

Crossett School District

9-24-13

ASCIP Peer Review Worksheet

School: CHS

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 STUDENTS and for TAGG and indicate 2014 AMO.

6. All interventions have scientifically based research. Current Research (title, author, date)
Check dates for new plan

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

Needs 12-13

Add: TESS

Title I Components:

*N/A
to
CHS*

- 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

add Child Maltreatment *for this year*

PROGRAM EVALUATION

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

 Ensure 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), (questionnaires, 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 (ESSENTIALS):

 Needs Assessment (SW 1)
 Schoolwide Reform Strategies. What programming 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 9/24/13

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

Signatures:

Sam Perry
Vicki Dodd
Alicia Brown