

# Crossett School District

9-24-13

## ASCIP Peer Review Worksheet

School: ~~\_\_\_\_\_~~ ~~\_\_\_\_\_~~ CMS

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)
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

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p. 9 AR Leadership Academy  
p. 12 Pathwise Training

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)

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

2012 Data Needed  
2013

needs updated data

CHS

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*Add*

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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 *need DWA,*  
 Trend Analysis of Weaknesses *need updates.*  
 Raw Data Tables Not Required *some updated.*

Leave last year's 3 years of trend data and add a beginning trend statement for AMO *needed*

Attendance *NA* Grad Rate  Scholastic Audit  CWT  SAI

Local data beyond state assessments recommended (interim assessments, ELD for ELL, Compass, DIBELS, and Parent Surveys)  *TLI* ELDA

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) *(many, many 2007, 2008)*

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

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*NA*  HS 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

*change Par TIPS  
Facilitator  
to Title I.*

Title I Components:

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Professional Development

- PD Actions are data driven
  - 2 hours Parental Involvement
  - NA Autism
  - NA Anti-bully policy PD
  - Culturally diverse training
  - 2 Hours AR History
  - NA Autism
  - NA Anit-bully Policy PD
  - NA Culturally Diverse Training
  - Child Maltreatment — Put in Wellness - 2 hrs. Begin of year.
  - NA Ten Suicide Prevention
- TESS needed in all plans

**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? *Summative*

**SPECIAL EDUCATION:**

*N/A* 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 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 *need data updates*

**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:**

*Damon Dean*