ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
TITLE I, SECTION 1003(g)

DRAFT

Trusty

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A -1: LEA Contact Information and Certification

LEA Name: Trusty Elementary School	
Mailing Address (Street, P.O. Box, City/Zip) 3300 Harris Avenue Fort Smith 72904-4228	**Starting Date** August 2010
Name, title and phone number of authorized contact person: Dr. Kellie Cohen, Director of Student Achievement and Accountability 479-784-8182	**Ending Date** July 2013
Amount of funds requested: 2,000,000	**Number of schools to be served:** 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 8/24/2009 (Date).

Signature: Benny L Brooks
Superintendent of Schools

Date: August 16, 2010

AND Superintendent is designated Board Representative
Signature: _____
Designated Board Representative

Date: _____

Both signatures required ONLY if the Superintendent is not the Designated Board Representative

ADE USE ONLY

Date Received: _____ Obligation Amount: _____

Reviewer Signature: _____ Approval Date: _____

Reviewer Signature: _____ Approval Date: _____

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Trusty

Regular School Board Meeting
August 24, 2009
5:30 p.m

PRESENT:

Ms. Jeannie Cole, president, called the meeting to order. Other Board members present were Ms. Shannon Blatt, Dr. David Hunton, Ms. Barbara Hathcock, Yvonne Keaton-Martin, Dr. Deanie Mehl, and Mr. Wyman R. Wade, Jr. Dr. Benny Gooden, Superintendent, Dr. Gordon Floyd, Deputy Superintendent and Ms. Carolyn Kincaid, executive secretary were also present.

The pledge of allegiance was recited and Ms. Keaton-Martin gave the invocation.

Ms. Blatt made a motion, seconded by Mr. Wade, to approve the minutes of the July 27, 2009 regular school board meeting. The vote for approval was 6/0.

SUPERINTENDENT'S REPORT:

Dr. Benny Gooden yielded to Dr. Gordon Floyd to review the professional staff recommendations.

Resignation
Amanda Thompson

Ms. Blatt made a motion, seconded by Dr. Mehl, to approve the resignation. The vote for approval was 6/0.

Recommendation for Employment
Maureen L. Austin

Ms. Keaton-Martin made a motion, seconded by Ms. Hathcock, to approve the recommendation for employment. The vote for approval was 6/0.

Dr. David Hunton arrived.

Dr. Gooden noted that enrollment for the 2009-10 school year is down slightly. The Arkansas Department of Education has moved the date two weeks forward for children entering kindergarten and this accounts for the drop in kindergarten enrollment. Enrollment in the junior high and high schools is up with Southside, Chaffin, Kimmons and Ramsey closed for transfers. He noted that there have been 237 students transferred due to class size and that two teachers have been reassigned. The enrollment for today, August 24, is 13,704.

Trusty

FINANCE COMMITTEE REPORT:

Ms. Cole recognized Dr. Mehl for the Finance Committee Report.

Ms. Blatt made a motion, seconded by Ms. Keaton-Martin, to approve the July 31, 2009 financial report. The vote for approval was 7/0.

Dr. Mehl made a Committee recommendation to approve the 2009-2010 Fort Smith Public Schools Budget and for electronic data submission to the Arkansas Department of Education. The vote for approval was 7/0.

Dr. Mehl made a Committee recommendation to approve Dr. Gooden to make application for all federal/state funds and to serve as the authorized representative for these programs. The vote for approval was 7/0.

Dr. Mehl made a Committee recommendation to approve contracts for services for children with disabilities. The contracts are with Vista Health of Barling, Horizon-Western Arkansas Counseling and Guidance Center and Brownwood School, Inc. Individual providers are Dr. Nancy Powell, Ms. Becky Hartsfield, and Dr. Ron McInroe. The vote for approval was 7/0.

PROPERTIES COMMITTEE REPORT:

Ms. Cole recognized Ms. Hathcock for the Properties Committee Report.

Ms. Hathcock made a Committee recommendation to approve Stimulus Project change orders. These are changes in building projects being made with ARRA funds. A list of the changes are attached. The vote for approval was 7/0.

Ms. Hathcock made a Committee recommendation to approve Hobbs Construction Company, the low bidder, for $517,000 for renovation of property located on Rogers Avenue across from Northside High School. The vote for approval was 7/0.

Ms. Hathcock made a Committee recommendation to approve Dr. Gooden to enter into a purchasing agreement for property located at 100 North 23rd street (Rogers Avenue, 23rd and "B" streets). The vote for approval was 7/0.

PERSONNEL Report.

Ms. Cole recognized Mr. Wade for the Personnel Committee

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COMMITTEE REPORT

Mr. Wade made a Committee recommendation to approve a list of employee ethics disclosures as required by Act 1599. Dr. Gooden read the list aloud. The vote for approval was 7/0. (A copy of the list is attached).

Mr. Wade yielded to Dr. Hunton.

Dr. Hunton stated that the Board had expressed a desire to name the Southside High School Stadium in honor of Mr. Jim Rowland, Director of Athletics and Student Activities. Dr. Hunton read aloud a resolution prepared by Dr. Gooden. Dr. Hunton made a motion, seconded by Ms. Hathcock, to approve a resolution to designate the stadium at Southside High School to be known as the "Jim Rowland Stadium." The vote for approval was 7/0. The stadium will be dedicated on October 2 at the Southside v. Bentonville game.

BOARD MEMBERS FORUM:

Ms. Hathcock welcomed Mr. Warren to his first board meeting as Director of Finance. She also congratulated Dr. Michael Farrell and his family being named by Mayor Baker as Family of the Year.

Dr. Mehl also commended Mr. Ellison on the completion of the Southside High School parking lot before school started. Dr. Hunton noted that the front of Southside High School is a significant improvement.

Ms. Cole noted that she had a letter from Dr. Layton Jackson and that he was concerned with the curriculum taught in elementary classrooms after seeing Pike math test scores.

Ms. Cole also noted that she had communicated with members of the Fort Smith Classroom Teachers Association regarding several issues they would like addressed, i.e., curriculum issues, elementary speller list, being able to have a self evaluation of themselves, and a teacher being able to evaluate paraprofessionals, paperwork volume, and having a shredder in all classrooms. Ms. Cole indicated that the Classroom Teachers Association also noted the absence of spelling books in the classroom. Dr. Gooden noted that teachers now use a word list that is associated with other curriculum material the students use. Ms. Cole said that the CTA suggested perhaps there were gaps in the curriculum.

CITIZEN PARTICIPATION:

There was no one present for citizen participation.

ADJOURN:

There was no further business and the meeting adjourned at 6:10 p.m.

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Ms. Jeannie Cole, President

Ms. Shannon Blatt, Secretary

Trusty

SECTION A -2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I and II schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

Prior to selecting an Intervention Model, the LEA must complete all of section B.

