Crossett School District

9-24-13

ASCIP Peer Review Worksheet

School: _____

Date: __9/24/13__

1. Mission State clearly developed and communicated with all stakeholders. Revisited annually; revised as needed. Yes __✓__ NO __✓__
2. Building Priorities include:
   __✓__Math __✓__Literacy __✓__Wellness ___ ELL ___Scholastic Audit ___SpEd if triggered
3. Data (Needs Assessment) Not raw data but statements regarding the data.
   __✓__3 Years __✓__3 sources
   ___Trend Analysis of Weaknesses
   ___Raw Data Tables Not Required
   ?. ___Leave last year's 3 years of trend data and add a beginning trend statement for AMO
   __✓__Attendance ___Grad Rate ___ Scholastic Audit ___ CWT __✓__SAI
   Local data beyond state assessments recommended (interim assessments, ELD for ELL, Compass, DIBELS, and Parent Surveys)
4. ___ Goal Statements address weakness based on data analysis.
   ? 5. ___ Benchmark Statements reflect performance data for ALL STUDENJTS and for TAGG and indicate 2014 AMO.
6. __✓__All interventions have scientifically based research. __✓__Current Research (title, author, date)
7. __✓__Sub-pops addressed within actions
8. ACTIONS:
   __✓__Academic Improve Plan (AIP/IRI/IAIP)
   ___Alignment (curriculum, assessment, PD aligned horizontally, vertically and data reviewed)
   ___ Collaboration (groups involved-grade levels teams, ACSIP committees, BLT, PLC)
   __✓__Equity (addressed reducing disparity among all sub groups)
   __✓__Parental Engagement
       __✓__ Information packets 1-A
       ___ Parent Inv Meetings 1-B
       ___ Volunteer Resource Book 1-C
       ___ Resolving Parent Complaints (also in handbook) 1-D
       ___ WHS seminar to inform parents of HS students how to be involved in decision 1-E
       ___ Enable formation of PTA/PTO 1F
       ___ 2 Parent Teacher Conferences 1-H
       ___ Parent training on incorporating learning in the home 1-J

Title I Components:
- ✓ Parent Compact referenced
- ✓ A. Assistance to parents to understand child's progress
- ✓ B. Materials and training to help parents work with their children to improve
- ___ C. Educate staff on communication
- ___ D. Coordinate PI programs/activities
- ✓ E. Documents in parent language to the extent possible
- ✓ F. Provide other reasonable support to parents

Professional Development
- ✓ PD Actions are data driven
- ✓ 2 hours Parental Involvement
- ___ Autism
- ___ Anti-bully policy PD
- ___ Culturally diverse training
- ___ 2 Hours AR History
- ___ Autism
- ___ Anit-bully Policy PD
- ___ Culturally Diverse Training
- ___ Child Maltreatment
- ___ Ten Suicide Prevention

PROGRAM EVALUATION

_____ *Program eval (ACT 807 of 2007) is present for EACH intervention and/or program that will...*

____Ensue program/process is implemented as designed. *"Are you fully implementing what you planned? How can you verify this?"*

____Identify protocol for evaluating and adjusting program/process. (Rule 5.02.1) *What tool(s) of assessment will you use for evaluation of effectiveness? This could include periodic benchmarks (formative/interim/summative), (questionaires, observations, surveys, interviews)*

____At the end of each school year, provide evidence of the impact on student achievement (Rule 5.07) *Has the program been successful in attaining expected outcomes? How are results used for program improvement?*

SPECIAL EDUCATION:

____Special Education Priority- Actions meet the needs of all students. (WSD-not triggered for 2012)

TECHNOLOGY INCLUSION:

____Actions reflect how tech is used to support actions and are part of tech plan.

SCHOOL WIDE (ES,BR,WMS):

____Needs Assessment (SW 1)

____Schoolwide Reform Strategies. What programing outside of regular school programming is taking the place of SES? (SW 2)

____Instruction from HQT (SW 3)

____PD (SW 4)

____Recruiting and Maintaining of HQT and paras (SW 5)

____Parental Involvement (SW 6)

____Early Childhood transition activities (SW 7)

____Actions included that show teachers have voice in decision making (SW 8)

____Timely and Effective Remediation (SW 9)

____ Coordination and integration of funds and services (fed/state) provided within the school. (SW 10)

WELLNESS:

____Separate priority. Updates made.

SCHOLASTIC AUDIT:

____Scholastic Priority can be included in another priority (merge).

____Actions address audit findings

____In parenthesis the standard # and letter included. (LS suggested to focus on 4, 6, & 7 this year.)

UPDATES:

____Got rid of all references to corrective action, AYP, restructuring, SES, School Improvement Year>>)

____In evaluation action can make a statement "refer back to data field for supporting data".

____Left trend data from last year and added trends of 2012 weaknesses.

____Benchmark statements updated using ALL STUDENTS and TAGG performance data 2012 and AMO for 2013.

PEER REVIEW: Date _____

Each school should use this check sheet to review your plan prior to the peer review on September 24.

