

**Targeted Improvement TI Years 1 – 2 & 3
(Corrective Action)**

District and School

Academic Performance

- Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Framework
- Analyze test data and secondary indicators to determine school improvement plan
- Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy “Assessment Wall” to track grade level, classroom and student growth
- Implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy

Learning Environment

- Provide targeted student services:
 - Provide state-approved SES and/or offer PSC as required by state and federal regulations
 - Post math and/or literacy AIP or IRI on-line
- Provide quality professional development
 - Participate in professional development on how to analyze and effectively use data
 - Implement a quality instructional coaching model with trained educators in TI Year 3 for math and/or literacy
 - Require teachers to make individual professional development plans based on student data and classroom observations

Efficiency

- Require documentation of daily “classroom walk through” observations by the building administrator to monitor classroom instruction
- Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board
- Notify parents that the school is identified as (TI Year 1, 2, or 3), (WSI Year 1, 2, or 3) (TII Year 4 or 5), (WSII Year 4 or 5) or (SD) in accordance with state and federal regulations
- Review policies, procedures and practices that may present barriers to all students’ achievement
- Additional Options – Schools must implement at least one of the following additional interventions based on the year or consecutive years of improvement.*
 - Schedule and participate in a scholastic audit – TI/WSI Year 3 Only
 - Provide preschool opportunities within the district and/or campus – TI/WSI Year 3 Only
 - Extend learning time for students on topics and skills that lack sufficient progress in math and/or literacy – TI/WSI Year 3
 - Reallocate funds for additional professional development in math and/or literacy – TI/WSI Year 3
 - Hire a parent & community specialist to assist in community and parental support to accelerate community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interest together to focus on systemic improvements – TI/WSI Year 3

State Technical Assistance

Academic Performance

- Provide information and direction on best practices as noted in Scientific Based Reading Research (SBRR) and clearinghouses

Learning Environment

- Provide opportunities for leadership training to school leadership teams
- Provide professional development on how to analyze and effectively use data to build school capacity and improve student performance

Efficiency

- Provide assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.
- Assist in the development of a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014, (TII schools must develop a 3 year plan)

**Whole School Improvement,
WSI Years 1 – 2 & 3 (Corrective Action)**

District and School

Academic Performance

- Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Framework
- Analyze test data and secondary indicators to determine school improvement plan
- Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy “Assessment Wall” to track grade level, classroom and student growth
- Assess student learning frequently with standards-based assessments
- Implement targeted research-based practices that address the specific needs of all students identified as below proficient
- Provide additional time on task by implementing quality after school, before school, and/or summer school for the purpose of alternative instruction, small group intervention, one-to-one intervention or acceleration for schools in WSI Year 3

Learning Environment

- Provide targeted student services:
 - Provide state-approved SES and/or offer PSC as required by state and federal regulations
 - Post math and/or literacy AIP or IRI on-line
- Provide quality professional development
 - Participate in professional development on how to analyze and effectively use data
 - Implement a quality instructional coaching model with trained educators in TI Year 3 for math and/or literacy
 - Require teachers to make individual professional development plans based on student data and classroom observations

Efficiency

- Require documentation of daily “classroom walk through” observations by the building administrator to monitor classroom instruction
- Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board
- Notify parents that the school is identified as (TI Year 1, 2, or 3), (WSI Year 1, 2, or 3) (TII Year 4 or 5), (WSII Year 4 or 5) or (SD) in accordance with state and federal regulations
- Review policies, procedures and practices that may present barriers to all students’ achievement
- Conduct an audit of time resource allocation for the principal and increase the amount of time for instructional leadership
- Additional Options – Schools must implement at least one of the following additional interventions based on the year or consecutive years of improvement.*
 - Schedule and participate in a scholastic audit – TI/WSI Year 3 Only
 - Provide preschool opportunities within the district and/or campus – TI/WSI Year 3 Only
 - Extend learning time for students on topics and skills that lack sufficient progress in math and/or literacy – TI/WSI Year 3
 - Reallocate funds for additional professional development in math and/or literacy – TI/WSI Year 3
 - Hire a parent & community specialist to assist in community and parental support to accelerate community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interest together to focus on systemic improvements – TI/WSI Year 3
 - Subcontract with recognized educators, such as National Board Certified Teachers, Milken Winners and/or Arkansas State Teacher of the Year Finalists to assist in data analysis, observations, and mentoring - TI/WSI Year 3

State Technical Assistance

Academic Performance

- Provide information and direction on best practices as noted in Scientific Based Reading Research (SBRR) and clearinghouses

Learning Environment

- Provide opportunities for leadership training to school leadership teams
- Provide professional development on how to analyze and effectively use data to build school capacity and improve student performance
- Provide professional development for all faculty members on higher expectations for all students in Year 3-4
- Provide leadership training and facilitate the leadership team process for all faculty members

Efficiency

- Provide assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.
- Assist in the development of a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014, (TII schools must develop a 3 year plan)

**Targeted Inensive Improvement
TII Year 4 (Planning) & TII Year 5 (Restructuring)**

District and School

Academic Performance

Assess progress and continue implementation of best instructional strategies listed in *Targeted Improvement or Whole School Improvement as applicable*

Learning Environment

Provide targeted student services:

Provide state-approved SES and/or offer PSC as required by state and federal regulations

Post math and/or literacy AIP or IRI on-line

Provide quality professional development

Efficiency

Notify parents that the school is identified as (TI Year 1, 2, or 3), (WSI Year 1, 2, or 3) (TII Year 4 or 5), (WSII Year 4 or 5) or (SD) in accordance with state and federal regulations

Schedule and participate in a scholastic audit

Additional Options – Schools must implement at least one of the following additional interventions based on the year or consecutive years of improvement.

