

ACSIP

Arkansas Comprehensive School Improvement Planning Process



Effective School Improvement Planning...



-
- **Develops a plan in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children in school. (No Child Left Behind)**

 - **Meets Requirements of related State Legislation and NCLB**

An Overview of School Improvement Committees



District ACSIP Committee

Building ACSIP Committee

Math Priority Committee
Faculty Divided into
Equal-Sized Groups

Literacy Priority Committee
Faculty Divided into
Equal-Sized Groups

**Additional
Priority Committees
if data reflect need or if
Mandated
(Special Education,
Wellness, Title IV-A)
Faculty Divided into
Equal-Sized Groups**



An Overview of School Improvement Committees



District ACSIP Committee

Suggested Members:

- **Building Administrator**
- **Building Chairpersons**
- **Federal Coordinators**
- **Limited English Proficient Coordinator**
- **Migrant Coordinators**
- **Equity Coordinators**
- **Technology Coordinators**
- **Curriculum Coordinators**
- **Professional Development Coordinators**
- **Non-Certified Staff**
- **Bookkeepers**
- **Literacy/Math Coaches**
- **Parents and Community/Business Members**
- **Special Education Supervisor**
- **Drug Coordinator**
- **Resource Officer**
- **Member of Nutrition and Physical Activity Advisory (NPAAC)**

An Overview of School Improvement Committees



Building ACSIP Committee

Suggested Members:

- Administrator
- Chairperson for each Priority
- Smart Start/Smart Step Facilitators
- Representation from each Entitlement I-VI
- Special Education, including Gifted and Talented
- Limited English Proficient
- Migrant Coordinator
- Equity Coordinator
- Technology Coordinator
- Curriculum Coordinator
- Professional Development Coordinator
- Non-Certified Staff
- Literacy/Math Coaches
- Other working Committee Chairs (Data and Research)
- Parents and Community/Business Members
- Alumni Advisory Committee Member

Steps to the ACSIP Process



- A**
- Reviewing/Revising Mission Statement
- L**
- Collecting, Profiling, and Analyzing Data
- I**
- Selecting Priorities and Setting Goals
- G**
- Setting Benchmarks (AYP)
- N**
- Selecting Scientifically-Based Research Interventions
- M**
- Developing Actions
- E**
- Implementing Plan
- N**
- Monitoring and Evaluating Plan
- T**

Alignment



- **System**
- **Curriculum and Assessments**
- **Instructional Practices**



Mission Statement

Review and/or Revise the School's Mission Statement

Sample:

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.

Collecting, Profiling, and Analyzing Data



Academic Data

(Maintain the most current three year history of data if available)

- **Criterion-Referenced Tests Benchmark Exams**
(Grade Level Benchmarks, and all End of Course Exams)
- **Norm-Referenced Tests**
DIBELS, etc.
- **Other Assessments (Optional)**
(ACT, PLAN, EXPLORE, Locally developed assessments)

Non-Academic Data

(Maintain the most current three year history of data)

- **Graduation Rate (9-12)***
- **Drop Out Rate**
- **Average Daily Attendance (K-8)***
- **Classes Taught by Highly Qualified Staff**
- **Professional Development**
- **School Safety**
- **Technology Data**
- **Optional Data**
(Discretion of School)

***Items used for AYP accountability**

ACADEMIC DATA DISAGGREGATION



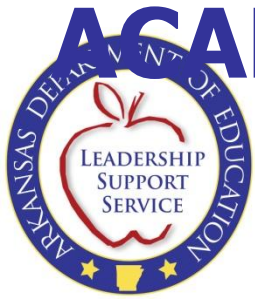
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- CRT:** Analyze combined school population, and all required subgroups, to include percent of students scoring proficient.
- Math-** Analysis should identify student weaknesses in strands and goals and in open-response versus multiple choice items.
- Literacy-** Analysis should identify student weaknesses in multiple choice, open response reading passages and writing domains.



ACADEMIC DATA DISAGGREGATION

Disaggregated data should reflect information on the following subpopulations:

- **Economically Disadvantaged (SES)**
- **Racial/Ethnic**
 - **Caucasian**
 - **Hispanic**
 - **African American**
- **Students with Disabilities (IEP)**
- **LEP Students**



ACADEMIC DATA DISAGGREGATION

NRT: Analyze school population to include subtest and subskill performance in the complete battery of tests.



NON-ACADEMIC DATA DISAGGREGATION

Include Daily Attendance rate for K-8 and Graduation Rate for 9-12. If these areas fall below the required state standards, they must be addressed through appropriate Interventions and Actions.

Review all other non-academic data reflected on the School Report Card/APSCN.



Selecting Priorities

Priority—A specific target area of improvement in student achievement that has been determined by data.

Example- Mathematics and Literacy

Additional Priority if appropriate data reflect the need.



