Profile</u> 9.2a Planning process involves collecting, managing and analyzing data 9.2b Use data for school improvement planning <u>Defining Desired Results for Student Learning</u> 9.3a School and district plans reflect learning research, expectations for student learning 9.3b Analyze their students' unique learning needs 9.3c Results for student learning are defined <u>Analyzing Instructional and Organizational Effectiveness</u> 9.4a Strengths and limitations are identified 9.4b Goals for building, strengthening capacity <u>Development of the Improvement Plan</u> 9.5a Steps for school improvement aligned with improvement goals 9.5b ACSIP identifies resources, timelines 9.5c Evaluating the effectiveness of the ACSIP 9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results <u>Implementation and Documentation</u></p>

<p>development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p>	<p>identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers..change behavior and instructional practice</p>	<p>9.6a ACSIP is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
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Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Act 1467 of 2003, Ark. Code Ann. 6-11-105, Ark. Code Ann. 25-15- 201 et seq., and Act 35 (Rules).

Pursuant to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), and the Academic Distress Program, schools failing to meet Adequate Yearly Progress as determined under these rules shall be classified subject to the following consequences: Beginning with the 2006-2007 school year, schools designated in year three, four, or five school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

Focus on Student Academic Performance

The scholastic audit report contains many important findings school and district leadership should review. It will be the task of school leadership to read and prioritize the results from this report to plan for improving student performance. To ensure that the implications of this report and the recommendations are understood and implemented, the following additional actions should be taken:

- Disseminate the findings and recommendations of this report broadly to constituents for discussion to aid in determining priorities for planning. Use the report for learning, reflection and action.
- Build greater understanding of new approaches to professional development and address the ways that the school community will have to work differently to improve instruction.
- Acknowledge and address the fact that not all current practice provides adequate opportunity for the school staff to carry out the new demands of their work, to analyze data and diagnose student needs, to determine the efficacy of their own practice, to align their instruction to new curriculum standards and to collaborate regularly with peers.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Introduction

The Arkansas Department of Education (ADE) conducted a scholastic audit of Whitten Elementary School during the period of 12/06/2009-12/11/2009. This school's last performance rating identified its classification as being in School Improvement Year 5.

The scholastic audit team activities included a review of the documents collected for the school portfolio and profile: classroom observations (88), and formal interviews and informal discussions with teachers (34), students (152), parents (63), the family resource/youth services center director, central office personnel (4), support staff members (32), counselors (2), the principal, and school board members (2).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of this report. The scholastic audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment, and Efficiency. Each of the nine standards for success in Arkansas's schools is addressed in the following pages.

The co-chairpersons of the team were Charlotte Earwood and Blake Decker. The other team members were Lori Altschul, Gloria Clay, Shari Coston, Harold Davidson, and Dr. Brenda Martin.

Academic Performance

The following Academic Performance Standards address curriculum, classroom, evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Academic Performance**

Standard 1 : **Curriculum**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 1 indicators (14%) evaluated as "Evaluation Category 1," 6 indicators (86%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Pacing Guides

Interviews with Administrators and Staff

The implemented curriculum is aligned with the Arkansas Curriculum Frameworks in all grades. The kindergarten through second-grade teachers collaboratively developed curriculum documents for math, literacy, and science and pacing guides tailored to Whitten Elementary School. A Total Instruction Alignment document from the Northwest Arkansas Education Services Cooperative serves as the guide and reference. Grades three and four are using a Total Instruction Alignment document created by the Great Rivers Education Services Cooperative. These curriculum documents have not been adjusted to meet the learning needs of students at Whitten Elementary School. Most teachers are aware of the Arkansas Academic Content Standards and utilize curriculum maps to pace student learning expectations. The implemented curriculum does not always intentionally promote mastery of student learning. The written curriculum is age and developmentally appropriate. The implemented curriculum is not consistently age and developmentally appropriate. Most lessons are textbook-driven. Student Learning Expectations and objectives are posted in most rooms. The posted objectives do not consistently reflect the lesson being taught. There are few curricular connections made within or between content areas.

- 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Professional Development Documents
Review of Department Meeting Agendas and Minutes
Interviews with Administrators and Staff

Weekly grade-level team meetings are held to discuss horizontal alignment of the curriculum. There are minimal opportunities provided by the district/school for teachers from different schools to meet regarding vertical alignment of the curriculum. Fourth- and fifth-grade teachers from Whitten Elementary and Anna Strong Middle School met in October to discuss vertical curriculum alignment.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding for this indicator is based on:
Review of Curriculum Documents
Review of Department Meeting Agendas and Minutes
Interviews with Administrators and Staff

The district facilitates few opportunities for vertical communications within and among schools to address transition points in all subject areas. There is limited intentional discussion between fourth-grade teachers from the elementary school and fifth-grade teachers at the middle school. Students are semi-departmentalized in third and fourth grades in preparation for transitioning to middle school. There is no systematic process in place to monitor the effectiveness of the curriculum at key transition points between grade configurations. Fourth grade students transitioning from Whitten Elementary School to Anna Strong Middle School participate in a middle school orientation session, meet the teachers, and learn about the differences between elementary and middle school expectations for student achievement. Middle school policies and procedures are discussed. During a tour of the campus, students visit classrooms, gymnasium, labs, and the cafeteria. The middle school counselor meets with fourth grade students to help them choose the elective class they will take.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding for this indicator is based on:
Review of ACSIP
Review of Curriculum Documents
Interviews with Administrators and Staff
Observations of Classrooms

The school curriculum provides connections to continuing education and career options. Some teachers incorporate discussions of careers within the context of content-area lessons. Twice a month, the counselor visits the kindergarten through fourth-grade social studies classes and teaches lessons that focus on career awareness. Students learn about jobs that are available in the area, talk about future career choices, and learn vocabulary words associated with specific vocations. Students explore college choices and discuss the courses that will best prepare them for college. The curriculum includes limited opportunities for application of skills, knowledge, and

processes that prepare students to be self-sufficient, productive citizens.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding for this indicator is based on:

Review of ACSIP

Review of Department Meeting Agendas and Minutes

Review of District Policy Manual

Interviews with Administrators and Staff

The district has a curriculum policy and school leadership has implemented procedures to address curriculum issues. The curriculum is monitored and adjusted to address areas of concern. There is an established curriculum committee. Two instructional facilitators work with teachers in weekly grade-level meetings to monitor, review, and revise the curriculum. No formal process has been adopted to systematically evaluate the effectiveness of the curriculum.

1.1g The curriculum provides access to an academic core for all students.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Review of District Policy Manual

Interviews with Administrators and Staff

Observations in Classrooms

The written curriculum is designed to provide all students with access to an academic core that is aligned to the Arkansas Academic Content Standards. The implemented curriculum is not always challenging and seldom elicits higher-order thinking and problem-solving skills that result in high academic performance. Student Learning Expectations and lesson objectives, based on the Arkansas Academic Content Standards, are posted in most classrooms. Few teachers refer to the objective throughout the lesson and most students cannot state what they should know and be able to do as a result of classroom instruction.

Performance Rating:1

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of ACSIP

Interviews with Administrators and Staff

There is minimal district-initiated collaboration and discussion between Whitten Elementary School and Anna Strong Middle School to eliminate overlaps and close gaps in the curriculum. Fourth- and fifth-grade teachers from Whitten Elementary and Anna Strong Middle School met in October to discuss vertical curriculum alignment.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Academic Performance

Standard 1 :

Curriculum

The instructional facilitators should continue to provide professional development in the creation of comprehensive curriculum documents that are aligned with the Arkansas Academic Content Standards. There should be a school-wide format for the curriculum that supports student learning at high levels, incorporates research-based instructional strategies, and provides opportunities for cross-curricular and multicultural connections. Third and fourth grade teachers should develop curriculum documents for all subjects tailored to Whitten Elementary School. All kindergarten through fourth-grade curriculum documents should be rigorous and relevant, providing students with real-world experiences. Curriculum documents should include concepts such as enduring understandings, essential questions, task analysis, key vocabulary, instructional strategies, methods of assessment, materials and resources, and evaluation procedures. Each of these concepts should be fully defined for all grade levels and content areas.

The district should provide time for horizontal and vertical articulation of the curriculum. Teachers within a grade should compare the curriculum maps in all subject areas, looking for opportunities to make cross-curricular connections (horizontal articulation). When possible, sequencing of content-area topics should be adjusted so that students experience the related curriculum in the different subjects during the same time period. For example, if fourth graders are studying the geography of Africa in social studies, their reading class could be studying the biography of Nelson Mandela. In addition, the district should implement a systematic process for sequential grades to compare curriculum with the purpose of eliminating gaps and overlaps (vertical articulation). For example, grades three and four should not both have mastery of the multiplication tables as a curriculum goal.

School leadership should monitor teacher lesson plans for implementation of the district curriculum in all subject areas. Classroom Walkthroughs should be used to validate that the approved lesson plans are effectively implemented. Specific, constructive feedback should be given to teachers in a face-to-face and timely manner. On-going and job-embedded professional development should be provided on an individual basis to teachers needing assistance in implementing the written curriculum appropriately. A system should be developed within the school that uses multiple indicators of student performance to evaluate, monitor, and make recommendations for any needed revisions to the curriculum.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Academic Performance**

Standard 2 : **Classroom Evaluation/Assessment**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 3 indicators (38%) evaluated as "Evaluation Category 1," 5 indicators (62%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding for this indicator is based on:

Review of Classroom Assessments

Review of Student Work

Review of Target Tests

Interviews with Administrators, Staff, and Students

The local school board has not adopted a policy that addresses classroom assessment. Quarterly assessments for mathematics and literacy are administered to all students in grades kindergarten through fourth. The district math and literacy facilitators, along with teams of teachers, developed the assessments for grades kindergarten through second, while grades three and four use the Target Test provided by Great Rivers Education Service Cooperative. These assessments are aligned with Arkansas Academic Content Standards. The primary sources for additional classroom assessments are textbook ancillary materials. Most assessments do not require students to demonstrate what they know and are able to do at a rigorous level. Many assessment items incorporate lower-level thinking skills and utilize multiple choice and matching as the primary question format.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding for this indicator is based on:

Review of Department Meeting Agendas and Minutes

Review of Classroom Assessments

Review of Lesson Plans

Interviews with Administrators, Staff, and Students

Quarterly assessments in literacy and mathematics were collaboratively designed by the curriculum facilitators and teachers in kindergarten through

second grade. Common tests on specific topics in mathematics were collaboratively developed and are administered approximately three times each quarter. Grade-level team meetings are seldom used to collaboratively design authentic assessment tasks. Most classroom assessments utilize multiple choice or matching questions that do not require student demonstrations of what they know and are able to do at higher levels of learning. Open response items are seldom included on classroom assessments. Teachers do not consistently provide students with a variety of choices in the forms of assessments. There is no established process for school leadership to review and provide feedback on teacher-created classroom assessments.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding for this indicator is based on:

Review of ACSIP

Review of Assessments

Review of Student Work

Review of Lesson Plans

Interviews with Administrators, Staff, and Students

Observations of Classrooms

Most classroom assessments are based on ancillary materials included in adopted textbook series. Some assessments are teacher-created and follow the same format as the textbook assessments. Few teachers provide a variety of assessment tasks from which students have an opportunity to choose their own way to demonstrate knowledge or capacity to perform a given task. Some teachers analyze assessment results to determine skills that students have not mastered. These skills are identified for re-teaching and reinforcement until the student demonstrates mastery. Few teachers design modifications to instruction to increase the success of students not achieving mastery on specific skills. Most teachers assign homework on a regular basis. Some teachers do not require students to submit their homework once completed. Not all teachers return student homework. Some teachers assign grades to student work that reflect completion of the task without evaluating quality or correctness of the student work. Teachers do not consistently provide students with written feedback intended to improve student performance on assessments or homework assignments.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding for this indicator is based on:

Review of Assessments

Review of Student Work

Review of Rubrics and Scoring Guides

Review of Student Performance Expectations

Interviews with Teachers and Students

Observations of Classrooms

Rubrics posted in most classrooms establish the number of multiple choice questions a student must correctly answer to achieve different performance levels. These rubrics seldom clarify for students how to improve their

academic performance. Student writing samples are posted in some classrooms, showing the differences in work identified at various performance levels. "Basic" and "Below Basic" work is often organized under a heading of "Work in Progress." Strategies for improving work to meet proficiency requirements are sometimes recorded on student work. These strategies are not consistently reinforced in classroom instruction. Most classroom assessment tasks are designed at the knowledge and comprehension levels of Bloom's Taxonomy, providing students minimal opportunity to demonstrate the characteristics of rigorous work. School leadership expects teachers to communicate with families about student progress at least every five weeks.