Signatures:

Crossett School District

9-24-13

ASCIP Peer Review Worksheet

School: _____ CES _____

Date: ___ 9/24/13 _____

1. Mission State clearly developed and communicated with all stakeholders. Revisited annually; revised as needed. Yes __X__ NO __X__
2. Building Priorities include:
   __X__Math __X__Literacy __X__Wellness __X__ELL ____Scholastic Audit ____SpEd if triggered
3. Data (Needs Assessment) Not raw data but statements regarding the data.
   __X__3 Years __X__3 sources
   __X__Trend Analysis of Weaknesses
   ____Raw Data Tables Not Required
   ? ____Leave last year's 3 years of trend data and add a beginning trend statement for AMO
   __X__Attendance ____Grad Rate ____Scholastic Audit ____CWT __X__SAI
   Local data beyond state assessments recommended (interim assessments, ELD for ELL, Compass, DIBELS, and Parent Surveys)
4. __X__Goal Statements address weakness based on data analysis.

? 5. ____ Benchmark Statements reflect performance data for ALL STUDENJTS and for TAGG and indicate 2014 AMO.
6. __X__ All interventions have scientifically based research. __X__Current Research (title, author, date)
7. __X__ Sub-pops addressed within actions
8. ACTIONS:
   __✓__Academic Improve Plan (AIP/IRI/IAIP)
   __✓__Alignment (curriculum, assessment, PD aligned horizontally, vertically and data reviewed)
   __✓__Collaboration (groups involved-grade levels teams, ACSIP committees, BLT, PLC)
   __✓__Equity (addressed reducing disparity among all sub groups)
   ____ Parental Engagement
       __✓__ Information packets 1-A
       ____ Parent Inv Meetings 1-B
       ____ Volunteer Resource Book 1-C
       ____ Resolving Parent Complaints (also in handbook) 1-D
       ____ WHS seminar to inform parents of HS students how to be involved in decision 1-E
       ____ Enable formation of PTA/PTO 1F
       __✓__ 2 Parent Teacher Conferences 1-H
       ____ Parent training on incorporating learning in the home 1-J

Title I Components:

_✓_ Parent Compact referenced

_✓_ A. Assistance to parents to understand child's progress

_✓_ B. Materials and training to help parents work with their children to improve

___ C. Educate staff on communication

___ D. Coordinate PI programs/activities

___ E. Documents in parent language to the extent possible

___ F. Provide other reasonable support to parents

Professional Development

___ PD Actions are data driven

___ 2 hours Parental Involvement

___ Autism

___ Anti-bully policy PD

___ Culturally diverse training

___ 2 Hours AR History

___ Autism

___ Anit-bully Policy PD

___ Culturally Diverse Training

___ Child Maltreatment

___ Ten Suicide Prevention

PROGRAM EVALUATION

_____ *Program eval (ACT 807 of 2007) is present for EACH intervention and/or program that will...*

___Ensue program/process is implemented as designed. *"Are you fully implementing what you planned? How can you verify this?"*

___Identify protocol for evaluating and adjusting program/process. (Rule 5.02.1) *What tool(s) of assessment will you use for evaluation of effectiveness? This could include periodic benchmarks (formative/interim/summative), (questionaires, observations, surveys, interviews)*

___At the end of each school year, provide evidence of the impact on student achievement (Rule 5.07) *Has the program been successful in attaining expected outcomes? How are results used for program improvement?*

SPECIAL EDUCATION:

___Special Education Priority- Actions meet the needs of all students. (WSD-not triggered for 2012)

TECHNOLOGY INCLUSION:

___Actions reflect how tech is used to support actions and are part of tech plan.

SCHOOL WIDE (ES,BR,WMS):

___Needs Assessment (SW 1)

___Schoolwide Reform Strategies. What programing outside of regular school programming is taking the place of SES? (SW 2)

___Instruction from HQT (SW 3)

___PD (SW 4)

___Recruiting and Maintaining of HQT and paras (SW 5)

___Parental Involvement (SW 6)

___Early Childhood transition activities (SW 7)

___Actions included that show teachers have voice in decision making (SW 8)

___Timely and Effective Remediation (SW 9)

___ Coordination and integration of funds and services (fed/state) provided within the school. (SW 10)

WELLNESS:

___Separate priority. Updates made.

SCHOLASTIC AUDIT:

___Scholastic Priority can be included in another priority (merge).

___Actions address audit findings

___In parenthesis the standard # and letter included. (LS suggested to focus on 4, 6, & 7 this year.)

UPDATES:

___Got rid of all references to corrective action, AYP, restructuring, SES, School Improvement Year>>)

___In evaluation action can make a statement "refer back to data field for supporting data".
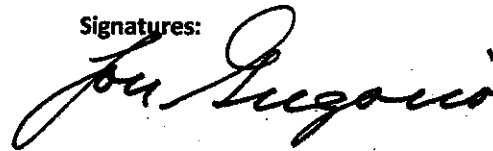
___Left trend data from last year and added trends of 2012 weaknesses.