SCHOOL NAME	NCES ID#	GRADES SERVED	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Trusty Elementary School	0506330	K-6	X						X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

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Step 1 - Develop a Profile of the School's Context

Name of School: Trusty Elementary School **LEA #:** 6601019

Context

1. Grade levels (e.g., 9-12): ~~K-6~~

2. Total Enrollment: ~~365~~

3. % Free/Reduced Lunch: 94.6%

4. % Special Education Students: ~~10.5%~~

5. % English Language Learners: 48%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

Spanish

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Trusty Elementary School:
Highly impoverished.
Highly mobile.
High Latino population with a lesser population of Asian, African American, Laotian, Vietnamese and Caucasian students.
Older neighborhoods with home values reflecting age and market value of location.
Housing Authority has completed Phase 1 of a subsidized housing project. Phase 2 of the unit is due to be ready for occupancy in September 2010, with all units being complete in December. The Housing Authority has also purchased three acres within walking distance of the school on which they will build six single family homes.
No major industry is located in Trusty attendance area. A distribution center for packaging is located across the street.
Businesses mainly small, family owned and operated such as; furniture, hardware store, restaurant, grocery store, and apartment complexes. These complexes rent by the week or month. Most of the complexes are of poor quality. An old building which once housed a furniture manufacturing plant is across the street from the school. A Methodist church is two blocks from the school.

8. List the feeder schools and/or recipient schools that supply or receive **most** of this school's

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Trusty

students:

Feeder Schools:
Head Start/Pre-School - Howard Elementary School
Morrison Elementary School

Recipient Schools:
Kimmons Junior High School

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9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Sarah Lavey, Principal	See Attached	2	2	26

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

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Saray Lavey, Principal Trusty Elementary School

- Knowledgeable of the Arkansas Content Standards
- Participates in Curriculum Map planning at the District Level
- Knowledgeable of the RTI process
- Participates in high quality professional development at the district level as well as out-of-district
- Encourages teachers to enroll in professional development which will result in student growth such as CGI, SIOP, etc.
- Conducts building wide sweeps on a daily basis in every classroom
- Conducts classroom walkthroughs in every classroom once weekly and provides feedback to individual teachers
- Implemented Bell Ringer's using Benchmark released items, TLI items, or items that mirror state objectives as a daily instructional tool
- Expects bell-to-bell instruction, monitored through sweeps
- Analyzes multiple sources of data to ensure flexible grouping and placement of students
- Worked with JBHM and staff members to develop a Schoolwide Behavior Management Plan to ensure students know the 5 rules of the school and what each rule looks like and sounds like in any arena of the school. This has resulted in a sharp decrease in the number of office referrals and out of school suspensions.
- For example, in the 2008-2009 school year there were 27 out-of-school suspensions compared to 9 in the 2009-2010 school year.
- Sends home announcements in Spanish and English
- Plans Math/Literacy night to be a joint effort on the same night to serve parents that have none or limited private means of transportation
- Focused on building a strong bond between school, home, and community

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TRUSTY:
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Arkansas
DEPARTMENT OF EDUCATION
TEACHER'S LICENSE

SARAH LOU LAVEY	MASTER'S
	VALID FROM: 01/01/2000 VALID TO: 12/31/2010

CODE	TEACHING AREA	TYPE	GRADE LEVEL
184	ELEMENTARY 1-6	STANDARD TEN YEAR	01 -06
402	ELEMENTARY PRINCIPAL	STANDARD TEN YEAR	K -09
	--Invalid Below this line--		

Raymond Simon
DIRECTOR - DEPARTMENT OF EDUCATION

Ron Tolson
COORDINATOR - LICENSURE

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KELLIE ANN BOCK COHEN

PROFESSIONAL EXPERIENCE:

July 2001 - Present
Fort Smith Public Schools
Fort Smith, Arkansas

Director of Student Achievement and Accountability
Responsible for the administration and supervision of comprehensive instructional programs which include, Title I, English Language Acquisition, Parents As Teachers, Early Childhood Education initiatives, Parent Involvement, Academic Improvement Plans, District/school-level ACSIP, services for Homeless, Indian, Migrant and Special Education students. Our department is also responsible for analysis and distribution of criterion and norm-referenced assessment data, the creation and distribution of K-12 quarterly Benchmark performance exams, K-12 literacy and mathematics instruction and compliance with NCLB mandates. These programs represent over 22 budgets exceeding $15 million.

August 1994 - June 2001
Fort Smith Public Schools
Fort Smith, Arkansas

Director of Special Education
Responsible for the administration and supervision of special education services for approximately 1,600 students with disabilities.

January 1993 - July 1994
Arkansas Department of Education
Special Education Division
Little Rock, Arkansas

Area Supervisor, Arkansas Department of Education, Special Education Division
Responsibilities included monitoring the special education programs of thirty-four school districts in the west-central region of Arkansas to ensure compliance with state and federal regulations and to provide technical assistance for program enhancement.

July 1991 - December 1992
Bryant Special Education Cooperative
Bryant, Arkansas

Assistant Special Education Supervisor,
Bryant, Bauxite, Harmony Grove and Paron School Districts
Provided supervision for the K-12 special education programs of four school districts.

August 1989 - July 1991
Dallas Independent School District
Dallas, Texas

Exemplary Center for Reading Instruction, Supervisor/Dyslexia Specialist
Supervisory responsibility for the implementation of a Dallas Independent School District PK-12 instructional program used by approximately 450 general and special education teachers; coordinator of district dyslexia services and training programs.

August 1987 - May 1989
Dallas Independent School District
Dallas, Texas

Educational Diagnostician
Provided for the assessment of and program planning for students with mild to severe disabilities, which included early childhood, autism, and classes for students who were emotionally or behaviorally disturbed.

August 1982 - May 1987
Dallas Independent School District
Dallas, Texas

Special Education Teacher
Provided special education services for students in kindergarten through sixth grade. Selected to train general and special education K-12 teachers and administrators in reading and writing instruction, August 1983 - July 1991.

EDUCATION:

Ph.D., 1991	University of North Texas - Denton, Texas
Major/Minor	Educational Administration/Special Education
M.Ed., 1988	University of North Texas - Denton, Texas
Major/Minor	Public School Administration/Special Education
M.Ed., 1985	University of North Texas - Denton, Texas
Major/Minor	Elementary Counseling/Psychology
B.S.E., 1982	Henderson State University - Arkadelphia, Arkansas
Major/Minor	Elementary Education/Special Education

Areas of Certification:
1-6 Elementary, Mildly Handicapped K-12, Educational Examiner, Guidance Elementary, Special Education Supervisor, School Psychology Specialist, Elementary Principal, Administrator, Reading Specialist K-12, English as a Second Language

PROFESSIONAL ORGANIZATIONS:

Phi Delta Kappa
Arkansas Association of Special Education Administrators, Board Member
Arkansas Association of Federal Coordinators, past Board Member
Council for Exceptional Children
Arkansas Disability Coalition
Arkansas Association for Supervision and Curriculum Development
International Reading Association
Arkansas Reading Association
National Association of Federal Education Program Administrators
Arkansas Teachers of English to Speakers of Other Languages

References and professional honors available upon request.

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Administrators:

Department Directors - evaluated by a committee including the Superintendent 1 time per year
Department Supervisors - evaluated by Department Directors 1 time per year

Principals - evaluated by the Director of Elementary Education 1 time per year

All Principals submit a Professional Growth Plan each year. In developing the PGP, principals address their strengths and weaknesses and develop their goal for the next school year. Central Office Staff discuss their progress toward goals, accomplishment for the year, and any problems they may have encountered in meeting those goals. A district evaluation team reviews the plan during an annual summative evaluation conference with the principal.