Priorities

Building Level and District

Building Level Priorities

- Mathematics
- Literacy
- Other (If data reflects need)
- Wellness
- Special Education
(if triggers)

District Level Priorities

- Expanded Use of State and Federal Funds
- Safe and Drug Free Schools (Title IVA)
- Wellness
- Special Education
(if triggers)



Setting Goals

- **Goals are directly linked to a priority.**
- **Goals narrow the scope of a priority by addressing specific weaknesses based on data disaggregation.**

Example- To improve comprehension skills in practical reading.

To improve writing content with emphasis on elaboration.

Setting Benchmarks

Adequate Yearly Progress



- **Benchmarks measure student expectations that must be achieved within a specified time frame.**
- **Benchmarks establish how much improvement students are expected to achieve (AYP), by when, as measured by the appropriate assessment.**
- **Benchmarks must be set for combined population as well as sub-populations.**



Selecting Scientifically Based Research Interventions

Interventions are ***scientifically based research*** strategies or major initiatives which address the goal(s) and benchmarks. Interventions are supported by actions which help achieve the goals.

Research citations should include author, title, source, and publication date.

Example: Comprehensive Literacy or Standards Based Mathematics.

Developing Actions



Actions are multiple steps required to implement and maintain the intervention.

Each action must be labeled with one or more of the following Action Types:

- **Alignment**
- **Academic Improvement Plan**
- **Collaboration**
- **Equity**
- **Parental Engagement**
- **Plan Evaluation**
- **Professional Development**
- **Special Education**
- **Technology Inclusion**
- **Wellness**



Developing Actions

Each of the following categories should be completed for every action:

- **Person Responsible**
- **Time Line (Current Fiscal Year if action includes federal funds) Multi-year activities may be reflected in the timelines.**
- **Resources**
- **Source of Funds (Federal Coordinator should be involved in the process.)**



Required Sources of Funds in ACSIP

All Federal Entitlements (if school is served) and
Special Needs Funding (State Funding)

Federal Entitlements

- **Title IA**
- **Title IIA**
- **Title IID**
- **Title III**
- **Title IVA**
- **Title V**
- **Title VI Federal**
- **Title VI State**

Special Needs Funding

- **NSLA**
- **ALE**
- **ELL**
- **PD**



Implementing The Plan

- To get the best results, all of the key elements of the School Improvement Plan must be fully implemented.
- School staff should be provided with all the professional development, resources, and support to effectively implement the plan.

Monitoring & Evaluating The Plan

Internal



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- **Actions should be included that reflect periodic monitoring of the effectiveness of the School Improvement Plan.**
 - **The process could include utilizing local assessments, state mandated test scores, curriculum assessments, and teacher collaboration (etc.).**

Monitoring & Evaluating The Plan



External

- **Annual review of the updated plan (Federal Programs Application).**
- **Periodic monitoring to ensure compliance of related State Legislation and NCLB.**