___Benchmark statements updated using ALL STUDENTS and TAGG performance data 2012 and AMO for 2013.

PEER REVIEW: Date _____

Each school should use this check sheet to review your plan prior to the peer review on September 24.

Signatures: _[signature]_

Spelling errors circled in plan

Crossett School District

9-24-13

ASCIP Peer Review Worksheet

School: ~~Crossett Elem. School~~

Date: _____ 9-24-13 _____

1. Mission State clearly developed and communicated with all stakeholders. Revisited annually; revised as needed. Yes ___✓___ NO __X__
2. Building Priorities include: *p-1 Priorities numbered incorrectly.*
   __✓__Math __✓__Literacy __✓__Wellness __✓__ELL ____Scholastic Audit __?__SpEd if triggered *??*
3. Data (Needs Assessment) Not raw data but statements regarding the data. *p-5 p.* ↗ *??*
   __✓__3 Years __✓__3 sources *yes lit. math has only 2 sources of data*
   __✓__Trend Analysis of Weaknesses *well – no for BM I + ELLA*
   __✓__Raw Data Tables Not Required
   __?__Leave last year's 3 years of trend data and add a beginning <u>trend statement</u> for AMO *I don't see it*
   __✓__Attendance ____Grad Rate ____ Scholastic Audit ____ CWT ____SAI
   Local data beyond state assessments recommended (interim assessments, <u>ELD</u> for ELL, Compass, DIBELS, and Parent Surveys) *I don't see them* ↗
4. __✓__Goal Statements address weakness based on data analysis.
5. __✓__Benchmark Statements reflect performance data for ALL STUDENJTS and for TAGG and indicate 2014 AMO. *p-5 missing words?   only for lit + math*
6. __✓__All interventions have scientifically based research. __✓__Current Research (title, author, date) *p.31 2007 - Too Old*
7. __X__ Sub-pops addressed within actions *ELL A, SPED, African Amer. ????*
8. ACTIONS:
   __✓__Academic Improve Plan (AIP/IRI/IAIP)
   __✓__Alignment (curriculum, assessment, PD aligned horizontally, vertically and data reviewed)
   __✓__Collaboration (groups involved-grade levels teams, ACSIP committees, BLT, PLC)
   __✓__Equity (addressed reducing disparity among all sub groups)
   ____ Parental Engagement
   __✓__Information packets 1-A
   __✓__Parent Inv Meetings 1-B
   __✓__Volunteer Resource Book 1-C
   __?__Resolving Parent Complaints (also in handbook) 1-D
   __NA__ WHS seminar to inform parents of HS students how to be involved in decision 1-E
   __?__Enable formation of PTA/PTO 1F
   __✓__2 Parent Teacher Conferences 1-H
   __✓__Parent training on incorporating learning in the home 1-J

Title I Components:

___?___ Parent Compact referenced

___✓___ A. Assistance to parents to understand child's progress

___✓___ B. Materials and training to help parents work with their children to improve

___✓___ C. Educate staff on communication

___?___ D. Coordinate PI programs/activities

___✓___ E. Documents in parent language to the extent possible

___✓___ F. Provide other reasonable support to parents

Professional Development

___✓___ PD Actions are data driven

___✓___ 2 hours Parental Involvement

_____ Autism

_____ Anti-bully policy PD

_____ Culturally diverse training

___✓___ 2 Hours AR History

_____ Autism

_____ Anit-bully Policy PD

_____ Culturally Diverse Training

_____ Child Maltreatment

_____ Ten Suicide Prevention

Action type missing
from → Actions p. 22.
→ Actions p. 11

PROGRAM EVALUATION

_____ *Program eval (ACT 807 of 2007) is present for EACH intervention and/or program that will...*

_____ Ensue program/process is implemented as designed. *"Are you fully implementing what you planned? How can you verify this?"*

_____ Identify protocol for evaluating and adjusting program/process. (Rule 5.02.1) *What tool(s) of assessment will you use for evaluation of effectiveness? This could include periodic benchmarks (formative/interim/summative), (questionaires, observations, surveys, interviews)*