Each quarter the Principal will meet with central office staff to review student achievement, attendance, and behavioral data. This data is analyzed for each sub-population. Additionally, the Central Office Support Team (COST) conducts regular classroom observations and school walkthroughs and provides feedback to the building principal.

See the following attachments:
Principal Professional Growth Plan
Principals Professional Development
School/Teacher Performance Rubric
Administrator Evaluation Forms

Additionally, the evaluation of the school principal will include data relative to the students' academic performance.

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11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

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FORT SMITH PUBLIC SCHOOLS
PROFESSIONAL GROWTH PLAN

P-4

Principal Sarah Lavey ***School Year*** 2010-2011

Present School Assignment Trusty

Evaluatee: *Please submit this form to your evaluator within two (2) weeks after your evaluation conference. Submit a separate form for each job improvement goal.*

I. State specific improvement goal to be achieved and approximate time frame:

During the 2010-11 school year I will strengthen my skills as an instructional leader.
(Timeline: August 2010-June 2011)

II. Identify process by which plan will be achieved:

I will develop an action plan based on five essential elements of school improvement. These actions are necessary in order to assist my teachers in making behavioral and instructional changes for increased student achievement. Professional development is for both me and my staff to strengthen my leadership skills and their instructional skills. I will become a more effective instructional leader; they will become teacher leaders.
(See attached)

III. How will the achievement of the plan be measured?

Achievement of the plan will be measured by the following:

- Improved student test scores
- Teachers' increased knowledge and use of high yield strategies, differentiated instruction, and comprehensiveness of lesson plans documented through building walk-throughs and classroom observations
- Log of professional development offered at Trusty
- Log of professional development opportunities I have participated in

IV. Please indicate below what staff development activity(ies) would best address your Professional Growth Plan:

(List staff development activities such as classroom management, PET, college courses, etc.)

SIOP	JBHM ELL strategies	BWT + Classroom Observations
Curriculum Integration	Data Analysis	Positive Behavior Support (PBS)
Culture differences of students	Time Management	Student Engagement
Instructional Strategies for: Math, Literacy, Science		

Evaluatee's Signature **Date** **Evaluator's Signature** **Date**

V. Date goal achieved _____

Comments:

3 copies: *Superintendent (original), Evaluator, Evaluatee*

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FORT SMITH PUBLIC SCHOOLS
PROFESSIONAL GROWTH PLAN
ACTION STEPS

P-4 cont'

Principal Sarah Lavey ***School Year*** 2010-2011

Present School Assignment Trusty

Guaranteed Essential Curriculum	*Maximizing Academic Learning Time*	*Providing a Culture and Climate Conducive to Learning*	*Monitoring Student Achievement*	*Promoting Professional Practice* *(PD needed for principal and teachers)*
Increase knowledge of standards and objectives	Ensure that interruptions are kept to bare minimum	Implement building-wide management plan (Positive Behavior Support - PBS)	Know performance levels of all students on Benchmark and TLIs	❖ SIOP ❖ JBHM ELL strategies ❖ Comprehensive lesson plans
Review and monitor the use of instructional focus calendar	Monitor for bell to bell instruction	Become familiar with sub-populations and the students' performance on assessments	Monitor student performance; guide teachers through data analysis and application	❖ Building walk-throughs ❖ Classroom observations ❖ Student engagement
Increase knowledge of resources needed to teach the GEC	Ensure use of released test items for daily bell ringers	Welcome community and parents as an essential part of Trusty	Provide classroom assessment resources	❖ Curriculum integration ❖ Instructional strategies: Math, Literacy, Science
Ensure that comprehensive lesson plans are created and available for review	Implement classroom management plan	Understand diverse cultures in the community	Ensure that formative assessments are available for review	❖ Data analysis ❖ Classroom assessment resources ❖ Rubrics
Support and monitor Integration of curricula	Develop schedules and transitions to maximize learning time	Schedule special education students and teacher first to maximize inclusion and collaboration	Promote the use of rubrics for assessment of students' work	❖ Bell ringers ❖ Positive Behavior Support (PBS)
		Promote and support a co-teaching model providing opportunities for teacher collaboration		❖ Cultural differences of students ❖ Parent involvement

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STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

SCHOOL YEAR: 2006

DATE	WORKSHOP	LOCATION	HOURS	C
08/02/2002	AAEA SUMMER CONFERENCE	LITTLE ROCK	6.00	O
02/20/2005	ARKANSAS HISTORY	TILLES	2.00	AH
06/07/2005	CLASSROOM MANAGE FOR PRINCIPAL	ROGERS CENTER	6.00	O
06/17/2005	C.E.R.T.	SUTTON	17.00	O
06/27/2005	PEBC SUMMER INSTW/ELLIN KEENE	LAKEWOOD, COLORADO	18.00	O
07/10/2005	TEST, DID YOU SAY TEST?	ROGERS CENTER	2.00	O
07/19/2005	SURVIVAL SPANISH FOR EDUCATORS	SOUTHSIDE	6.00	O
07/20/2005	SURVIVAL SPANISH FOR EDUCATORS	SOUTHSIDE	6.00	O
07/25/2005	PENT SOFTWARE FOR ADMINISTRATO	RAMSEY	4.00	TO
07/27/2005	MEDICATION ADMIN AT SCHOOL	WOODS	2.50	O
07/28/2005	FISH FOR SCHOOLS	SOUTHSIDE	6.50	O
07/29/2005	WORKING W/DIFF/MARGINAL TEACHE	ROGERS CENTER	7.00	O
08/12/2005	FISH/ACSIP	TILLES ELEMENTARY	3.00	B
08/15/2005	"CHAMPS" P.M. SESSION	RAMSEY	3.00	B
08/15/2005	"CHAMPS" A.M. SESSION	RAMSEY	3.50	B
08/16/2005	SPELLING/LITERACY	TILLES	1.00	B
08/16/2005	MATH/LITERACY TASK FORCE UPDAT	SUNNYMEDE	1.00	O
08/16/2005	WORD JOURNEYS GR LEVEL MTG	SUNNYMEDE	3.00	O
08/17/2005	PARENTAL INVOLVEMENT	ROGERS CENTER	3.00	PI
08/17/2005	CHAMPS/SBC HI YIELDSTRAT/ACSIP	TILLES ELEMENTARY	3.00	B
09/07/2005	STATEWIDE PI CONFERENCE	LITTLE ROCK	14.00	PI
09/16/2005	MATH TASK FORCE MEETING	PARKER CENTER	3.50	O
10/11/2005	PATHWISE TRNG FOR ADMINISTRATO	ROGERS CENTER	8.00	O
10/12/2005	BASIC GROUPWISE TRAINING	ROGERS CENTER	1.50	TO
10/28/2005	BOARDMAKER	TILLES ELEMENTARY	1.00	TB
10/28/2005	SETTING VISION/MISSION	TILLES ELEMENTARY	3.00	B
11/04/2005	HIGH YIELD STRATEGIES	TILLES ELEMENTARY	3.00	B
11/04/2005	DATA DISAGGREGATION	TILLES ELEMENTARY	3.00	DD
01/26/2006	MATH TASK FORCE	PARKER CENTER	6.00	O
02/20/2006	CLASSROOM MANAGEMENT	TILLES	2.00	B
02/20/2006	BULLYING	TILLES	1.00	B
02/20/2006	TEST SECURITY	TILLES	1.00	B
04/07/2006	ADMINISTRATOR FINANCIAL TRAINI	ROGERS CENTER	2.00	FM
04/21/2006	ADMINISTRATOR FINANCIAL TRAIN	ROGERS CENTER	2.00	FM
04/28/2006	SUPPORTING MATH INSTRUCTION	ROGERS CENTER	7.00	O
05/16/2006	MATH TASK FORCE	PARKER CENTER	6.50	O
05/16/2006	COGNOS TRAINING	ROGERS CENTER	1.00	TO
		TOTAL:	169.00	