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding for this indicator is based on:

Local board of education policies

Testing schedules

Examples of communications

Agenda and Minutes of training sessions

Interviews with staff, parents, students

Signed Assurance documents

Individual Education Plans

504 Plans

Implementation of ACTAAP is coordinated by school personnel. There is no local school board policy regarding the administration of the ACTAAP Benchmark exams. The school counselor conducts training for staff members in all areas of test administration and security prior to the week of testing. A testing schedule is developed and communicated to staff, families, and students along with information concerning the role families should play in good test-week procedures. Appropriate accommodations for special education and designated 504 students are implemented during the week in the same way they have been for classroom assessments throughout the school year.

Performance Rating:1

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding for this indicator is based on:

Review of Rubrics and Scoring Guides

Review of Student Performance Expectations

Interviews with Staff, Parents, and Students

Observations of Classrooms

Most students cannot verbalize the objective being taught in the classroom. Few students understand what rubrics are or their function in classroom instruction. Progress reports are the primary source of information for parents and students to determine the proficiency level of students' classroom work. Rubrics posted in some classrooms generally identify the number of questions that need to be correctly answered for students to score at one of the identified levels. Most rubrics are not task-specific and do not

reflect the requirements of quality work for different subject areas. Students are not taught to systematically evaluate and reflect upon their own work for the purpose of improving individual learning.

2.1d Test scores are used to identify curriculum gaps.

Finding for this indicator is based on:

Review of ACSIP

Review of Assessment Data

Review of Target Test Data

Review of Department Meeting Agendas and Minutes

Review of Professional Development Documents

Interviews with Administrators and Staff

Results of student assessments are not used to identify curricular gaps or implications of needed changes in instructional practice to increase student performance. The district and school leadership use ACTAAP test results to establish goals during the ACSIP planning process. The ACTAAP Benchmark test results are not disaggregated to the classroom or individual student levels to identify student learning needs. Goals in the ACSIP are developed for the school-wide population and do not reflect the needs of sub-populations or individual students. Stakeholders are not intentionally involved in data analysis of assessments. Instructional facilitators assist grade-level teams in informal analysis of quarterly assessments that sometimes result in a change in curricular materials or instructional strategies for particular skills.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding for this indicator is based on:

Review of Assessments

Review of Department Meeting Agendas and Minutes

Review of Student Performance Expectations

Review of Professional Development Documents

Interviews with Staff and Students

District and school leadership have not provided training to teachers in procedures for analyzing student work. Student work is not systematically analyzed to revise curriculum, instruction, or assessment practices. Some teachers review student work for the purpose of determining mastery and creating a checklist that indicates which students should receive re-teaching or reinforcement of particular skills. Teachers do not use student portfolios to measure growth over time.

Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :**Academic Performance****Standard 2 :****Classroom Evaluation/Assessment**

Teachers and facilitators should collaboratively create classroom assessments that are standards-based, rigorous, and authentic. Currently the majority of classroom assessments are formatted as practice for the Benchmark exams' multiple choice sections. Students are not required to show their work as a step in responding to multiple choice and matching-type fill-in-the-blank questions. While the ACTAAP short answer questions are multiple choice, they are more rigorous and authentic than those used in Whitten Elementary School classroom assessments. Students should be required to show their work and/or justify their answers so that teachers can modify instruction in order to correct students' misunderstandings. Assessment tasks should require students to use higher-order thinking and problem-solving skills rather than low-level recall. Open-ended and open-response assessment items should be a regular part of classroom instruction and assessment and not reserved for infrequent formal testing. Daily classroom questioning should also be conducted at higher-order thinking skill levels. In order for teachers to guarantee the success of each student, questions should be addressed to specific students rather than to the whole group. All students should have equal participation in lessons. Students should be asked to justify their answers, whether they are correct or incorrect. School leadership should establish procedures for monitoring the effective use of classroom assessment techniques requiring higher-order thinking and problem-solving skills from all students.

Students should understand and be able to articulate the curriculum goals for each lesson throughout the school day. This information should be posted in student-friendly language and verbally stated to students as the lesson begins. The teacher's expectations for what the student will know and be able to do should be clearly communicated to the students, and students should be able to communicate this in their own way both before and after instruction. Teachers and students should have an understanding of what quality work looks like in various subjects and presentation forms. To create an understanding of quality work, school leadership should facilitate the development of commonly-held standards for, and examples of, high-quality work. Teachers and facilitators should work collaboratively to develop rubrics that describe the expectations for proficient work on open-ended tasks in all content areas. Student work samples on open-ended tasks and accompanying rubrics should be posted in classrooms. Students should be taught to use rubrics as a tool to reflect on, evaluate, and improve their own work. School leadership must provide on-going, job-embedded training in the effective construction and application of rubrics and on the implementation of a rubric-based analysis of student work. The Great Rivers Education Service Cooperative is a resource for these instructional strategies.

The primary purpose of student assessment should be to inform teachers and school leadership of needed changes in curriculum and instructional strategies. Data should be disaggregated to the sub-population and individual student level in order to learn what students know and are able to do. The end result of data analysis should be appropriate changes in curriculum, instructional strategies, and assessment techniques. Changes to curriculum should be made when gaps are identified. Instructional strategies should be modified when what is being done in classroom instruction is not producing the desired results for students. Assessment strategies should change when analysis does not give the staff the information needed to make informed decisions. District and school leadership should provide long-term, sustained training in disaggregating data and using the results to identify gaps between the taught and tested curriculum, levels of student achievement, and effectiveness of instructional strategies. Decisions about necessary changes should include immediate modifications, as well as long-term changes. Results from a variety of student assessments should be used in this process, including ACTAAP, Target Tests, district quarterly assessments, and classroom assessments.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Academic Performance**

Standard 3 : **Instruction**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 3 indicators (38%) evaluated as "Evaluation Category 1," 5 indicators (62%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding for this indicator is based on:

Review of Curriculum Documents
Review of Lesson Plans
Review of Student Work Samples
Review of Arkansas Academic Content Standards
Interviews with Administrators and Staff
Observations of Classrooms

Not all instructional strategies are aligned to the district curriculum. Few learning activities require students to complete assessment tasks similar to those on the state assessments. These assessment tasks lack open-response questioning and do not demonstrate rigorous levels of student work similar to the expectations of state-level Benchmark exams.

- 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding for this indicator is based on:

Review of Lesson Plans
Review of Academic Improvement Plans
Review of Classroom Walkthrough Documents
Review of Student Work Samples
Interviews with Administrators, Staff, and Students

School leadership conducts Classroom Walkthroughs to monitor the effective use of classroom instructional practices. School leadership does not provide teacher-specific feedback that would assist teachers in modifying instruction to meet student needs. Teacher-developed lesson plans are checked

weekly. The process includes school leadership initialing lesson plans and returning them to teachers. Minimal written feedback is provided to teachers on the submitted lesson plans.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding for this indicator is based on:

- Review of Classroom Walkthrough Documents
- Review of Master Schedule
- Review of Professional Development Documents
- Review of Lesson Plans
- Review of Individual Professional Growth Plans
- Interviews with Administrators and Staff
- Observations of Classrooms

District and school leadership recruit highly-qualified staff. Two teachers are not licensed in their assigned areas. Teachers participate in a minimum of 60 hours of professional development as required by ADE guidelines. School leadership provides limited opportunities for on-going, job-embedded professional development throughout the school year. Professional development opportunities are not intentionally focused on improving classroom instructional strategies that challenge and motivate students to high levels of learning.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding for this indicator is based on:

- Review of Curriculum Documents
- Review of Instructional Resources Inventory
- Interviews with Administrators, Staff, and Students
- Observations of Classrooms and Common Areas

Most classroom instruction is textbook-based. A variety of instructional resources is provided in most content areas to support implementation of the written curriculum. Few teachers consistently access the available resources to expand the use of instructional resources beyond the adopted textbook series. The majority of instructional resources do not reflect diversity. Not all instructional resources are age or developmentally appropriate. The media center provides students and teachers with some instructional resources that support the implementation of the school's written curriculum.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding for this indicator is based on:

- Review of Student Handbook
- Review of Lesson Plans
- Review of Student Work Samples
- Review of District Policy Manual
- Interviews with Administrators, Staff, and Students
- Observations of Classrooms

Some students can articulate the purpose of homework. Most teachers assign homework four nights per week. Some teachers do not monitor student

progress through homework completion. Many teachers do not provide written feedback beyond assigning a grade to the assignment. Homework is not consistently used as an extension of what has been taught in the classroom and seldom connects to real-world experiences. The local school board has adopted a homework policy.

Performance Rating:1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding for this indicator is based on:

Review of ACSIP

Review of Lesson Plans

Review of Classroom Walkthrough Documents

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Most classroom instructional strategies are teacher-directed. Few teachers utilize student-centered, culturally-responsive instructional strategies, such as cooperative learning, learning centers, and hands-on activities, to meet individual student learning needs. Most classroom activities do not accommodate students' preferred learning styles or multiple intelligences. Whole-group instruction and worksheets are the primary instructional strategies used throughout the school.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding for this indicator is based on:

Review of District Policy Manual

Review of District Technology Plan

Review of Student Work Samples

Review of Classroom Walkthrough Documents

Interviews with Administrators and Staff

Observations of Classrooms

Most teachers do not consistently incorporate technology into classroom instruction. Technology is not equitably allocated to all teachers and students in all classrooms. One interactive whiteboard is located on campus. Most kindergarten through second-grade classrooms have a cluster of computers available for student use. Few third- and fourth-grade students have access to classroom computers. Students attend a reading or math lab once per week and take Accelerated Reader tests on computers in the library. School leadership has not established an expectation that all teachers incorporate technology into classroom instruction on a consistent basis.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding for this indicator is based on:

Review of Committee Meeting Agendas and Minutes

Review of Master Schedule

Review of Lesson Plans

Interviews with Administrators and Staff

District and school leadership have not provided training to teachers in procedures for analyzing student work. Teachers meet with the principal and instructional facilitators on a weekly basis to discuss academic concerns. This time is not intentionally utilized to analyze student work that will lead to the modification of instructional practices. Some teachers review student work for the purpose of determining mastery and creating a checklist that indicates which students will receive re-teaching or reinforcement of particular skills.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Academic Performance

Standard 3 :

Instruction

School leadership should ensure that all teachers receive training in developing and utilizing varied instructional strategies and activities. Strategies most likely to impact student learning include recognizing similarities and differences, graphic organizers, differentiated instruction, inclusionary practices, cooperative learning, double-entry journals, reading/writing workshops, and manipulatives. These effective strategies should be implemented, observed, and measured by student performance at all times. Training should provide teachers a variety of instructional strategies that can replace textbook-driven instruction. Teachers should use teacher-generated materials specific to the standards being addressed instead of textbook-provided ancillary materials. Resources on research-based instructional strategies can be found at the Great Rivers Education Service Cooperative. One source for brain-research related high-yield strategies is "Worksheets Don't Grow Dendrites" by Marcia Tate. Another possible resource is "Classroom Instruction that Works" by Robert Marzano.