_____ At the end of each school year, provide evidence of the impact on student achievement (Rule 5.07) *Has the program been successful in attaining expected outcomes? How are results used for program improvement?*

SPECIAL EDUCATION:

_____ Special Education Priority- Actions meet the needs of all students. (WSD-not triggered for 2012)

TECHNOLOGY INCLUSION:

_____ Actions reflect how tech is used to support actions and are part of tech plan.

SCHOOLWIDE (ES,BR,WMS):

_____ Needs Assessment (SW 1)

_____ Schoolwide Reform Strategies. What programing outside of regular school programming is taking the place of SES? (SW 2)

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_____ Timely and Effective Remediation (SW 9)

_____ Coordination and integration of funds and services (fed/state) provided within the school. (SW 10)

WELLNESS:

_____ Separate priority. Updates made.

SCHOLASTIC AUDIT:

_____ Scholastic Priority can be included in another priority (merge).

_____ Actions address audit findings

_____ In parenthesis the standard # and letter included. (LS suggested to focus on 4, 6, & 7 this year.)

UPDATES:

_____ Got rid of all references to corrective action, AYP, restructuring, SES, School Improvement Year>>)

_____ In evaluation action can make a statement "refer back to data field for supporting data".

_____ Left trend data from last year and added trends of 2012 weaknesses.

_____ Benchmark statements updated using ALL STUDENTS and TAGG performance data 2012 and AMO for 2013.

PEER REVIEW: Date _____

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Signatures: *Chane Lodl*

P. 18 No more 6 grade _____

Crossett School District

9-24-13

ASCIP Peer Review Worksheet

School: CES

Date: 9-24-13

1. Mission State clearly developed and communicated with all stakeholders. Revisited annually; revised as needed. Yes ✓ NO _____
2. Building Priorities include:
   ✓Math ✓Literacy ✓Wellness ✓ELL N/A Scholastic Audit ___SpEd if triggered
3. Data (Needs Assessment) Not raw data but statements regarding the data.
   ✓3 Years ✓3 sources B/M; NR, Attendance   all data needs to
   ___Trend Analysis of Weaknesses   be updated
   ___Raw Data Tables Not Required
   ✓Leave last year's 3 years of trend data and add a beginning trend statement for AMO
   ✓Attendance N/A Grad Rate ___ Scholastic Audit N/A CWT ✓SAI
   Local data beyond state assessments recommended (interim assessments, ELD for ELL, Compass, DIBELS, and Parent Surveys)
4. ✓Goal Statements address weakness based on data analysis.
5. NO Benchmark Statements reflect performance data for ALL STUDENTS and for TAGG and indicate 2014 AMO.
6. ✓All interventions have scientifically based research. ✓Current Research (title, author, date)
   Need to review for next year.
7. ✓ Sub-pops addressed within actions
8. ACTIONS:
   ✓Academic Improve Plan (AIP/IRI/IAIP)
   ✓Alignment (curriculum, assessment, PD aligned horizontally, vertically and data reviewed)
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       ✓Enable formation of PTA/PTO 1F
       ✓2 Parent Teacher Conferences 1-H
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Title I Components:

    ✓ Parent Compact referenced

    ✓ A. Assistance to parents to understand child's progress

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    ✓ E. Documents in parent language to the extent possible

    ✓ F. Provide other reasonable support to parents

Professional Development

✓ PD Actions are data driven

___ 2 hours Parental Involvement

___ Autism

___ Anti-bully policy PD

___ Culturally diverse training

___ 2 Hours AR History

___ Autism

___ Anit-bully Policy PD

___ Culturally Diverse Training

✓ Child Maltreatment

___ Ten Suicide Prevention

others not required

PROGRAM EVALUATION

_✓ **Program eval (ACT 807 of 2007) is present for _EACH intervention and/or program_ that will...**_

___Ensue program/process is implemented as designed. _"Are you fully implementing what you planned? How can you verify this?"_

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SPECIAL EDUCATION:

N X_Special Education Priority- Actions meet the needs of all students. (SPED-not triggered for 2012)

TECHNOLOGY INCLUSION:

✓_Actions reflect how tech is used to support actions and are part of tech plan.

SCHOOL WIDE (ES,BR,WMS):

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___Schoolwide Reform Strategies. What programing outside of regular school programming is taking the place of SES? (SW 2)

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WELLNESS:

✓_Separate priority. Updates made.

SCHOLASTIC AUDIT:

___Scholastic Priority can be included in another priority (merge).

___Actions address audit findings

___In parenthesis the standard # and letter included. (LS suggested to focus on 4, 6, & 7 this year.) N/A

UPDATES:

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PEER REVIEW: Date _9/24/13_

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Signatures:

[signature: Barbara Larson]