OFF:	24.50	ON:	137.50		
*TECH:	7.50	*PARENT:	17.00	*AR HIST:	2.00
FIN MGMT:	4.00	DAT DIS:	3.00	*ETHICS:	.00
FIN MGMT/TECH:	.00	LOTTERY:	.00		

Technology, Parent Involvement, Arkansas History, & Ethics are listed separately for your convenience; however, they are included in the appropriate On or Off contract totals. Financial Management/Technology combined training is included in both categories; however, it is only counted once in the total.

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STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

SCHOOL YEAR: 2007

DATE	WORKSHOP	LOCATION	HOURS	C
08/11/2005	SETTING A VISION FOR FSPS	PIKE	2.00	B
06/05/2006	MATH TASK FORCE	PARKER CENTER	6.50	O
06/06/2006	PARTNERS IN ED LUNCHEON	HOLIDAY IN FORT SMIT	2.00	O
06/12/2006	TODD WHITAKER	ALMA PERFORMING ARTS	6.00	O
06/26/2006	PEBC SUMMER INSTITUTE/D.MILLER	DENVER, COLORADO	20.00	O
07/03/2006	INTRODUCTION TO EXCEL	ADULT ED CENTER	16.00	TO
07/20/2006	ADMINISTRATOR FINANCIAL TRAINI	SERVICE CENTER	4.00	FM
07/24/2006	OVERVIEW OF HOMELESSNESS	ROGERS CENTER	1.50	O
07/25/2006	PRINCIPAL VIEWER/TOOLBOX	ROGERS CENTER	3.50	TO
07/27/2006	MEDS ADMIN AT SCHOOL	WOODS	2.50	O
07/28/2006	RESPONDING TO BOMB THREAT @SCH	SERVICE CENTER	1.50	O
07/31/2006	AAEA SUMMER CONFERENCE	LITTLE ROCK	3.00	O
08/01/2006	AAEA SUMMER CONFERENCE	LITTLE ROCK	6.00	O
08/03/2006	BACK TO SCHOOL PIE MEETING	RAMSEY	5.00	O
08/11/2006	LEARNING INSTITUTE	SPRADLING	2.00	O
08/11/2006	BUILDING FOUNDATION FOR SCHOOL	PIKE	2.00	B
08/14/2006	LITERACY TECHNIQUES THAT WORK	PIKE	2.00	B
08/14/2006	WHAT I BELIEVE STUDENTS/LEARNI	PIKE	3.00	B
08/14/2006	ACSIP	PIKE	1.00	B
08/15/2006	ACSIP OVERVIEW	SPRADLING	1.50	O
08/15/2006	CHARACTER EDUCATION	SPRADLING	1.50	O
08/15/2006	SIOP MODEL OVERVIEW	SPRADLING	1.50	O
08/15/2006	DATA DISAGGREGATION	PIKE	4.00	DD
08/15/2006	DATA DISAGGREGATION	SPRADLING	1.50	DD
08/15/2006	BLOOD BORNE PATHOGENS	PIKE	.50	B
08/16/2006	HARCOURT MATH INTRODUCTION	SPRADLING	7.00	O
08/17/2006	HARCOURT MATH COLLAB KINDERGAR	ROGERS CENTER	7.00	O
08/31/2006	AUDIO ONLINE JOURNAL	PIKE	9.00	B
09/12/2006	TLI PORTAL TRAINING	SPRADLING	1.00	TO
10/04/2006	ASS'T PRINCIPAL'S WORKSHOP	LITTLE ROCK	6.00	O
10/10/2006	CONVERSATIONAL SPANISH	ADULT EDUCATION CENT	20.00	O
10/23/2006	HARASSMENT AND BULLYING	ROGERS CENTER	1.50	O
10/27/2006	ARKANSAS HISTORY	SPRADLING	2.50	AH
10/27/2006	HOSTILE ENVIRONMENT/SEXUAL HAR	ROGERS CENTER	1.00	O
10/30/2006	DATA DISAGGREGATION ACCOUNTABI	SERVICE CENTER	1.50	DD
11/03/2006	PARENTAL INVOLVEMENT/SITE LEVE	SPRADLING	2.00	PI
11/03/2006	MATH SOFTWARE	SPRADLING	3.00	TO
11/03/2006	PARENTAL INVOLVEMENT BROADCAST	SPRADLING	1.00	PI
11/03/2006	AIP-IRI STRATEGIES	SPRADLING	1.00	O
11/16/2006	SEXUAL HARASSMENT PART 2	PIKE	1.00	B
11/29/2006	DISTRICT 504 WORKSHOP	SERVICE CENTER	6.00	O
01/09/2007	GREEN CHURCH CRISIS DRILL	SPRADLING	.50	O
03/01/2007	USING TECH W/CLASSROOM INSTRUC	ROGERS CENTER	3.50	TO
03/30/2007	CWT COMPONENT REPORT	SPRADLING	1.00	O
03/30/2007	TECH FOR CLASSROOM THAT WORKS	SPRADLING	1.00	TO
04/19/2007	ACTION RESEARCH	ROGERS CENTER	3.50	O
05/24/2007	OHI WORKSHOP	SERVICE CENTER	2.00	O
		TOTAL:	182.00	

Technology, Parent Involvement, Arkansas History, & Ethics are listed separately for your convenience; however, they are included in the appropriate On or Off contract totals. Financial Management/Technology combined training is included in both categories; however, it is only counted once in the total.

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STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP		LOCATION		HOURS C
OFF:	20.50	ON:	150.50		
*TECH:	28.00	*PARENT:	3.00	*AR HIST:	2.50
FIN MGMT:	4.00	DAT DIS:	7.00	*ETHICS:	.00
FIN MGMT/TECH:	.00	LOTTERY:	.00		

Technology, Parent Involvement, Arkansas History, & Ethics are listed separately for your convenience; however, they are included in the appropriate On or Off contract totals. Financial Management/Technology combined training is included in both categories; however, it is only counted once in the total.