School leadership should develop a comprehensive professional development plan that equips faculty and staff with strategies for maximizing academic learning time through the use of bell-to-bell instruction. This training should include

- questioning techniques, such as ask, pause, call;
- using rubrics with open response items;
- incorporating the best practice lesson line that includes modeling, providing guidance throughout the lesson, allowing for independent practice, and providing closure;
- effectively using the pacing guides to plan lessons; and
- creating effective lesson plans.

School leadership should continue to require lesson plans be submitted weekly, and provide meaningful feedback on lesson plans to individual teachers as a means to improve instructional practices. School leadership must consistently monitor classrooms for student engagement and provide assistance for redirecting student behavior. Teachers must adjust their feeling tone with students and find other methods for redirecting student behavior, such as praise and acknowledging students that are on task. School leadership can provide training for teachers through the Great Rivers Education Service Cooperative.

School leadership should explore possible sources of funding for increasing student-level access to technology in classrooms. School leadership should actively pursue the movement of existing computer resources from Strong Elementary to Whitten Elementary School to expand available technology resources in third- and fourth-grade classrooms. School and district leadership should collaborate with the school

staff to research the effectiveness of a variety of electronic resources, selecting those that hold the greatest promise of increasing student achievement. In addition to using technology as an integral part of the delivery of instruction, teachers should also provide students the opportunity to use technology to expand their learning opportunities and demonstrate their mastery of the curriculum in a variety of contexts. School leadership should monitor lesson plans for weekly integration of technology in order to enhance instruction and learning.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Learning Environment**

Standard 4 : **School Culture**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 7 indicators (64%) evaluated as "Evaluation Category 2," 1 indicators (9%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding for this indicator is based on:

Review of District Policy Manual

Review of District and School Web sites

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

The local school board has adopted a policy that addresses parent and community communication. The school uses a variety of communication strategies to disseminate information to school stakeholders. The school Web site includes a calendar of upcoming events, staff e-mail addresses, and pictures of school activities. Some school information, including the weekly cafeteria menu, is submitted to the local newspaper, "The Courier Index." The school sends take-home notices to parents/guardians. The school marquee informs the community of upcoming events.

Performance Rating:2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Student Handbook

Review of Perceptual Surveys

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

District leadership does not consistently provide support for the maintenance of the physical structure of the school in order to provide a safe, healthy, orderly and equitable learning environment. Four fire extinguishers are located

throughout the building. Some playground equipment pieces have been discarded and remain in a pile on the playground area. Long periods of rain result in water levels rising above the walking paths and flooding the areas around the portable buildings. These water levels sometimes rise beyond exterior doors into the hallways and classrooms near the doorways. The local school board has adopted a student discipline policy that is included in the Student Handbook. Many classrooms have behavioral and classroom expectations posted on the wall. Few teachers consistently enforce these expectations. Use of the school-wide intercom is limited to emergencies and afternoon dismissal announcements. In October, 2009, district leadership collected approximately 189 responses to a perceptual survey regarding the learning environment. School leadership collected approximately 60 parent surveys, administered in November, 2009, as part of the preparation for the Scholastic Audit. Results from these perceptual surveys have not been analyzed for use in planning and decision-making to provide a safe, orderly, and equitable learning environment.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding for this indicator is based on:

Review of Lesson Plans

Review of Student Handbook

Review of Classroom Walkthrough Documents

Review of Assessments

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms

Few teachers communicate high academic expectations for all students. Assignments do not consistently require higher-order thinking and problem-solving skills. Classroom instructional strategies used by most teachers focus on lower levels of Bloom's Taxonomy that do not engage all students throughout the lesson. Behavioral expectations are posted in many classrooms and are communicated to students. Consequences for inappropriate behavior are not consistently applied to all students. Many teachers shout directions and corrections at students. Some teachers make comments and assign consequences that demean students.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding for this indicator is based on:

Review of ACSIP

Review of Mission, Vision, and Belief Statements

Review of School Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, and Students

Many instructional staff are aware of the school's mission statement. This statement does not consistently guide decision-making throughout the school. Some classified staff members are aware of the school's mission and are invited to serve on school committees. Most classified staff members collaborate with teachers when making decisions in their areas of responsibility related to student learning.

- 4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding for this indicator is based on:

Review of District Policy Manual
Review of Master Schedule
Review of Teacher Licensure Records
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms

Students have equitable access to all classes. Art, music, physical education, and computer lab classes are offered in addition to the core content classes. The district adheres to ADE regulations regarding student/teacher ratio. Few attempts are made to match teacher strengths with individual student needs when assigning students to classes. Teaching assignments are seldom adjusted to impact student learning.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding for this indicator is based on:

Review of District Policy Manual
Review of District and School Websites
Review of Classroom Newsletters
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

The local school board has adopted a policy on parent communication. The school communicates with families through the school Web site, take-home notices, and parent-teacher conferences. Some teachers create class newsletters that include practice exercises and upcoming test information. Teachers are required to send progress reports to parents once every five weeks throughout the school year. Few teachers include students in conferences when they report their progress to families.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding for this indicator is based on:

Review of ACSIP
Review of Student Work Samples
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

Each semester, the school hosts an honors program designed to celebrate the students' academic successes. This program includes the Principal's Honor Roll, A-B Honor Roll, and Most Improved Students. Student work is posted in most classrooms, and work scored as "Advanced" is showcased in the hallways of the school. Some displayed work includes limited teacher feedback. Student work, rubrics, and scoring guides are not consistently used to guide student learning and self-reflection.

- 4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding for this indicator is based on:
Review of District Policy Manual
Review of Instructional Materials
Review of Professional Development Documents
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

There is not an intentional focus on minimizing the impact of physical, cultural, or socio-economic factors on learning. Instructional strategies seldom reflect multicultural considerations. The media center contains limited materials addressing diverse cultures. The local school board has adopted a non-discrimination policy.

Performance Rating:1

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding for this indicator is based on:
Review of ACSIP
Review of Mission, Vision, and Belief Statements
Review of Classroom Walkthrough Documents
Review of School Meeting Agendas and Minutes
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

School leadership and staff do not consistently demonstrate a belief that all children can learn at high levels. School leadership does not intentionally create experiences that foster this belief or motivate staff to produce continuous improvement in student learning. The school has not established vision or belief statements that guide all decision-making that impacts teaching and learning. A leadership team and grade-level teams have been established. The focus of these team meetings is not always based on issues related to continuous improvement in instructional practice and student learning.

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding for this indicator is based on:
Review of District Policy Manual
Review of Lesson Plans
Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms and Common Areas

There is no district policy that links teacher efficacy and student academic performance. Many teachers do not verbalize or demonstrate recognition and acceptance of their role in promoting student successes and failures. Some teachers reflect on the impact of their instruction. This reflection seldom results in changes to instructional practices based on student performance. Most teachers do not provide students an opportunity to evaluate their instructional performance.

4.1h There is evidence that the teachers and staff care about students and inspire

their best efforts.

Finding for this indicator is based on:

Review of ACTAAP Data

Review of Perceptual Surveys

Review of Classroom Walkthrough Data

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

Teachers and staff do not consistently demonstrate that they care about students. Some students believe teachers care about them. Few positive interactions between teachers and students occur in most classrooms. Teachers seldom praise students for academic performance and appropriate behavior. Few positive interactions between staff across all grade levels occur. Few teachers inspire students to do their best. Students have not been formally assigned an adult who serves as their advocate.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Learning Environment

Standard 4 :

School Culture

School leadership should hold high academic expectations to ensure student success. One method for demonstrating high academic expectations is to consistently provide students with quality instruction that leads to improving their academic achievement. School leadership should immediately implement the action item in the 2009-2010 ACSIP to provide training for all staff members on Robert Marzano's "Classroom Instruction That Works." This book offers guidelines for using effective instructional strategies that enhance student achievement. A handbook for this study is also available. Research-based instructional strategies should be reviewed during staff meetings to ensure continual focus on quality instruction that leads to improved student achievement. School leadership should assign teachers to experiment with the suggested strategies and report on the findings. This should also serve as an opportunity for teachers to model successful teaching strategies and promote team-building experiences.

School leadership should hold high behavioral expectations for all adults and children in the school. School staff members must immediately stop shouting at students and providing consequences for inappropriate student behaviors that are demeaning and humiliating. "Assertive Discipline" resources by Lee Canter provide administrators and teachers with simple, easy-to-follow steps for implementing an effective school-wide discipline plan. An additional resource for impacting school culture is Marcia Tate's book "Shouting Won't Grow Dendrites!"

The district should develop a policy that acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practices based on student performance. School leadership should guide teachers to reflect upon the connection between the instruction they provide and students' learning and achievement. A resource to consider is the work of J. H. Stronge, "Qualities of Effective Teachers," 2nd Edition and "Handbook for Qualities of Effective Teachers" from the Association for Supervision and Curriculum Development. These publications can be used as the basis for professional development that improves the teacher qualities that research indicates are most apt to raise student achievement. Other resources include articles about teacher efficacy by Anita Woolfolk-Hoy. A list of articles and resources can be found at ehe.osu.edu/epl/people/anita-hoy.

Scholastic Audit Summary Report

WHITTEN ELEMENTARY SCHOOL LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in :

Learning Environment

Standard 5 : Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 4 indicators (80%) evaluated as "Evaluation Category 2," 1 indicators (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding for this indicator is based on:

Review of Student Academic Records

Review of Student Cumulative Record Folders

Review of Policies and Procedures on Access to Student Records

Review of Student Progress Reports

Review of Cumulative Folders System Policy

Review of State Assessment Parent Reports

Review of APSCN Reports

Review of NORMES reports

Review of TRIAND reports

Interviews with administrator and staff

Cumulative Student Folders are maintained by the counselor for each student. These folders include the student's personal information sheet, birth certificate, shot records, social security card, and standardized test reports. Folders are stored in the vault in the main office. Access is limited to the principal, counselor, and classroom teachers. Parents may access the folders after signing a consent form. Student Achievement Folders are maintained by the counselor for each student. These folders include a copy of the student's personal information sheet, standardized test reports, and academic progress reports. The folders are stored in unlocked file cabinets in the counselor's conference room. Individual files are maintained by the school nurses for each student receiving medication during the school day. Entries are made, recording the date and time medications are given to each student. Technology resources for student record keeping include APSCN for attendance and discipline, NORMES for statewide testing, and TRIAND for Target Testing.

Performance Rating:2

- 5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding for this indicator is based on:

Review of District Policy Manual

Review of ACSIP

Review of School Web site

Review of Parent Involvement Documentation

Interviews with Staff, Parents and Students

Observations of Classrooms and Common Areas

The local school board has adopted a parent involvement plan. School leadership has recruitment procedures for parents and community members to partner with the school. Parents and community members volunteer in classrooms and the cafeteria. Parents complete a Parent Information Sheet that identifies volunteer interests. A copy of the form is maintained in the counselor's office. Interactive communication between home and the school includes the school Web site which lists staff e-mail addresses. Strategies to promote interaction with families are listed in the ACSIP, including an invitation to the district alumni advisory committee, parent information kits, and the school's annual public meeting. The school does not provide service learning project opportunities for students.