Extend the school year or school day for the school – TII/WSII Years 4 & 5.

Restructure the internal organization of the school - TII/WSII Years 4 & 5.

Create a school within a school to address the needs of the targeted subpopulation (must be approved by the ADE) - TII 4/5.

Reopen the school as a public charter school or multiple charters - TII 4/5.

Replace all or most of the school staff, including the building administrator TII/WSII Years 4 & 5.

Enter into a contract to have an outside entity operate the school (must be approved by the ADE) - TII/WSII Years 4 & 5.

Any other major restructuring of the school's governance arrangement (approved by the ADE - i.e. School Improvement Specialist) - TII/WSII Years 4 & 5.

State Technical Assistance

Academic Performance

Implement a Response-to Intervention Plan (Arkansas' Closing the Gap Model) that address curriculum, instruction, assessments and appropriate student interventions

Implement an ongoing, systematic and coherent assessment system

Implement with high-fidelity, proven academic programs that will enable all students to meet academic objectives

Learning Environment

Provide professional development for all faculty members on higher expectations for all students in Year 3-4

Provide leadership training and facilitate the leadership team process for all faculty members

Provide training based on the scholastic audit results for all faculty members

Assist with the design of a comprehensive instructional coaching plan that addresses classroom needs in deficit areas of math and/or literacy

Efficiency

Assist in the development of a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014, (TII schools must develop a 3 year plan)

Provide assistance in analyzing the "classroom walk through" data

Assist with the reallocation of available funding, to include state and federal funds, to implement the school improvement plan

**Whole School Intensive Improvement
WSII Year 4 (Planning) & WSII Year 5 (Restructuring)**

District and School

Academic Performance

Assess progress and continue implementation of best instructional strategies listed in *Targeted Improvement or Whole School Improvement as applicable*

Learning Environment

Provide targeted student services:

Provide state-approved SES and/or offer PSC as required by state and federal regulations

Post math and/or literacy AIP or IRI on-line

Provide quality professional development

Efficiency

Notify parents that the school is identified as (TI Year 1, 2, or 3), (WSI Year 1, 2, or 3) (TII Year 4 or 5), (WSII Year 4 or 5) or (SD) in accordance with state and federal regulations

Schedule and participate in a scholastic audit

Additional Options – Schools must implement at least one of the following additional interventions based on the year or consecutive years of improvement.

Extend the school year or school day for the school – TII/WSII Years 4 & 5.

Restructure the internal organization of the school - TII/WSII Years 4 & 5.

Create a school within a school to address the needs of the targeted subpopulation (must be approved by the ADE) - TII 4/5.

Reopen the school as a public charter school or multiple charters - TII 4/5.

Replace all or most of the school staff, including the building administrator TII/WSII Years 4 & 5.

Enter into a contract to have an outside entity operate the school (must be approved by the ADE) - TII/WSII Years 4 & 5.

Arrange for the ADE to take over operation of the school - WSII Year 5.

Any other major restructuring of the school's governance arrangement (approved by the ADE - **i.e. School Improvement Specialist**) - TII/WSII Years 4 & 5.

State Technical Assistance

Academic Performance

Implement a Response-to Intervention Plan (Arkansas' Closing the Gap Model) that address curriculum, instruction, assessments and appropriate student interventions

Implement an ongoing, systematic and coherent assessment system

Implement with high-fidelity, proven academic programs that will enable all students to meet academic objectives

Analyze a complete data set that examines both early childhood services and higher education entry and retention

Learning Environment

Provide professional development for all faculty members on higher expectations for all students in Year 3-4

Provide leadership training and facilitate the leadership team process for all faculty members

Provide training based on the scholastic audit results for all faculty members

Assist with the design of a comprehensive instructional coaching plan that addresses classroom needs in deficit areas of math and/or literacy

Efficiency

Implement a state-approved school turn-around model/plan.

Assist with the analysis of the "classroom walk through" data and design of effective intervention strategies

Assist with establishing a progress monitoring plan developed to track quarterly achievement with a monthly meeting of the schools' leadership team to plan and review progress in meeting goals

Assistance with analyzing the needs of the school and reallocating funds and resources (time, personnel, materials, etc) to meet improvement plans and a comprehensive turn around model of school reform

State Directed SD Year's 6 >
District and School
Efficiency
Notify parents that the school is identified as (TI Year 1, 2, or 3), (WSI Year 1, 2, or 3) (TII Year 4 or 5), (WSII Year 4 or 5) or (SD) in accordance with state and federal regulations
State Technical Assistance
State Directed**
Direct a school team to participate in a leadership institute during the summer
Determine how federal and state school improvement funds will be used. The ADE may defer programmatic funds or reduce administrative funds, if necessary
Replace school staff relevant to the failure of students meeting their AMO's, if necessary
Reallocate resources and provide professional development to fulfill the school's mandated plan using school district funds, if necessary
Determine the future of the schools status (charter, consolidation, closure, etc)
At the discretion of the Commissioner of Education, the state may assign a School Improvement (SI) Director