Trusty17

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP	LOCATION	HOURS	C
SCHOOL YEAR: 2007				
06/05/2007	PIE LUNCHEON	HOLIDAY INN	1.50	O
06/06/2007	MATH TASK FORCE	PARKER CENTER	5.50	O
06/22/2007	MIDSOUTH RDG/WRITING INSTITUTE	UA BIRMINGHAM	16.00	O
07/16/2007	SCHOLASTIC AUDIT TRAINING	ECHOLS BUILDING	24.00	O
07/26/2007	MEDICATION ADMIN AT SCHOOL	WOODS	2.50	O
07/27/2007	DATA DISAGGREGATION	SERVICE CENTER	3.00	DD
07/30/2007	AAEA SUMMER CONFERENCE	LITLE ROCK	5.00	O
07/31/2007	AAEA SUMMER CONFERENCE	LITTLE ROCK	3.00	O
08/01/2007	LATEST/GREATEST IN SPED	RAMSEY	3.50	TO
08/02/2007	PIE BACK TO SCHOOL PLANNING	RAMSEY	4.50	O
08/08/2007	MATH TASK FORCE FOLLOW-UP	PARKER CENTER	3.00	O
08/13/2007	BULLYING TRAINING	SPRADLING	1.00	O
08/13/2007	CRISIS RESPONSE REVIEW	SPRADLING	1.50	O
08/13/2007	DISTRICT BACK TO SCHOOL	RAMSEY	2.50	O
08/13/2007	SECOND STEP TRAINING	SPRADLING	1.00	O
08/14/2007	SCIENCE INTRO KINDERGARTEN	SPRADLING	7.00	O
08/15/2007	SCIENCE INTRO KINDERGARTEN	SPRADLING	3.00	O
08/15/2007	HEALTH TRAINING	SPRADLING	1.00	O
08/15/2007	CLASSROOM MANAGEMENT	SPRADLING	2.00	O
08/16/2007	HIGH YIELD STRATEGIES	PIKE	2.00	TB
08/16/2007	BEST PRACTICES	PIKE	1.50	B
08/16/2007	DATA DISAGGREGATION	SPRADLING	2.00	DD
08/16/2007	DATA DISAGGREGATION	PIKE	2.00	DD
08/16/2007	CURRICULUM ALIGNMENT	SPRADLING	1.00	O
08/30/2007	SPEDTRACK TRAINING	SERVICE CENTER	2.00	TO
09/06/2007	ARKANSAS GROWTH MODEL	ROGERS CENTER	1.50	O
09/11/2007	ARKANSAS GROWTH MODEL	PIKE	1.00	DD
09/17/2007	CLASSROOM WALK THROUGH	ROGERS CENTER	7.50	O
09/18/2007	BLOOD BORNE PATHOGENS	PIKE	.50	B
10/26/2007	CLOSING THE ACHIEVEMENT GAP	SPRADLING	1.00	O
10/26/2007	ARKANSAS HISTORY	SPRADLING	2.00	AH
11/02/2007	DATA ANALYSIS	SPRADLING	4.00	DD
11/02/2007	ESL STRATEGIES	PIKE	1.00	B
11/02/2007	HEAR OUR CRY: BOYS IN CRISIS	PIKE	3.00	PI
12/17/2007	SEARCHING FOR WALDO	ROGERS CENTER	1.00	DD
01/14/2008	FINANCIAL MANAGEMENT TRAINING	ROGERS CENTER	4.00	FM
02/18/2008	QUIZ MAKER/INTERIM ASSESSMENTS	SPRADLING	1.50	TO
02/18/2008	CHILD INTERNET SAFETY	SPRADLING	2.00	O
02/18/2008	CWT TRAINING	SPRADLING	2.00	O
02/20/2008	CWT FOCUS WALKS	ROGERS CENTER	1.00	O
03/03/2008	CWT FOCUS WALKS	ROGERS CENTER	1.00	O
03/28/2008	BOOKS ONLINE, AR, INTERACTIVE	SPRADLING	1.50	TO
03/28/2008	TEST SECURITY	SPRADLING	1.50	B
03/31/2008	AUDIO EDUCATION ON-LINE	PIKE	7.00	B
05/19/2008	TOTAL INSTRUCTIONAL ALIGNMENT	ROGERS CENTER	7.50	O
05/20/2008	TOTAL INSTRUCTIONAL ALIGNMENT	ROGERS CENTER	2.50	O
		TOTAL:	155.00	

OFF: 13.50 ON: 124.50

Technology, Parent Involvement, Arkansas History, & Ethics are listed separately for your convenience; however, they are included in the appropriate On or Off contract totals. Financial Management/Technology combined training is included in both categories; however, it is only counted once in the total.

Trusty 18

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP	LOCATION	HOURS C

*TECH:	10.50	*PARENT:	3.00	*AR HIST:	2.00
FIN MGMT:	4.00	DAT DIS:	13.00	*ETHICS:	.00
FIN MGMT/TECH:	.00	LOTTERY:	.00		

Technology, Parent Involvement, Arkansas History, & Ethics are listed separately for your convenience; however, they are included in the appropriate On or Off contract totals. Financial Management/Technology combined training is included in both categories; however, it is only counted once in the total.

Trusty 19

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

SCHOOL YEAR: [redacted]

DATE	WORKSHOP	LOCATION	HOURS	C
06/02/2008	ELEMENTARY MATH TASK FORCE	PARKER CENTER	2.50	OF
06/03/2008	INITIAL REFERRALS IN SPEDTRACK	ROGERS CENTER	3.50	TF
06/12/2008	COMPUTER BASICS/SHORTCUTS	ROGERS CENTER	3.00	TF
07/16/2008	STEPHEN COVEY	SERVICE CENTER	7.00	ON
07/24/2008	MEDS ADMINISTRATION AT SCHOOL	ORR	2.00	ON
07/25/2008	DOCUMENTATION:YOUR BEST DEFENS	SERVICE CENTER	1.00	ON
07/25/2008	FSPS TEACHER EVALUATION	SERVICE CENTER	1.50	ON
07/28/2008	DATA DISAGGREGATION/BENCHMARK	SERVICE CENTER	4.00	ON
08/03/2008	BEGINNING ADMINISTRATOR'S WKSH	LITLE ROCK	2.00	ON
08/03/2008	AAEA SUMMER CONFERENCE	LITTLE ROCK	2.00	ON
08/04/2008	AAEA CONVENTION	LITTLE ROCK	6.00	ON
08/05/2008	AAEA SUMMER CONFERENCE	LITTLE ROCK	2.00	ON
08/06/2008	PIE CONFERENCE	RAMSEY	4.50	ON
08/06/2008	TIA DRESS REHEARSAL	ROGERS CENTER	1.50	ON
08/11/2008	CLASSROOM MANAGEMENT	TRUSTY	2.00	ON
08/11/2008	CURRICULUM ALIGNMENT	TRUSTY	1.00	ON
08/11/2008	BACK TO SCHOOL MEETING	RAMSEY	2.50	ON
08/11/2008	CRISIS RESPONSE	TRUSTY	3.00	ON
08/12/2008	OVERVIEW OF NEW SS SERIES	TRUSTY	3.00	ON
08/12/2008	AR HISTORY INSTRUCTIONAL STRAT	TRUSTY	3.00	AN
08/13/2008	TIA BROADCAST	TRUSTY	6.00	ON
08/14/2008	CODE OF ETHICS	TRUSTY	.50	ON
08/14/2008	DATA DISAGGREGATION	TRUSTY	3.00	ON
08/14/2008	POVERTY	TRUSTY	2.00	ON
08/14/2008	SCHOLASTIC AUDIT TRAINING	TRUSTY	1.50	ON
08/14/2008	GRADEBOOK	ROGERS CENTER	3.00	TN
09/15/2008	TOP 5 THINGS TO DO FOR ELL STU	SERVICE CENTER	7.00	ON
09/23/2008	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
10/03/2008	FUTURE FORECAST	SERVICE CENTER	1.00	ON
10/16/2008	SUPPORT GROUP FOR FSPS NEW ADM	ROGERS CENTER	2.00	ON
10/24/2008	RTI	TRUSTY	1.00	ON
10/24/2008	TLI ANALYSIS	TRUSTY	4.00	DD
10/27/2008	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
10/29/2008	CLASSROOM MANAGEMENT	ROGERS CENTER	1.50	ON
11/03/2008	SCHOLASTIC AUDIT PREPARATION	PARKER CENTER	3.00	OF
11/10/2008	FIN MANAGEMENT TRAINING/PART B	ROGERS CENTER	2.00	FM
11/11/2008	FIN MANAGEMENT TRAINING/PART A	ROGERS CENTER	2.00	TN
11/13/2008	SUPPORT GROUP FOR NEW FSPS ADM	ROGERS CENTER	2.00	ON
11/14/2008	TIA LESSON PLANNING	TRUSTY	3.00	ON
11/14/2008	TASK ANALYSIS	TRUSTY	3.00	ON
12/02/2008	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
12/03/2008	CWT ANALYZE REPORTS	ROGERS CENTER	1.00	TN
12/04/2008	FSPS NEW ADMIN SUPPORT GROUP	ROGERS CENTER	3.00	ON
01/15/2009	NEW ADMIN SUPPORT GROUP	ROGERS CENTER	2.00	ON
01/21/2009	TRIAND TRAINING	ROGERS CENTER	1.50	TN
01/26/2009	ASESSMENT OF POTENTIALLY DANGE	ROGERS CENTER	3.00	ON
01/29/2009	SIOP TRAINING	ECHOLS BUILDING	7.00	ON
01/30/2009	SIOP TRAINING	ECHOLS BUILDING	7.00	ON
02/12/2009	FSPS NEW ADMIN SUPPORT GROUP	ROGERS CENTER	2.00	ON
02/16/2009	PARENTAL INVOLVEMENT/BULLYING	TRUSTY	2.00	PN