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding for this indicator is based on:

Review of Master Schedule

Review of District Policy Manual

Review of After-School Program Plan

Review of Intervention Plan

Review of Reading Recovery Guidelines

Review of School Guidance Plan

Review of ACSIP

Interviews with Administrators, Staff, and Parents

All students are provided equal access to all of the curriculum. In addition to classroom assignments for teaching in the core content areas, every student participates in an alternating wheel of enrichment classes for one hour per day. Included in the wheel are art, choral music, physical education, library skills, and computer lab. Orchard software is used for remediation in the computer labs, as well as in classrooms. All grade levels are scheduled a 30-minute period for physical activity during the day. Reading Recovery is provided for the lowest performing students in first grade. Students who score below basic on the quarterly district literacy assessments are assigned to small literacy intervention groups which meet with the Reading Recovery teachers every afternoon for 20-30 minutes. In previous years, this supplementary instruction has been in place by October. As of December 9, 2009, it was yet to be implemented. The after-school program provides intervention for students who score below 65 percent on both literacy and math quarterly assessments. Students are organized into small groups based on topics in which they need remediation. Students attend the program for two hours after

school, three days a week, from October through March. Once students are identified for the program, they remain in the program until March. Instructional aides assist in classrooms by providing supplementary and remedial instruction to small groups of students during classroom instruction. No plan is in place to utilize available data to determine students' exit from these programs or to evaluate program effectiveness. The school counselor uses a comprehensive Student Services Plan to meet the various intellectual, social, developmental, and career needs of all students and to support the particular needs of at-risk students. Specific blocks of time are identified in the counselor's schedule to provide appropriate services to both individual and groups of students. Counseling Services of Eastern Arkansas and the Behavior Health Center provide on-site professional counseling services to students identified as needing specific services beyond the scope available through school staff. Technology resources are not equitably available to all students. Computers available to students in classrooms vary in number from zero to six. Some classrooms have no overhead projection capacity, while others have as many as two document cameras. One teacher has an interactive whiteboard which was awarded through a grant. Manipulatives to support the "Growing with Mathematics" curriculum are in all classrooms. Calculators need to be resupplied. Activities funded through Title I are integrated into the school's ACSIP to fund programs that support the stated goals and interventions for improved student achievement. The local school board does not have a policy that ensures all students have equal access to a common academic core.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding for this indicator is based on:

Review of District and Faculty Meeting Agendas and Minutes

Review of Medical Documentation Forms

Review of Professional Development Documentation

Interviews with Teachers, Parents, and Students

Observations of Classrooms and Common Areas

Few teachers use varied instructional materials in the curriculum. Referrals to health and social services are handled by the nurse or social worker. The district collaborates with community agencies, including Youth Moves and Action for Kids, to strengthen youth partnerships and encourage academic success. The majority of teachers do not use a variety of instructional resources that promote active learning. Few teachers use instructional strategies that accommodate students' preferred learning styles or multiple intelligences. Research-based instructional strategies are seldom used during class.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding for this indicator is based on:

Review of Schedule for After-School Program

Review of Master Schedule

Review of ACSIP

Review of School Budget Documents

Interviews with Administrators, Staff, Parents, and Students

A variety of programs support student learning through supplemental instruction beyond the initial classroom instruction. Instructional aides work part-time within each classroom to provide targeted support to struggling learners in small-group settings. Literacy and mathematics remedial and supplementary instruction is provided using Orchard software in two computer labs which are utilized by every student once a week during a regularly scheduled pullout time. Some students also have access to this software in their classroom. The Reading Recovery program provides supplementary instruction to the most struggling readers. A literacy intervention pullout program provides small group supplemental instruction to students based on the Dynamic Indicators of Basic Early Literacy Skills and Developmental Reading Assessments. The after-school program is offered to students scoring below 65 percent on both the math and literacy district quarterly assessments. Supplementary services are sometimes evaluated. Data are seldom used to evaluate the effectiveness of programs and modify them to meet the identified needs of students. There are no extracurricular programs offered in the school.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Learning Environment

Standard 5 :

Student, Family and Community Support

Staff and school leadership should regularly evaluate remedial and supplemental instruction programs to determine their levels of success in improving student achievement. Programs included in the evaluation process should include, but not be limited to, Reading Recovery, computer lab use of Orchard software, Literacy Intervention Program, After-School Program, and use of instructional aides in classroom settings. Specific goals should be established annually for the outcomes of each program. These goals should be included in the ACSIP. The goals should be directly correlated with the analysis of ACTAAP results and other relevant local assessments. Program evaluation should include periodic formative assessments to determine the effectiveness of individual students, as well as their entrance into and exit from the programs. These formative assessments should be used to determine short-term, immediate modifications to programs. Summative assessments at the end of the program cycle or school year should be used to measure the value of continuing a particular program as it has been implemented, or making significant changes to the program, possibly including elimination or replacement with another program that is designed to meet the specific needs of students. The district should provide specific training in the development, use, and evaluation of authentic data for the purpose of program evaluation.

A Student Services Team should be formed to coordinate efforts to remove barriers to learning for at-risk students. Members of this team should include, but not be limited to, the counselor, social worker, nurses, APSCN clerk, dean of students, and In-School Suspension supervisor. Input should be sought from members of all stakeholder groups. The team should meet regularly and use multiple indicators to identify students whose needs are not being met. Students may be referred to the Student Services Team by staff or community members or may request help for themselves. Data sources should include discipline records, attendance, health information, parental involvement, academic achievement, retention rates, perceptual data, and staff and community referrals. Each student's situation should be evaluated using all available sources of data to identify areas of concern. An individual student intervention plan should be developed, including actions, timelines, and persons responsible for implementation. An evaluation system with benchmark dates should be developed to regularly measure the success of the implemented plan towards eliminating the barriers to the student's learning.

School leadership should implement and monitor service learning projects in selected classrooms. Service learning projects would strengthen collaborative efforts with the community and provide a sense of self-worth and pride for the student. The National Service Learning Clearinghouse is an organization dedicated

to help schools connect with the community and foster civic responsibility for students. The National Service Learning Clearinghouse website is www.servicelearning.org.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Learning Environment**

Standard 6 : Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there were 8 indicators (67%) evaluated as "Evaluation Category 1," 4 indicators (33%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

6.2a The school/district provides a clearly defined evaluation process.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Evaluation Documents

Interviews with Administrators and Teachers

The local school board has adopted a policy on the evaluation of professional staff. The summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations are not intentionally focused on student learning goals identified in the ACSIP. Most staff members do not utilize the summative evaluation to determine their individual growth needs. Copies of the evaluation plan are distributed to returning professional staff members in their mailboxes. New professional staff members receive an explanation and copies of the evaluation plan during orientation sessions prior to the beginning of school.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding for this indicator is based on:

Review of ACSIP

Review of Budget Documents

Review of Individual Professional Growth Plans

Review of Professional Development Documents

Review of District Policy Manual

Interviews with Administrators and Teachers

School and district leadership provide fiscal resources for licensed staff members to participate in professional development activities related to their areas of responsibility. The local school board has adopted a staff development policy that establishes goals, strategies and procedures,

guidelines, evaluation, and maintenance of the school's staff development plan. The policy does not ensure that the allocation of fiscal resources is appropriate and equitable. School leadership seldom evaluates the impact of professional development activities on student achievement or instruction.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Evaluation Documents

Review of Individual Professional Growth Plans

Interviews with Administrators and Teachers

The summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations are not intentionally correlated with the individual learning needs of all students and the individual professional growth needs of all staff members. Most licensed employees have Individual Professional Growth Plans. These Individual Professional Growth Plans are developed by teachers in isolation not in collaboration with school leadership. The Individual Professional Growth Plans are not intentionally connected to summative evaluations.

6.2e The school/district improvement plan identifies specific instructional leadership needs and has strategies to address them.

Finding for this indicator is based on:

Review of ACSIP

Review of Individual Professional Growth Plans

Interviews with Administrators and Instructional Facilitators

Most of the goals, interventions, and actions included in the ACSIP are based on the review of ACTAAP data. Approximately six of the 140 ACSIP actions address instructional leadership needs. For example, school leadership facilitates weekly grade-level professional learning community meetings to guide team discussions concerning such issues as curriculum, discipline, and professional development. School leadership is currently participating in the Arkansas Leadership Academy. Most additional professional development activities involving instructional leadership are connected to the implementation of programs, such as Arkansas Better Chance and America's Choice. School leadership participates in professional development activities that meet the requirements established by the ADE.

Performance Rating:1

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding for this indicator is based on:

Review of Teachers' Individual Professional Growth Plans

Review of ACSIP

Review of Professional Development Documents

Interviews with Administrators and Staff

District and school leadership have not developed a process to systematically support the staff's long-term professional growth needs. The focus of staff development has changed from year-to-year and does not intentionally reflect improvement of instructional capacity to meet student learning needs as identified in the ACSIP. A variety of professional development sessions is offered by the district. There is limited follow-up or support for successful implementation of newly-acquired information. Opportunities exist for some staff members to participate in professional development activities that support the development and enhancement of leadership skills.

6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

Finding for this indicator is based on:
Review of Teachers' Individual Professional Growth Plan
Review of ACSIP
Review of Professional Development Documents
Review of Individual Professional Growth Plans
Interviews with Administrators and Staff

District and school leadership have not developed a plan that is intentionally focused on building instructional capacity through on-going, job-embedded professional development. No formal process for determining the specific professional growth needs of individual teachers has been adopted. School leadership does not systematically analyze multiple sources of student achievement data to determine short-term and long-term professional development needs of individual teachers.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Review of Individual Professional Growth Plans
Interviews with Administrators and Staff

Decisions regarding professional development offerings are seldom based on analyzed student achievement data and are not consistently aligned with the identified student learning needs. The formal teacher evaluation process is not utilized to identify needed professional development. Professional development opportunities do not always address individual professional growth needs of staff members.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding for this indicator is based on:
Review of ACSIP
Review of Professional Development Documents
Interviews with Administrators, Staff, Parents, Students, Local School Board Members, and Community Members

There is no formal process to determine priorities for professional development. Few professional development activities included in the ACSIP focus on improving and updating teachers' content knowledge or instructional

practices. Most professional development is provided to meet ADE Rules and Regulations, such as parental involvement, technology, and Arkansas History, or to meet requirements related to the implementation of new programs, such as Arkansas Better Chance and America's Choice.