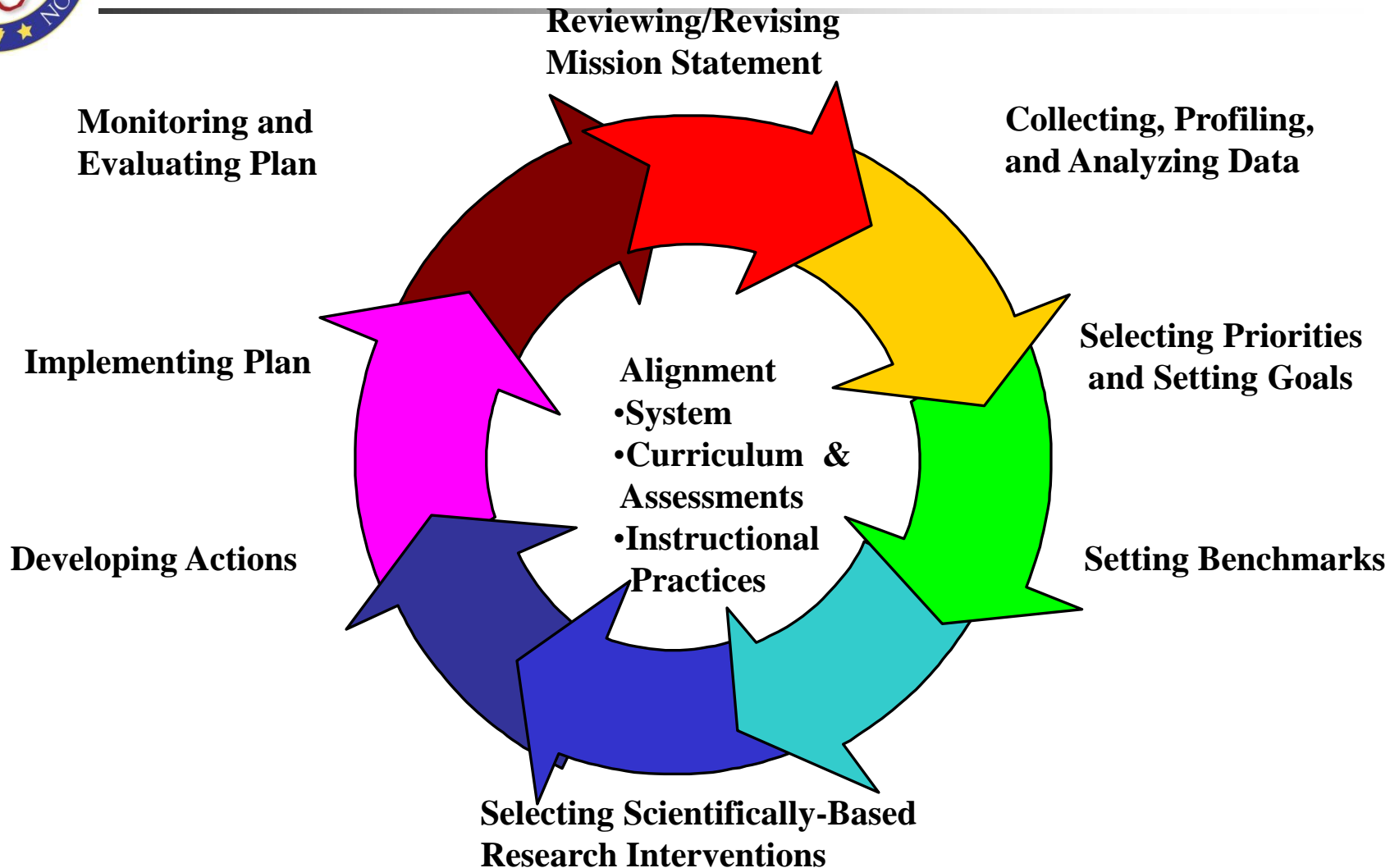


Amending the Plan

When revisions to the plan affect the use of Federal monies, the following steps should be completed:

- Login to the SEDL website and enter modifications**
- Resubmit ACSIP modifications to School Improvement Supervisor.**
- E-mail a brief description of the latest revision(s) to the appropriate school improvement supervisor.**

The Arkansas Comprehensive School Improvement Planning Model





Year 1 School Improvement School ACSIP Requirements

The school ACSIP plan must include actions to describe:

- **Ten (10%) percent of the school building's allocation is indicated for the purpose of providing the school's teachers and principal high-quality professional development;**
- **A teacher-mentoring program designed specifically for the school in SI; and**
- **Written Notice to parents in an understandable and uniform format.**
- **Specify the strategies that will be used to promote parental involvement.**



Year 1 School Improvement District ACSIP Actions

ACSIP actions should describe how the district will:

- **recruit, hire, and retain highly qualified teachers;**
- **offer and explain School Choice to the parents.**

Year 2 School Improvement –



Year one actions plus supplemental services

Required District ACSIP Actions:

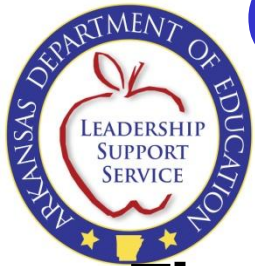
- **The district must make the following information concerning supplemental services available to parents:**
- **Availability of services;**
- **The identity of approved providers of those services that are within the local district or whose services are reasonable available in a neighboring district; and**
- **A brief description of the services, qualifications, and demonstrated effectiveness of each such provider.**

Year 3 School Improvement – All Year 2 actions plus:



**Corrective Action –Schools must include actions that are more likely to bring about meaningful change at the school.
(As deemed necessary by the State Support Team)**

Year 3 School Improvement (Continued)



District ACSIP Corrective Actions:

The notification to the parents to each child enrolled in the school. The notification must explain –

- **What the identification means, and how academic achievement levels at this school compare to those at other schools in the district and in the state;**
- **Why the school was identified and how they as parents can become involved in addressing the academic issues that led to the identification;**
- **The parents' option to transfer their child to another school in the district that has not been identified for improvement; and**
- **How parents of eligible children can obtain supplemental educational services for their child.**



Arkansas Requirement for Year 3 School Improvement

Scholastic audits will be conducted under the direction of the Arkansas Department of Education for schools in Year 3, Year 4, Year 5 or beyond of School Improvement.



School Improvement Year 4 Restructuring Plan

- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly decrease management authority in the school
- Appoint outside experts to advise the school
- Extend school year or school day
- Restructure internal organization of the school.
- Reopen the school as a public charter school



SI Year 5 Implementation of Restructuring Plan

- After implementing the intensive improvement interventions required in Year 5 and still unable to meet AYP, the school shall enter State Directed Status



Frequently Used Websites

- <http://www.ed.gov>
- <http://arkedu.state.ar.us> (ADE website)
- <http://normes.uark.edu> (Normes)
- <http://acsip.state.ar.us> (SEDL software)