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Trusty 20

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP	LOCATION	HOURS	C
02/16/2009	CWT ANALYSIS	TRUSTY	1.00	DD
02/16/2009	JBHM CONSULTANTS	TRUSTY	3.00	ON
03/04/2009	BUILDING/CLASSROOM MANAGEMENT	TRUSTY	1.00	OF
03/05/2009	BUILDING/CLASSROOM MANAGEMENT	TRUSTY	1.00	OF
03/10/2009	POTENTIALLY DANGEROUS STUDENTS	TRUSTY	1.00	OF
03/14/2009	INSTRUCTIONAL DESIGN/DELIVERY	PARKER CENTER	6.00	OF
03/19/2009	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
04/17/2009	COMMUNITY ENGAGEMENT THAT WORK	SERVICE CENTER	1.00	PN
04/20/2009	JBHM HEART AND SOUL TRAINING	UAFS BALDOR CENTER	6.00	ON
		TOTAL:	155.00	

OFF:	21.00	ON:	127.00		
*TECH:	14.00	*PARENT:	3.00	*AR HIST:	3.00
FIN MGMT:	2.00	DAT DIS:	5.00	*ETHICS:	.00
FIN MGMT/TECH:	.00	LOTTERY:	.00		

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Trusty 21

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP	LOCATION	HOURS	C
SCHOOL YEAR: 2010				
06/15/2009	AASCD	HOT SPRING	1.00	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/15/2009	AASCD	HOT SPRINGS	1.00	OF
06/15/2009	AASCD	HOT SPRINGS	1.00	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/15/2009	AASCD	HOT SPRINGS	3.00	OF
06/15/2009	AASCD	HOT SPRINGS	1.00	OF
06/15/2009	AASCD	HOT SPRINGS	1.50	OF
06/15/2009	AASCD CONFERENCE	HOT SPRINGS	1.00	OF
06/25/2009	BLDG BACKGROUND KNOWLEDGE	HOUSTON	5.50	OF
06/26/2009	ESSENTIAL QUESTIONS (ASCD CONF	HOUSTON	3.00	OF
06/26/2009	DIFFERENTIATED SCHOOL	HOUSTON	3.00	OF
06/27/2009	SUPERVISING ART/SCIENCE OF TEA	HOUSTON	3.00	OF
07/15/2009	TLI REPORTS FOR SUCCESS	ROGERS CENTER	2.00	TN
07/20/2009	SIOP TRAINING FOR ADMINISTRATO	ROGERS CENTER	6.00	ON
07/23/2009	TEACHING WITH THE STARS	UAFS/ECHOLS BLDG	6.00	ON
07/24/2009	INTRO TO ELEM ELA CURRICULUM	SERVICE CENTER	2.00	ON
07/28/2009	DATA DISAGGREGATION	SERVICE CENTER	2.00	DD
07/29/2009	MEDICATION ADMINISTRATION	COOK	2.00	ON
07/30/2009	LEADERHSIP AT WORK	FAIRVIEW	8.00	ON
07/31/2009	AR CODE OF ETHICS	TRUSTY	.50	EN
08/02/2009	AAEA	LITTLE ROCK	1.00	ON
08/03/2009	AAEA	LITTLE ROCK	6.00	ON
08/05/2009	PIE CONFERENCE	RAMSEY	4.50	ON
08/11/2009	SIOP MODEL	TRUSTY	2.00	ON
08/11/2009	CRISIS RESPONSE	TRUSTY	4.00	ON
08/11/2009	DATA ANALYSIS	TRUSTY	4.00	DD
08/12/2009	POVERTY	TRUSTY	4.00	ON
08/12/2009	DR. RUBY PAYNE	CIVIC CENTER	4.00	PN
08/13/2009	HYS WITH TECHNOLOGY	ROGERS CENTER	4.00	TN
08/13/2009	SUPERINTENDENT'S OPENING REMAR	TRUSTY	.50	ON
08/13/2009	ACSIP REVIEW	TRUSTY	2.00	ON
08/13/2009	INTERNET SAFETY	ROGERS CENTER	.50	TN
08/13/2009	BLOOD BORNE PATHOGENS	TRUSTY	.50	ON
08/14/2009	QUALLS TESTING TRAINING	SERVICE CENTER	1.00	ON
09/29/2009	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
10/23/2009	ARKANSAS HISTORY	SUTTON	2.00	AN
10/23/2009	AUTISM	TRUSTY	1.50	ON
10/23/2009	CO-TEACHING	SUTTON	3.00	ON
10/27/2009	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
11/03/2009	BEHAVIOR MANAGEMENT PART 2	TRUSTY	1.00	ON
11/20/2009	FIN MANAGEMENT FOR ADMINISTRAT	ROGERS CENTER	2.00	FM
12/16/2009	COGAT TESTING SECURITY MEETIN	SERVICE CENTER	2.00	ON
12/24/2009	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
01/08/2010	CO-TEACHING	ROGERS CENTER	3.00	ON
01/12/2010	ADMIN FIN TRNG TIER 2 (PART2)	ROGERS CENTER	2.00	FT
01/21/2010	CO-TEACHING	ROGERS CENTER	3.00	ON