6.1e Professional development is on-going and job-embedded.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Interviews with Administrators and Staff

Professional development opportunities are offered during summer workshops and at various times during the school year. School leadership has not developed a systematic process to support and monitor the effective implementation or impact on student learning of new instructional practices acquired through professional development training. Teachers are provided few formal opportunities to reflect, discuss, and process new learning. Minimal follow-up to professional development training is provided. There is not an intentional focus on utilizing professional development to build the instructional capacity throughout the school.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding for this indicator is based on:

Review of ACSIP

Review of Professional Development Documents

Interviews with Administrators and Staff

Professional development opportunities are not aligned to results from an analysis of student achievement that is reported in the ACSIP. Most professional development opportunities are isolated, providing limited follow-up, coaching, and monitoring to ensure implementation and gauge effectiveness. Professional development does not always address increasing teachers' instructional capacity to meet the identified learning needs of all students.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Evaluation Documents

Interviews with Administrators and Teachers

The district evaluation process meets the requirements of state statute and ADE regulations. School leadership does not implement the process for personnel evaluations as outlined in the local school board policy manual. As of December 9, 2009, few teachers have been observed informally or formally by school leadership or provided feedback to refine their instructional practice.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding for this indicator is based on:

Review of District Policy Manual
Review of Evaluation Documents
Interviews with Administrators and Teachers

School leadership seldom uses the evaluation process to provide teachers with follow-up or support to impact instructional practice. Teachers develop Individual Professional Growth Plans in isolation. Most of these plans are not directly linked to the teacher evaluation process. School leadership provides limited feedback to teachers following informal and formal classroom observations.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Learning Environment

Standard 6 :

**Professional Growth, Development, and
Evaluation**

School leadership must consistently implement the district personnel evaluation system to improve effective teaching practices and student achievement. In addition to the five evaluative observations required for probationary teachers and the two required for non-probationary teachers, the principal should consistently and regularly observe classroom instruction and look for the use of standards-based lessons, high-yield instructional strategies, learning activities that require students to use higher-order thinking and problem-solving skills, high levels of authentic student engagement, and assessments that inform instruction. The Classroom Walkthrough instructional observations, conducted in collaboration with the America's Choice cluster leader, are perhaps a starting point for this process. Conferences between the principal and individual teachers should be conducted following every observation, whether evaluative or walkthrough. During these conferences, observers should provide specific, meaningful feedback to teachers related to the levels of implementation and the effective use of research-based strategies that improve teaching and learning. Purposeful reflection must also be an intentional part of these conferences to challenge teachers' thinking and cause them to refine their professional practices that will result in higher academic achievement for all students. The principal should also engage in purposeful reflection of the academic dialogue of the conference to determine strategies for providing support for teachers in the form of professional development, resources, and coaching, as well as for her own professional growth as the instructional leader of the school.

School leadership should work collaboratively with staff to use disaggregated data from multiple sources to determine the professional development needs of instructional staff that will lead to greater student achievement. School leadership should develop a needs assessment survey based on the results of the data analysis. The survey should be distributed to all staff members and collected in the early spring to plan for the upcoming year. Survey results should be used to inform professional development decisions. Professional development opportunities should directly address needs identified through analysis of student data.

The school district should use quality professional development from multiple sources, which may include internal presenters, the Great Rivers Education Service Cooperative, staff from neighboring school districts, book studies on instructional topics, and state, regional, and national sources. All professional development should include on-going training. School leadership should establish the expectation that all teachers will immediately implement learned strategies. A

systematic plan to incorporate follow-up coaching in the effective implementation of learned strategies should be developed and utilized. School leadership should monitor the professional development plan of each staff member to ensure it is aligned with the school's learning goals for students, Individual Professional Growth Plans, and the ACSIP. Professional development should be systematically evaluated to determine the level of implementation and impact on student learning. The principal should utilize weekly grade-level team meetings to provide professional development follow-up instruction. The team members should share responsibility for their own learning and provide assistance to one another through collegial support and coaching. Follow-up to professional development should be consistent, intentional, and a priority for all stakeholders.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Efficiency**

Standard 7 : **Leadership**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 3 indicators (27%) evaluated as "Evaluation Category 1," 8 indicators (73%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

7.1a Leadership has developed and sustained a shared vision.

Finding for this indicator is based on:

Review of District Motto

Review of ACSIP

Review of Mission Statement

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Observations of Classrooms and Common Areas

District leadership has developed a motto, "One vision, one mission, one goal - no excuses," that is posted in several hallways in the school. School leadership has developed a mission statement with input from the 2008-2009 Whitten Elementary School staff. This collaborative process was begun during professional development activities for implementation of Stage 1 of America's Choice during the 2008-2009 school year. The current mission statement is posted in most classrooms and common areas. School leadership seldom reinforces the mission statement or refers to it when selecting instructional programs or making other instruction-related decisions. Progress toward accomplishing the mission statement is limited to the review of annual ACTAAP data to determine School Improvement status.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding for this indicator is based on:

Review of ACSIP

Review of Quarterly Assessments

Review of Department Meeting Agendas and Minutes

Interviews with Administrators, Staff, Students, Parents, and Local School Board Members

School leadership reviews ACTAAP data to determine the school's progress

toward meeting Adequate Yearly Progress goals. Decisions regarding the selection and implementation of instructional programs are based on these data. Two types of quarterly assessments are administered to students: 1) Target Tests provided by Great Rivers Education Service Cooperative for third- and fourth-grade students, and 2) locally-created assessments for kindergarten, first- and second-grade students. Results from these assessments are seldom analyzed to the classroom and individual student levels for the purpose of impacting instructional practices and programs.

- 7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding for this indicator is based on:

Review of ACSIP

Review of ACTAAP Data

Review of Department Meeting Agendas and Minutes

Interviews with Administrators and Staff

The school leadership and ACSIP planning teams review grade-level ACTAAP achievement data during the development of the school improvement plan. These data are the basis for determining goals and benchmarks for literacy and mathematics priorities. The academic achievement of population subgroups or individual students is seldom used to inform decision-making regarding interventions and actions for school improvement.

- 7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding for this indicator is based on:

Review of Curriculum Documents

Review of Lesson Plans

Observations of Classrooms and Common Areas

Interviews with Administrators and Teachers

School leadership ensures that all staff has access to curriculum materials, including the Arkansas Academic Content Standards. School leadership utilizes external professional resources, such as curriculum documents developed by the Northwest and Great Rivers Education Service Cooperatives, to collaboratively develop the written curriculum. Staff members have received limited training on ways to use the curriculum documents. Instructional facilitators meet weekly with grade-level teams to address curriculum issues. A leadership team has been established at the school. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week.

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of Budget Documents

Review of Classroom Walkthrough Documents

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

District leadership determines the allocation of fiscal resources for the school. School leadership consults with district leadership to determine the allocation of human, physical, and time resources at the building level. Allocation of these resources is not always based on the mission statement of the school or intentionally focused on improving student learning. Categorical funds are allocated to support selected instructional programs, such as Reading Recovery, America's Choice, and Effective Literacy. The allocation of these funds is embedded in the ACSIP. Revenue from various sources is sometimes utilized to maximize fiscal resources toward meeting student learning needs. School leadership, along with America's Choice cluster leader, conducts Classroom Walkthroughs to review instructional practices with minimal feedback provided to teachers. Results of these observations seldom lead to modifications in instructional and organizational practices that promote and sustain continuous school improvement. Organizational practices are seldom monitored. School leadership is aware of problems related to the physical condition of the school property. District leadership determines the schedule of repairs and upgrades of facilities.

- 7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding for this indicator is based on:

Review of District Policy Manual

Review of Discipline Documents

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Observations of Classrooms and Common Areas

The local school board has adopted a variety of policies, such as the provision of a drug and tobacco-free workplace, the requirement of school uniforms and identification badges, student discipline, and staff evaluation policies to create and maintain a safe, healthy, orderly, and equitable learning and working environment. These policies are not consistently enforced throughout the school. Many teachers shout directions and corrections at students. Some teachers make comments and assign consequences that demean students. District and school leadership allocate limited resources for facilities and equipment to support the learning environment.

- 7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding for this indicator is based on:

Review of Local School Board Policy Manual

Review of Local School Board Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, and Local Board Members

The local school board has adopted policies required by statute. All policies are available to the public upon request at the district office. Most reviews and revisions of policies occur when changes in ADE regulations or new state laws

require it. School leadership and staff members have limited working knowledge of all local school board policies and seldom provide feedback to the local school board concerning the impact of those policies on teaching and learning.

- 7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding for this indicator is based on:

Review of ACSIP

Review of ACTAAP Data

Review of District Policy Manual

Review of Local School Board Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

School leadership reviews ACTAAP data for inclusion in the ACSIP and shares this student achievement data with the local school board upon request. Most interventions and actions for mathematics and literacy priorities are based on School Improvement status and do not intentionally focus on increasing student academic performance. The local school board approves school-level ACSIP documents and budgets. The actions of the school and the local school board in this school improvement process are not always aligned with the school's belief and mission statements.

Performance Rating:1

- 7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding for this indicator is based on:

Review of Administrator's Individual Professional Growth Plan

Review of Evaluation Documents

Review of School Board Policy Manual

Interviews with Administrators

The administrator's Individual Professional Growth Plan focuses on building culture. The plan was designed without input from the evaluator and is not intentionally linked to the evaluation process. The goal of the Individual Professional Growth Plan is to become a good leader by understanding the "needs of self and the building employees in order to move student success in a positive manner." The plan is not reviewed to monitor progress or make modifications during the school year. Evaluation of the goal occurs at the end of the current school year when the evaluator and evaluatee collaboratively determine if the goal was met.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding for this indicator is based on:

Review of Master Schedule

Review of School Board Policy Manual

Review of Student Handbook

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

School leadership provides little structure and support for maximizing academic learning time. Policies and procedures for student behavior have been approved by the local school board and are communicated to students and parents. These policies and procedures are not always implemented. Use of the intercom for school-wide announcements during the school day is limited to emergencies and directions for dismissal. Few teachers facilitate bell-to-bell instruction that requires students to use higher-order thinking and problem-solving skills. Research-based, high-yield instructional practices that positively impact student learning are seldom integrated into lessons. Many students who are not involved in teacher-directed small groups are not engaged in learning activities. There is no formal job description or expectation for the use of instructional aides in classrooms. Their time is not always focused on improving student achievement. Academic learning time is often spent correcting student behavior and lining up students for bathroom breaks and pull-out classes or waiting for all students to enter the classroom after such transitions.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding for this indicator is based on:

Review of ACSIP

Review of Classroom Walkthrough Documents

Review of Evaluation Documents

Review of School Leader's Self-Assessment Survey

Interviews with Administrators and Staff

Observations of Classrooms and Common Areas

The principal is a second-year administrator. This is the first year that the two schools, Whitten Elementary School and Strong Elementary School, have been combined. The schools were combined to maximize financial efficiency. Some divisions among the staff exist. For example, ACSIP action steps are a mixture, rather than a blending of the two plans; teachers from each school continue to seek instructional guidance from their previous learning facilitator, rather than according to the facilitators' current content assignments; and inequalities in access to technology exist along previous school lines. The principal's Individual Professional Growth Plan focuses on building culture. She is utilizing team-building strategies suggested by Arkansas Leadership Academy and America's Choice to create a supportive and healthy environment that is conducive to teaching and learning. Faculty/staff development meetings are held on Tuesdays and Thursdays, as necessary, and focus on school improvement strategies identified in collaboration with the America's Choice cluster leader. The principal does not consistently implement policy or established procedures. Most staff members view the instructional facilitators as the instructional leaders of the school. A school leadership team has been established. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week. Weekly grade-level meetings serve as the forum for sharing information with teachers. The principal, along with America's Choice cluster leader, conducts some Classroom Walkthroughs as a means of identifying trends in instructional practice and providing questions that

encourage teachers to reflect on their practice. The principal completes summative evaluations of staff annually. As of December 9, 2009, the principal had conducted approximately ten informal or formal observations. She provides little specific feedback to teachers to impact teaching and learning. School leadership and staff are aware of their Year 5 School Improvement Status. There is little sense of urgency to improve students' academic achievement in order to reverse this trend.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Efficiency

Standard 7 :

Leadership

School leadership must take responsibility for altering the culture of the school. The principal should be highly visible in classrooms and common areas on a daily basis. Teachers and students should have a clear understanding of the principal's behavioral expectations, and consequences should be consistently applied each time a behavioral expectation is violated. When behavior problems arise, teachers and other staff members should speak to students in a respectful manner.