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Trusty 22

STAFF DEVELOPMENT HOURS REPORT FOR: LAVEY, SARAH

DATE	WORKSHOP	LOCATION	HOURS	C
01/29/2010	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
01/29/2010	ONLINE RES TO IMPROVE ST. LEAR	ROGERS CENTER	2.50	TN
02/15/2010	INTEGRATION OF LIT/SCIENCE OBJ	TRUSTY	6.50	ON
02/18/2010	ELDA TESTING SECURITY	SERVICE CENTER	3.00	ON
02/22/2010	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
03/03/2010	TESTING SECURITY MEETING	SERVICE CENTER	1.50	ON
03/19/2010	WRITING IN MATH	TRUSTY	3.00	ON
03/19/2010	TEACHING GENRE OF TESTS	TRUSTY	3.00	ON
03/30/2010	SUPERINTENDENT'S BOOK STUDY	SERVIC E CENTER	.50	ON
04/27/2010	SUPERINTENDENT'S BOOK STUDY	SERVICE CENTER	.50	ON
05/10/2010	AUDIO ED JOURNAL	TRUSTY	9.00	OF
		TOTAL:	147.00	

OFF:	38.00	ON:	99.00		
*TECH:	11.00	*PARENT:	4.00	*AR HIST:	2.00
FIN MGMT:	4.00	DAT DIS:	6.00	*ETHICS:	.50
FIN MGMT/TECH:	2.00	LOTTERY:	.00		

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Trusty 23

School/Teacher Performance Rubric
Trusty Elementary-Fort Smith School District

For each indicator, Best Practice requires 85% or greater implementation; Fundamental, more than 75%; Minimal, more than 70%; and Insufficient, less than 70%.

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices	3: Fundamental Practices	2: Minimal Practices	1: Insufficient Practices
1. Guaranteeing an Essential Curriculum. The board-approved, essential curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the Guaranteed, Essential Curriculum (GEC). First 2 Mid-Year 2.5 End of Year 2.7	**In addition to the Fundamental Practices:** • The teacher demonstrates evidence of behavior-changing practices based on assessment data, which include but are not limited to -- o Differentiated instruction, o Cognitive rigor, and o Scaffolding, • The teacher exemplifies the characteristics of a mentor-level teacher.	• Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. • IEPs are consistently a source of planning, instruction, and assessment.	• Lesson plans are not consistently comprehensive, carefully planned, or available for review. • Although the GEC documents are available, they are not consistently used as the primary source of instructional planning, classroom activities, and formal or informal assessment. • While lesson plans are aligned to state assessment objectives, the plans are not consistently implemented. • While there is some knowledge of the assessment emphasis of the day's lesson and some form of daily assessment, it does not reflect the rigor of the state assessment. • Although IEPs are a source of planning, accommodations are not in place in classroom activities.	• No evidence of lesson plans. • The GEC is not the primary source of instructional planning, classroom activities, and formal or informal assessment. • IEPs are not a source of planning or instruction.

First score: 9-14-09
Mid-Year: 12-08-09

mlh

Trusty 24

School/Teacher Performance Rubric
Trusty Elementary-Fort Smith School District

For each indicator, Best Practice requires 85% or greater implementation; Fundamental, more than 75%; Minimal, more than 70%; and Insufficient, less than 70%.

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices	3: Fundamental Practices	2: Minimal Practices	1: Insufficient Practices
2. Providing a School Culture and Climate Conducive to Learning. The climate of the school system, including each school and classroom, reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning. First 2.5 Mid-Year 2.7 End of Year 2.7	**In addition to the Fundamental Practices:** • The teacher analyzes data to: o Determine if classroom management procedures and discipline are effective and are behavior-changing, and o Maintain or change plans as necessary. • The learning climate is rigorous, student-centered, and one of a community of learners.	• Systems and procedures are consistently implemented for effective classroom management and discipline. • Student input is consistently solicited and respected. • Student behavior reflects the teacher's high expectations for conduct. • All students are consistently respected.	• Although systems and procedures are in place for effective classroom management and discipline, they are not consistently implemented. • Student input is not consistently solicited and respected. • High expectations for student conduct are not consistently demonstrated. • Students are not consistently respected.	• Systems or procedures for appropriate and effective classroom management and discipline are not evident. • If a discipline plan is in place, no effort is made to direct behavior and no feedback is given to students. • Student input is not solicited and respected. • High expectations for student conduct are not demonstrated. • Students are not respected.
3. Maximizing Academic Learning Time. The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences. First 2 Mid-Year 2.5 End of Year 2.8	**In addition to Fundamental Practices,** the teacher must analyze data to – • Most effectively utilize instructional time, and • Work with administration to recommend revision of allocated instructional time as needed to improve student achievement.	• Instructional time is consistently protected and maximized. • Administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary. • Best practice strategies are consistently planned and utilized for learning activities.	• The protection of instructional time is fragmented and inconsistent. • Administrative tasks delay instructional time. • Student engagement and redirection are minimal. • Learning activities that exhibit best practices are not consistently planned and used during instructional time.	• The allocated time for the lesson is neither protected nor maximized. • Time used for classroom administrative tasks is excessive. • Students are not actively engaged and off-task behavior is not redirected.

First score: 9-14-09
Mid-Year: 12-08-09

mlh

Trusty 25

School/Teacher Performance Rubric
Trusty Elementary-Fort Smith School District

For each indicator, Best Practice requires 85% or greater implementation; Fundamental, more than 75%; Minimal, more than 70%; and Insufficient, less than 70%.

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices	3: Fundamental Practices	2: Minimal Practices	1: Insufficient Practices
4. Monitoring Student Achievement. Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities. First 2 Mid-Year 2.5 End of Year 2.5	**In addition to Fundamental Practices,** the teacher must analyze assessment data to revise instruction to **ensure** that every student learns at rigorous levels.	• Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome. • Daily classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently. • Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments.	• Although assessments are used, they are not consistently aligned to state testing objectives (GEC), are not consistently appropriate for the expected outcome, and do not consistently mirror the complexity and format of state assessments. • State sample test items are not used consistently. • Classroom assessment results are rarely used to inform instructional planning.	• No assessments are used or they are not aligned to state assessment objectives (GEC), appropriate for the expected outcome or aligned to the complexity and format of state assessments. • No state sample test items or released items are utilized.

First score: 9-14-09
Mid-Year: 12-08-09

mlh

Trusty 26

School/Teacher Performance Rubric
Trusty Elementary-Fort Smith School District

For each indicator, Best Practice requires 85% or greater implementation; Fundamental, more than 75%; Minimal, more than 70%; and Insufficient, less than 70%.

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices	3: Fundamental Practices	2: Minimal Practices	1: Insufficient Practices
5. Promoting Professional Practice. The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies is a part of annual personnel evaluations. First 2.5 Mid-Year 2 End of Year 3	**In addition to Fundamental Practices,** the teacher exhibits continuous professional growth and actively engages in the professional growth of colleagues, resulting in improved student learning.	• The teacher meets professional training requirements and professional practice improves as a result. • The teacher collaborates with peers to improve professional practice through – o common planning, o professional learning communities, and o other organized teacher groups. • The teacher pursues additional opportunities to improve professional practice.	• Although the teacher meets professional training requirements, professional practice does not consistently improve.	• The teacher does not fulfill professional training requirements. • The teacher does not implement professional practice improvement in classroom performance. • The teacher does not take personal initiative to improve professional practice.