In order to unify the staff at Whitten Elementary School, school leadership should facilitate a plan to create partnerships among staff members across grade levels. This plan should include the creation of content-area vertical teams. Each team should consist of one teacher from each grade level, kindergarten through fourth grade. Each vertical team should be assigned as either literacy or mathematics, which will serve as the primary focus of teaming sessions. School leadership should designate one staff meeting per month as a time for vertical teams to share ideas and resources.

The school should develop vision and belief statements with input from all stakeholder groups. The school's mission statement should be revisited so that it reflects input from former Strong Elementary staff members. Rather than revising the current mission statement, which was developed with Whitten Elementary staff, the development process that was previously facilitated through America's Choice training should be repeated with all current staff, as well as representatives of all stakeholder groups. Once the vision, belief, and mission statements are approved by the local school board, they should be disseminated to all stakeholders through such avenues as student handbooks and the school Web site. These statements must serve as the basis for all school decisions and the evaluation tool to measure the effectiveness of those decisions.

The principal must become the instructional leader of the school. She should create a learning and working environment in which the belief that all students can and will learn at high levels and reach proficiency and beyond is pervasive. The expectation must be that all faculty and staff maximize academic learning time by keeping students in the classroom and authentically engaged in learning. The principal must clearly communicate her expectations and demonstrate support for continuous instructional improvement. Classroom Walkthrough observations must become a daily priority. Leadership must provide meaningful feedback to teachers regarding the impact of their teaching on improving student achievement.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Efficiency**

Standard 8 : **School Organization and Fiscal Resources**

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there were 1 indicators (10%) evaluated as "Evaluation Category 1," 9 indicators (90%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding for this indicator is based on:

Review of District Policy Manual

Review of ACSIP

Review of Equipment Inventory

Interviews with Administrators and Staff

The local school board has adopted resource management policies. The policies are developed by representatives from various stakeholder groups. The local school board adopts a budget with input from multiple staff members. The budget does not support all of the identified needs of the school. The allocation of resources is not focused on supporting the improvement of student learning and achievement. There is no process to measure the effectiveness in meeting the goals of the ACSIP. The school takes advantage of some external resources, such as grants from Exxon-Mobil and the Lee County Chamber of Commerce.

- 8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding for this indicator is based on:

Review of ACSIP

Review of Master Schedule

Review of District Policy Manual

Interviews with Administrators and Staff

Students have equitable access to classes. Priority is not given in regard to the unique needs of special education students. The school has multiple triggers identified for students with disabilities. The school schedule reflects a block of three hours in the morning for uninterrupted instruction in core content subjects.

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding for this indicator is based on:

Review of Classroom Assignments and Schedules
Review of District Policy Manual
Interviews with Administrators and Staff
Observations of Classrooms

The local school board does not have a policy that requires staff assignments be intentionally aligned to best match the identified student learning needs. The local school board has adopted policies encouraging staff to become licensed in multiple areas and at higher levels of expertise. The district policy allows for partnership agreements between staff and the district in paying for these multiple areas of licensure. Two teachers are not licensed to teach in their assigned areas. There is a policy requiring mentoring for new teachers. Classroom teaching arrangements provide opportunities for collaboration and sharing of resources. There is no process to measure the impact collaboration and resource sharing have on student learning. Instructional aides are employed to provide Point-In-Time Remediation. Instructional aides are not trained to address students' specific learning needs.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding for this indicator is based on:

Review of ACSIP
Review of District Policy Manual
Interviews with Administrators and Staff
Observations of Classrooms

School leadership encourages teacher collaboration. The master schedule provides opportunities for common planning during the regular school day. This time is not always utilized for that purpose. Staff members discuss academic concerns and issues during weekly grade-level team meetings. Few of these meetings focus on the goals and objectives of the ACSIP. There are limited procedures to monitor the effectiveness of collaborative efforts to impact student learning. Each teacher maintains individual lesson plans in a variety of formats at different stages of alignment with frameworks and standards. There is an implemented procedure for collecting and reviewing lesson plans on a weekly basis.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding for this indicator is based on:

Review of ACSIP
Review of Master Schedule

Interviews with Administrators and Teachers
Observations of Classrooms

The school's schedule is designed to provide the staff adequate instructional time to meet students' learning needs. Few teachers provide bell-to-bell instruction during allotted class time. Most students are assigned to age-appropriate, grade-level classrooms without consideration of learning styles and developmental needs. The after-school intervention program is designed to provide extended learning time for students who score below 65 percent on both literacy and math quarterly assessments. No systematic process has been adopted to evaluate the effectiveness of expanded instructional opportunities on increasing student learning and achievement.

- 8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding for this indicator is based on:

Review of District Policy Manual

Review of School Budget

Review of Financial Reports

Interviews with Administrators, Staff, and Local School Board Members

Observations of Classrooms

The local school board has adopted a budget policy. There is no systematic procedure to allocate budget funds to meet the identified needs of all students. District and school leadership support staff in obtaining funding from external sources to support school-provided resources. Teachers are provided equal access to fiscal resources as stated in local school board policy. Resources for technology are not equitably distributed to meet the needs of all students.

- 8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding for this indicator is based on:

Review of ACSIP

Review of Mission Statement

Review of Financial Report

Interviews with Administrators, Staff, and Local School Board Members

Expenditures of discretionary funds support the mission of the school. Many expenditures are identified in the ACSIP. The expenditure of funds is not always prioritized based on identified student learning needs. There is no systematic process to ensure that expenditures are intentionally aligned to meet identified student learning needs. The budget planning process does not include the completion of a comprehensive needs assessment. Staff members are surveyed for a list of needs. Operational procedures are followed in expending funds. The school has an activity account that is used to support student programs and needs.

- 8.2c District staff and local board of education analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding for this indicator is based on:

Review of ACSIP
Review of District Budget
Review of District Policy Manual
Review of Student Achievement Data
Interviews with Administrators, Staff, and Local School Board Members

The ACSIP includes funding for many of the activities in the plan. There is no systematic process to monitor the impact of funding on meeting identified student learning needs or to make adjustments to expenditures as new or emerging student learning needs are identified.

- 8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding for this indicator is based on:
Review of ACSIP
Review of School Board Policy Manual
Review of Budget Documents
Interviews with Administrators, Staff, and Local School Board Members
Observations of Classrooms

Categorical funds are allocated to support programs such as Reading Recovery and Effective Literacy, selected to meet students' specific learning needs. The allocation of these funds is embedded in the ACSIP. Revenue from various sources is sometimes integrated to maximize fiscal resources toward meeting student learning needs. For example, Title IIA and professional development funds provided by the state are utilized to provide opportunities for improving instructional practice. Expenditure of categorical funds is monitored and reviewed on a monthly basis. This review seldom results in the revision of program strategies.

Performance Rating:1

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding for this indicator is based on:
Review of Classroom Walkthrough Documents
Review of Grade-Level Meeting Agendas and Minutes
Review of Master Schedule
Interviews with Administrators and Staff
Observations of Classrooms

Most teachers do not incorporate classroom management and organizational practices that ensure instructional time is maximized. Teachers repeatedly warn students about inappropriate behavior with no consequences given when misbehavior persists. Student seating arrangements are designed to foster cooperative learning. Teachers do not closely monitor work and conversation when students are in cooperative groupings. Staff members do not adjust class routines to address individual instructional needs. Few classroom organizational practices, such as rituals and routines, ensure that instructional time is maximized. Class time is consistently spent on non-instructional issues and conversations that do not relate to instruction and learning. Many students

are not actively engaged in the learning process while the teacher facilitates small-group instructional activities.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Efficiency

Standard 8 :

School Organization and Fiscal Resources

District and school leadership should develop a procedure to involve staff and members of other stakeholder groups in the development of a budget plan that allocates resources to support the identified needs of the school. The goal of this plan should be to provide resources that support improvement of student learning and achievement. A process should be included that measures whether the plan is effective in meeting the improvement of student learning and achievement. As part of the budget plan, a policy should be adopted by the local school board that requires staff assignments be intentionally aligned to best match the learning needs of the students. Primary consideration in making assignments should be based on what is best academically for students, not on teacher preference. Teachers should only be assigned to teach in areas for which they are fully licensed.

A comprehensive needs assessment should be included as part of the planned budget development process. Budgetary procedures to allocate funds to meet the identified needs of students and staff should be implemented by district and school leadership. A systematic process should be established to monitor and revise the use of resources when student learning needs are not being met or when emerging student learning needs are identified. Both discretionary and categorical funds should be prioritized to meet the greatest identified needs in order to improve academic progress by students and staff. District and school leadership should continue to seek grants and outside funding resources to meet the comprehensive needs of the school.

The school should be organized to meet the academic needs of students. A planned and systematic staff development program should be fully funded that addresses student academic needs. Licensed staff and instructional aides should be trained together in analyzing test data that indicate areas of improvement needed to increase student achievement. District leadership should allocate fiscal resources to provide training to instructional aides in how to address specific learning needs of students. After being trained, staff should be assigned specific times for collaboration and sharing of resources to improve student learning. Discussions during these collaboration and resource sharing meetings should be focused on the goals and objectives of the school's improvement plan. The school leadership team should lead the school in ensuring that resources are best utilized to address the academic needs and direction of the school. Leadership should assign instructional aides academic responsibilities that ensure that they assist students with their specific learning needs. Instructional aides should not be used to perform disciplinary or supervisory duties during instructional time, which take them away from their primary responsibility to assist

students with their learning needs. Instructional aides should work with and under the direct supervision of licensed staff.

School leadership should require a uniform method of maintaining lesson plans in a specified format. Lesson plans should reflect alignment with Arkansas Academic Content Standards and student data results. A systematic process of monitoring and revising lessons to meet the needs of students should be a goal of the leadership team. School leadership should hold staff accountable for teaching what is reflected on approved lesson plans. Staff should provide bell-to-bell instruction during allotted class time. Staff should be required to consider the learning styles and developmental needs of their students as they plan and teach each lesson. School leadership should support and hold staff accountable for incorporating classroom management and organizational practices that ensure instructional time is maximized. Teachers should not waste instructional time repeatedly asking students to follow directions or rules without assigning meaningful consequences when the students misbehave or fail to follow directions. Teachers and instructional aides should closely monitor the work of all students at all times. Classroom interruptions should be held to a minimum so that time for instruction and learning is maximized.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary Findings
in : **Efficiency**

Standard 9 : Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there were 1 indicators (6%) evaluated as "Evaluation Category 1," 15 indicators (94%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating:2

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding for this indicator is based on:

Review of ACSIP

Review of Mission Statement

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Observations of Classrooms and Common Areas

A belief statement is included in the ACSIP that is from the 2007-2008 ACSIP document. No vision or mission statements are in the ACSIP. The current mission statement, posted in most classrooms and common areas, was developed by the school leadership team at Whitten Elementary School during the 2008-2009 school year as part of Stage 1 implementation of America's Choice. The mission statement has not been revised to reflect the changing dynamics of the school following the merger of Whitten Elementary and Strong Elementary Schools.

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Curriculum Documents

Review of Student Work Samples

Review of Team Meeting Agendas and Minutes

Interviews with Administrators and Staff

There is no formal, systematic process to incorporate data from all test results into a comprehensive data analysis program. The school conducts numerous

assessments throughout the grade levels at different intervals during the school year. Kindergarten through second-grade students are assessed quarterly using an instrument developed by Whitten Elementary School teachers. Students in third and fourth grades complete quarterly Target Tests, provided by the Great Rivers Education Services Cooperative, in mathematics and literacy. The ACSIP provides school-level data that are disaggregated by sub-populations as mandated by No Child Left Behind legislation. Data are collected using a combination of locally-created assessments, commercially-prepared tests, and state-mandated criterion-referenced exams. These data are not analyzed to the classroom and individual student level.

9.2b The school/district uses data for school improvement planning.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Student Achievement Data

Interviews with Administrators and Staff

There is no formal, systematic process for incorporating data from all test results into a comprehensive school improvement planning program. The implications of data analysis are not fully reflected in the objectives of the ACSIP. School-wide learning needs are identified and reported in the ACSIP at the kindergarten through fourth-grade levels in the Supporting Data sections of the ACSIP. Benchmark goals for kindergarten through second grade are included in the ACSIP. Benchmark statements do not identify goals for third- and fourth-grade students beyond the Adequate Yearly Progress targets for the overall population. Benchmark goals are not expressed at the classroom, sub-population or student levels.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Arkansas Academic Content Standards

Review of Meeting Agendas and Minutes

Review of Educational Research Findings

Interviews with Administrators and Staff

The school ACSIP planning team reviews some current education research during the school improvement planning process. This review is not comprehensive and the action items in the ACSIP do not fully reflect the implications included in the cited research. The 17 pieces of education research included in the ACSIP, several of which are repeated in multiple interventions, are cited as supporting more than 140 action items in the ACSIP. Priority 1: Literacy includes 83 action items based on seven articles of education research. There is minimal inclusion of state and national standards in determining goals and objectives within the ACSIP interventions and actions.

9.3b The school/district analyzes their students' unique learning needs.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Arkansas Academic Content Standards

Review of Meeting Agendas and Minutes

Review of Perception Surveys

Interviews with Administrators and Staff

District leadership has collected responses of approximately 189 district-developed parent surveys that were administered in October, 2009. School leadership collected approximately 60 parent surveys, administered in November, 2009, as part of the preparation for the scholastic audit. Results from these surveys have not been analyzed by district and school staff to determine strengths and weaknesses. School-wide and grade-level achievement data are collected and reported in the ACSIP at the population subgroup levels required by legislation. Not all interventions and actions in the ACSIP intentionally address the learning needs of specific sub-populations or individual student levels as identified through data analysis.

9.3c The desired results for student learning are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Interviews with Administrators and Staff

Observations of Classrooms and Common Areas

General, school-wide goals and benchmark statements for student learning are included in the ACSIP. Few of the desired results are stated in terms that are meaningful and measurable beyond the context of meeting state-defined Adequate Yearly Progress percentage goals on a whole-school level. Most of the action items are not stated in measurable terms of intended impact on student learning. The six priority areas included in the ACSIP contain 19 interventions with more than 140 action items. The ACSIP identifies 10 classroom teachers as members of the planning team. The personnel roster lists more than 30 staff members. There is not a shared sense of responsibility for developing the school improvement plan or for the implementation of the interventions and actions included in the adopted plan.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Perception Surveys

Review of Student Achievement Data

Interviews with Administrators and Staff

School leadership collected approximately 189 surveys in October, 2009, to measure stakeholders' perceptions of school-wide strengths and limitations. Student achievement data are collected, analyzed and reported in the ACSIP at the school and sub-population levels required by legislation. This analysis is not intentionally utilized to verify perceived strengths and limitations

of the organization and the instruction provided by teachers.

- 9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Student Achievement Data

Interviews with Administrators and Staff

School improvement goals are stated in general terms of whole-school advancement toward meeting state-defined Adequate Yearly Progress goals. Few school improvement goals are stated in measurable terms that are focused on building and strengthening the instructional and organizational capacity of the school.

- 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Student Achievement Data

Review of Educational Research Findings

Interviews with Administrators and Staff

Many goals, interventions, and actions in the ACSIP are not intentionally aligned to impact closing the achievement gaps among the sub-populations as identified by the collected and analyzed data. The benchmark goals address the school-wide achievement of meeting state-mandated Adequate Yearly Progress percentages and do not specifically address the learning needs of identified sub-populations. Some educational research literature has been included to support the ACSIP action items.

- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Budget Documents

Review of Instructional Resource Inventories

Interviews with Administrators and Staff

Most of the ACSIP action timelines have start dates that correspond to either the beginning of the fiscal year in July, 2009, or the start of the academic year in August, 2009. The end date for the majority of timelines is the end of the fiscal year, June, 2010. The established timelines do not provide for intermediate checkpoints during the school year that would facilitate school leadership conducting point-in-time reviews of available data to measure progress toward the identified ACSIP goals. Many resources are identified in the ACSIP as most actions requiring funding have specified financial allocations. A variety of personnel at the school and district level are identified

as persons responsible for implementing the actions in the ACSIP.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Educational Research Findings

Interviews with Administrators and Staff

There is not a systematic process in place to evaluate the effectiveness of the ACSIP throughout the school year. Annual review of student results on the Arkansas Benchmark literacy and mathematics exams serve as the primary measurement to monitor the effectiveness of ACSIP actions on increasing student achievement. Other available data sources are not intentionally analyzed and evaluated to make appropriate modifications to the ACSIP during the school year.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Perception Surveys

Review of Mission and Belief Statements

Interviews with Administrators and Staff

Most ACSIP action steps are aligned to the school's mission statement and address Arkansas Department of Education requirements, such as parental involvement, wellness, and restructuring. Data disaggregated to the school and sub-population levels are presented in the Supporting Data sections of the ACSIP. Specific benchmarks to identify desired results for student learning are not included for all priorities.

9.6a The ACSIP is implemented as developed.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of School Committee Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

Many action steps in the ACSIP have been implemented. The school's leadership team and grade-level professional learning communities lead the initiation of interventions and actions in the plan. District and school leadership provide fiscal resources to support the implementation of programs included in the ACSIP. Most faculty members are aware of the ACSIP. Classified staff members were not included in the ACSIP process and have little knowledge of the ACSIP.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Student Achievement Data

Review of Perception Surveys

Interviews with Administrators and Staff

School leadership has not adopted a systematic process for collecting and analyzing student performance data at regular intervals to evaluate the effectiveness of ACSIP action items in achieving the desired student learning outcomes. The annual review of student results on the Arkansas Benchmark literacy and mathematics exams and the school's progress in meeting Adequate Yearly Progress percentages are the primary evaluation methods for evaluating ACSIP effectiveness.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Perception Surveys

Review of ACTAAP Data

Review of Student Achievement Data

Interviews with Administrators and Staff

Observations of Classrooms

Student achievement data are collected and reviewed to determine school-wide progress toward meeting ACSIP goals. School leadership has not adopted a systematic process for collecting and analyzing student performance data at regular intervals to evaluate the impact of ACSIP action items on classroom instructional practices.

Performance Rating:1

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding for this indicator is based on:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes

Review of Perception Surveys

Review of ACTAAP Data

Review of Student Achievement Data

Review of Needs Assessment Data

Interviews with Administrators, Staff, Parents, Students, and Local School Board Members

There is no on-going, systematic process to conduct a comprehensive analysis of the school's progress toward meeting Adequate Yearly Progress and School Improvement goals. An annual review of student achievement results is limited to Arkansas Benchmark exams. Limited feedback is collected from all stakeholder groups throughout the school year to make point-in-time modifications to the implemented ACSIP. No formal process is in place to

systematically identify new or emerging learning objectives for improving student performance throughout the school year.

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Recommendations
in :

Efficiency

Standard 9 :

Comprehensive and Effective Planning

School leadership should facilitate the collaborative development of school-specific mission and vision statements that reflect the current pre-kindergarten through fourth-grade configuration. Representatives from all stakeholder groups, including administration, faculty from each grade level, classified staff, parents, students, and community members, should be actively involved in this effort. The mission statement should clearly indicate the school's purpose for existence, and the vision statement should vividly define what the school could become if that mission is accomplished. Draft statements should be written and presented at public meetings to encourage community input before final adoption occurs. Once adopted, the new mission and vision statements should serve as the unifying element and driving force behind all decision-making processes that impact student learning and achievement at Whitten Elementary School.

School leadership should conduct a comprehensive review of current educational research literature to determine the research-based, best-practice instructional strategies that will meet the academic and behavioral needs of all students at Whitten Elementary School. Based on the results of this literature review, specific action steps should be identified and incorporated into the ACSIP that intentionally target identified student learning needs as determined through an analysis of student achievement results.

The current practice of using annual ACTAAP Benchmark results to measure the overall impact of ACSIP interventions and action items is not sufficient. School leadership should develop a systematic procedure for evaluating the level of implementation of each ACSIP intervention and action item and their effectiveness on increasing student learning and closing student achievement gaps. Steps for this procedure should include 1) Reviewing each intervention and action to determine if it is aligned with the newly-created mission and vision statements, removing those not aligned to these statements and adding others that will support achieving the mission and vision of the school; 2) Defining which data sources will be used to measure growth for each intervention and action item, not just the ACSIP as a whole; 3) Developing a process for collecting and analyzing data; 4) Determining intermediate timelines for when data will be collected and analyzed; and 5) Adjusting ACSIP interventions and action items based on the analysis of collected data. Teachers should be included in this procedure, as school leadership should facilitate the use of weekly grade-level team meetings as a vital part of the data analysis process.

Scholastic Audit Summary Report

WHITTEN ELEMENTARY SCHOOL LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

Summary of Next Steps :

The Arkansas Department of Education (ADE) conducted a scholastic audit of Whitten Elementary School during the period of 12/06/2009-12/11/2009. This school's last performance rating identified its classification as being in School Improvement Year 5. Provided are relevant facts and next step recommendations from the ADE audit.

School Deficiency and Next Steps

1. Deficiency	Non-instructional activities, such as lining up for bathroom breaks and pull-out classes, the miss use of instructional aides, and repeated corrections to inappropriate behavior without application of consequences, consume almost one hour of instructional time out of each school day.
Next Steps	School leadership and staff should collaboratively design an assertive discipline plan that clearly defines no more than five school-wide behavioral expectations and is supported by an escalating set of consequences. All school leadership and staff must be held accountable to equitably and consistently enforce these expectations and consequences to all students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

2. Deficiency	Most instruction is teacher-centered and textbook-driven.
Next Steps	School leadership should require teachers to use multiple research-based, high-yield instructional strategies. Strategies and practices to consider include the use of graphic organizers, manipulatives already provided with math curriculum materials, structured cooperative learning groups where specific tasks and roles are assigned to each student, ask-pause-call questioning strategy, think-pair-share, compare and contrast, and guided and independent activities that support the learning objective.
District Action Steps to Overcoming Obstacles	

Timeline/Person Responsible	
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3. Deficiency	Some staff do not treat students with mutual respect.
Next Steps	Staff should model appropriate behavior for all students, such as speaking in a calm tone that commands respect. Staff should refrain from shouting, using demeaning comments, or assigning consequences that humiliate students.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Teachers do not recognize and assume responsibility for their role in impacting student learning and achievement.
Next Steps	School leadership and staff should collaboratively develop a set of at least six high-level questions that require all educators at Whitten Elementary School to daily reflect on their instructional practices. Reflection should result in modifications to instructional practices that will positively impact student learning and achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

5. Deficiency	Instructional technology resources are not equitably distributed across all grade levels.
Next Steps	District and school leadership must move and install technology resources from Strong Elementary School to Whitten Elementary School immediately.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

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6. Deficiency	
Next Steps	
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

In Conclusion :

The Scholastic Audit team would like to thank the staff and students at Whitten Elementary School for the hospitality extended to us during the course of our visit. We appreciate your attention to our comfort and the provision of an area to work. We believe that a thorough reflection of the findings and recommendations contained in this report will be a beneficial part of your school improvement effort and make a difference in the lives of staff and students.

The charge to school leadership is to ask questions that will help your school address continuous improvement and academic performance. It will be necessary to engage all stakeholders in related discussions to create awareness and a sense of urgency. Questions to consider include:

What would Whitten Elementary School look like if all administrators and staff truly believed and practiced the district motto: "One Mission, One Vision, One Goal-No Excuses"?

How would the school's culture be impacted if all stakeholders treated each other respectfully?

How would bell-to-bell, rigorous instruction impact School Improvement status and student behavior?

What would student learning and achievement look like if all staff used varied, research-based instructional strategies?

How would student learning and achievement be improved if instructional staff were actively engaged in on-going, job-embedded professional development focused on the learning needs of students?

How would student achievement be impacted if fewer programs were more effectively implemented?

How would the use of data-driven decision-making in all aspects of school life improve student learning and instructional practice?

What would happen if district and school leadership planned and allocated resources (fiscal, human, physical) to support the learning goals of the school, consistently monitored progress toward reaching those goals, and modified instructional programs, organizational practices, and physical facilities in order to sustain continuous growth?

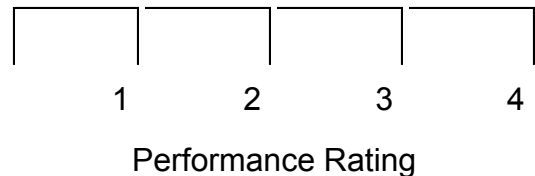
Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

1.1 Curriculum

Academic Performance

- 1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.
- 1.1b District initiates facilitates discussions among schools regarding curriculum standards
- 1.1c District initiates facilitates discussions to eliminate unnecessary overlaps
- 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points
- 1.1e School curriculum provides specific links to continuing education
- 1.1f Systematic process for monitoring, evaluating and reviewing curriculum
- 1.1g Curriculum provides access to an academic core



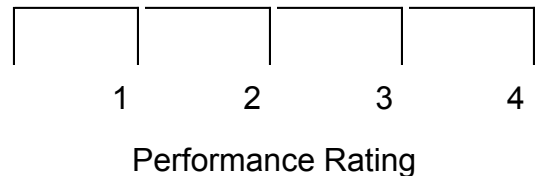
Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

2.1 Classroom Evaluation/Assessment

Academic Performance

- 2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards
- 2.1b Teachers collaborate in the design of authentic assessment
- 2.1c Students can articulate what is required to be proficient
- 2.1d Test scores are used to identify curriculum gaps
- 2.1e Assessments designed to provide feedback on student learning for instructional purposes
- 2.1f Performance standards communicated, evident in classrooms, observable in student work
- 2.1g ACTAAP coordinated by school and district leadership
- 2.1h Samples of student work are analyzed



Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

3.1 Instruction**Academic Performance**

- 3.1a Evidence that effective and varied instructional strategies are used in all classrooms
- 3.1b Instructional strategies and learning activities are aligned
- 3.1c Instructional strategies/activities are consistently monitored...diverse student population
- 3.1d Teachers demonstrate content knowledge
- 3.1e Evidence that teachers incorporate the use of technology
- 3.1f Instructional resources are sufficient to deliver the curriculum
- 3.1g Teachers examine and discuss student work
- 3.1h Homework is frequent and monitored, tied to instructional practice

1	2	3	4
Performance Rating			

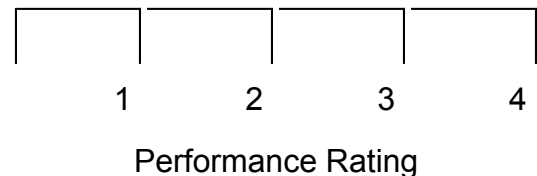
Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

4.1 School Culture

Learning Environment

- 4.1a Leadership support for a safe, orderly and equitable learning environment
- 4.1b Leadership creates experiences that all children can learn
- 4.1c Teachers hold high expectations for all students
- 4.1d Teachers, staff involved in decision-making processes regarding teaching and learning
- 4.1e Teachers accept their role in student success
- 4.1f School assigns staff...opportunities for all students
- 4.1g Teachers communicate regularly with families
- 4.1h Evidence that the teachers and staff care
- 4.1i Multiple communication strategies...to all stakeholders
- 4.1j Evidence that student achievement is highly valued
- 4.1k The school/district provides support...needs of all students



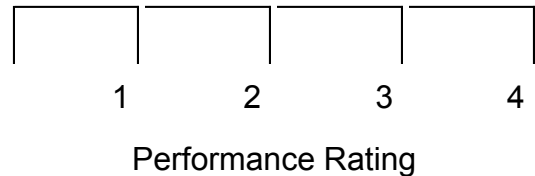
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LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

5.1 Student, Family and Community Support

Learning Environment

- 5.1a Families and the community are active partners
- 5.1b All students have access to all the curriculum
- 5.1c Reduce barriers to learning
- 5.1d Students are provided opportunities to receive additional assistance
- 5.1e School maintains an accurate student record system



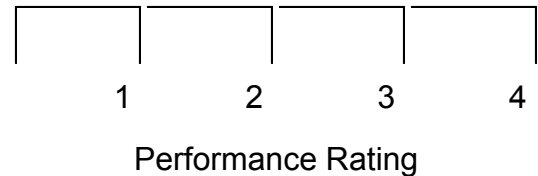
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LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

6.1 Professional Development

Learning Environment

- 6.1a Support for the long-term professional growth of the individual staff members
- 6.1b The school has an intentional plan for building instructional capacity
- 6.1c Staff development priorities..alignment..goals for student performance
- 6.1d Plans for school improvement directly connect goals for student learning
- 6.1e Professional development is on-going and job-embedded
- 6.1f Professional development planning connect student achievement data



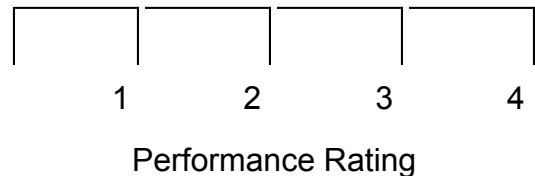
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LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

6.2 Professional Growth and Evaluation

Learning Environment

- 6.2a Clearly defined evaluation process
- 6.2b Leadership provides the fiscal resources for the appropriate professional growth
- 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency
- 6.2d A process of personnel evaluation which meets or exceeds standards set in statute
- 6.2e The school/district improvement plan identifies specific instructional needs
- 6.2f Evaluation process to provide teachers..change behavior and instructional practice



Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

7.1 Leadership

Efficiency

- 7.1a Leadership has developed and sustained a shared vision
- 7.1b Leadership decisions focused on student academic data
- 7.1c All administrators have a growth plan
- 7.1d Evidence that the leadership team disaggregates data
- 7.1e Leadership ensures all instructional staff...access to curriculum related materials
- 7.1f Leadership ensures that time is protected...instructional issues
- 7.1g Leadership plans and allocates resources
- 7.1h School/district leadership provides policy and resource infrastructure
- 7.1i Process for the development and the implementation of the local school board of education policy
- 7.1j Local school board of education/school have intentional focus on student academic performance
- 7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency

1	2	3	4

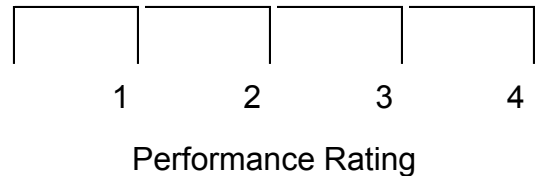
Performance Rating

Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

8.1 Organization of the School**Efficiency**

- 8.1a School is organized...use of all available resources
- 8.1b All students have access to all the curriculum
- 8.1c Staff are allocated based upon the learning needs of all students
- 8.1d Staff makes efficient use of instructional time
- 8.1e Staff...planning vertically and horizontally across content areas
- 8.1f Schedule aligned with the school's mission

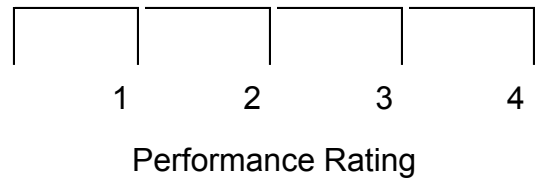


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LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

8.2 Resource Allocation and Integration**Efficiency**

- 8.2a Clearly defined process provides equitable and consistent use of fiscal resources
- 8.2b Budget reflects decisions directed by an assessment of need
- 8.2c District and local school board of education analyze funding and other resource requests
- 8.2d Resources are allocated and integrated to address student needs

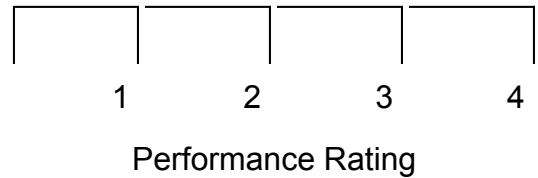


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LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the
vision, beliefs, mission

Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

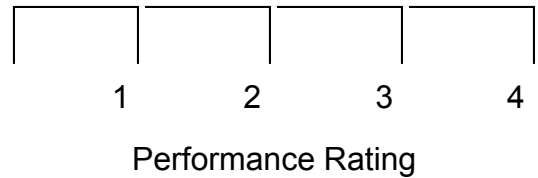
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9.2 Development of the Profile

Efficiency

9.2a Planning process involves collecting,
managing and analyzing data

9.2b Use data for school improvement planning



Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

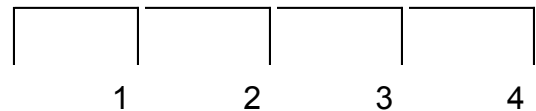
9.3 Defining Desired Results for Student Learning

Efficiency

9.3a School and district plans reflect learning
research, expectations for student learning

9.3b Analyze their students' unique learning needs

9.3c Results for student learning are defined



Performance Rating

Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

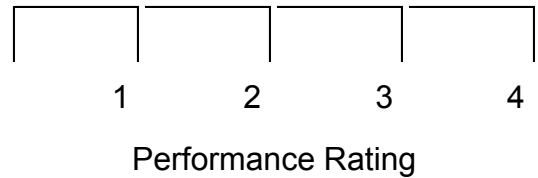
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9.4 Analyzing Instructional and Organizational
Effectiveness

Efficiency

9.4a Strengths and limitations are identified

9.4b Goals for building, strengthening capacity



Scholastic Audit Summary Report**WHITTEN ELEMENTARY SCHOOL**
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

9.5 Development of the Improvement Plan

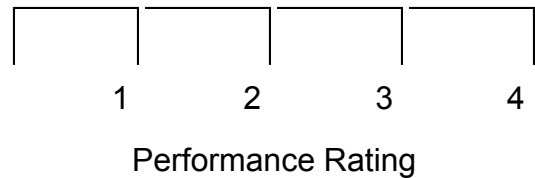
Efficiency

9.5a Steps for school improvement aligned with improvement goals

9.5b ACSIP identifies resources, timelines

9.5c Evaluating the effectiveness of the ACSIP

9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results



Scholastic Audit Summary Report
WHITTEN ELEMENTARY SCHOOL
LEE COUNTY SCHOOL DISTRICT

12/06/2009 - 12/11/2009

9.6 Implementation and Documentation

Efficiency

- 9.6a ACSIP is implemented as developed
- 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning
- 9.6c The school evaluates the degree to which it achieves the expected impact
- 9.6d Evidence of attempts to sustain the commitment to continuous improvement