** For each indicator, Best Practice requires 85% or greater implementation; Fundamental more than 75%; Minimal, more than 70%; and Insufficient less than 70%.

First score: 9-14-09
Mid-Year: 12-08-09

mlh

Trusty 27

Trusty

FORT SMITH PUBLIC SCHOOLS A-2

ADMINISTRATOR SUMMATIVE PERFORMANCE EVALUATION

Administrator:	***Position:***
Location:	***School Year:***

Directions: *Evaluate the ESSENTIAL ADMINISTRATOR COMPETENCIES by rating each behavior according to the following scale: 1 = Exceeds job requirements; 2 = Meets job requirements; 3 = Area of concern; 4 = Unsatisfactory (This rating requires completion of Individual Improvement Plan, Form A-6).*
To enter your rating electronically, click on the drop-down arrow beside each letter in the rating column.

1. THE ADMINISTRATOR MANAGES FACULTY, STAFF AND FINANCES EFFECTIVELY.

Rating

_____ A. Delineates personnel responsibilities and authority.
_____ B. Promotes affirmative action.
_____ C. Is knowledgeable of effective discipline techniques.
_____ D. Maintains accurate personnel, student and financial records.
_____ E. Provides organization, planning and leadership.
_____ F. Monitors plant, office and equipment maintenance and reports maintenance needs.
_____ G. Establishes rules and procedures.

Comments:

2. THE ADMINISTRATOR ACTS AS THE INSTRUCTIONAL LEADER.

Rating

_____ A. Establishes and implements clear instructional goals and specific achievement objectives for the area supervised.
_____ B. Plans, implements and evaluates instructional programs, including learning objectives and instructional strategies for designated areas of responsibility.
_____ C. Organizes and/or participates in small group and/or total staff meetings to clarify problems and policies and to provide professional guidance to staff members.
_____ D. Demonstrates knowledge of curriculum and its relevance to area of responsibility.
_____ E. Is familiar with effective teaching techniques.
_____ F. Budgets work time and provides for effective supervision in the unit schools and/or interaction with the unit schools.
_____ G. Clarifies District and/or program goals and objectives and monitors achievement or implementation of the goals and objectives.
_____ H. Uses are of responsibility to effectively support the District instructional program.
_____ I. Aids supervised personnel in formulating and implementing instructional objectives.
_____ J. Provides staff with supplies and equipment within limits of available resources.

Comments:

Trusty 28

Trusty

3. THE ADMINISTRATOR EFFECTIVELY EVALUATES THE EDUCATIONAL PROGRAM AND STAFF.

Rating

_____ A. Supervises all assigned personnel.
_____ B. Evaluates the programs in area of responsibility.
_____ C. Evaluates the job performance of all assigned personnel.
_____ D. Helps certified staff members develop appropriate professional growth plans.

Comments:

4. THE ADMINISTRATOR DEMONSTRATES GOOD COMMUNICATION AND INTERPERSONAL SKILLS WITH FACULTY MEMBERS, STAFF, STUDENTS AND THE COMMUNITY.

Rating

_____ A. Shows concern for staff and District personnel and encourages open discussion of issues.
_____ B. Seeks to interpret the District's program to personnel, parents and community.
_____ C. Interprets and supports policies established by federal law, state school law and State Board of Education.
_____ D. Demonstrates effective oral and written communication skills for varied audiences.
_____ E. Performs effectively under pressure; exhibits stress tolerance.
_____ F. Demonstrates respect for and works collaboratively with administrators, principals, supervised teachers and staff.

Comments:

5. THE ADMINISTRATOR PROVIDES INSERVICE EDUCATION BASED ON NEEDS ASSESSMENTS.

Rating

_____ A. Establishes and maintains a professional library and resource information for personnel.
_____ B. Assists and encourages personnel in investigating and evaluating new developments in education.
_____ C. Provides or participates in the organization and leadership for inservice education programs.
_____ D. Seeks personnel input in planning inservice activities and programs.

Comments:

6. THE ADMINISTRATOR POSSESSES THE NECESSARY ORGANIZATION SKILLS.

Rating

_____ A. Establishes an effective departmental organization; practices effective time management skills.
_____ B. Defines assignments and job responsibilities clearly for all staff members.
_____ C. Plans for effective use of personnel resources.
_____ D. Handles reports and paperwork effectively and efficiently.

Comments:

Trusty

Evaluator's Comments:

☐ I agree with the above evaluation.

☐ I disagree with the above evaluation for the following reasons:

Administrator's comments: *(optional)*

I have discussed this evaluation with this administrator:

_____ _____
Evaluator's Signature **Date**

This is to acknowledge that the above evaluation has been discussed with me by my evaluator:

_____ _____
Administrator's Signature **Date**

3 copies: *Superintendent (original), Evaluator, Evaluatee*

Trusty

FORT SMITH PUBLIC SCHOOLS

EVALUATION SELF-INVENTORY

A-3

Name:	***Position:***
Location:	***School Year:***

I. **List items below which you feel have been your particular strengths this year:***

II. **List items below which you feel are areas needing improvement:***

III. **What actions could the administration take to better facilitate your operation?***

IV. **What goals have you set for yourself for the coming school year?***

**Additional comments may be added on continuation page(s).*

2 copies: *Superintendent (original), Evaluatee*

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Trusty

FORT SMITH PUBLIC SCHOOLS

A-4

PROFESSIONAL GROWTH PLAN

Name:	***Position:***
Location:	***School Year:***

Directions: *Please submit this form to your evaluator within two (2) weeks after your evaluation conference. Submit a separate form for each job improvement goal.*

I. **State specific improvement goal to be achieved and approximate time frame:**

II. **Identify process by which plan will be achieved:**

III. **How will the achievement of the plan be measured?**

IV. **Please indicate below what staff development activity(ies) would best address your Professional Growth Plan:** *(List staff development activities such as classroom management, PET, college courses, etc.)*

_____ _____ _____ _____

Evaluatee's Signature **Date** **Evaluator's Signature** **Date**

V. **Date goal achieved:** _____
Date

Comments:

3 copies: *Superintendent (original), Evaluator, Evaluatee*

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Trusty

FORT SMITH PUBLIC SCHOOLS

PGP PROGRESS REVIEW REPORT

A-5

Name:	***Position:***
Location:	***School Year:***

Directions: *Complete the information below on the attainment of the goals for improvement cited in your Professional Growth Plan. Forward to your evaluator two (2) weeks before final Summative Evaluation Conference.*

I. Goal(s):

II. Action implemented to attain goal(s):

III. Problems or difficulties and possible modification(s):

IV. Assessment and/or status of goal achievement:

- ☐ Achieved
- ☐ Partially achieved
- ☐ Not achieved (state reasons below in comment section)

V. Comments:

Evaluatee's Signature	**Date**	**Evaluator's Signature**	**Date**

3 copies: *Superintendent (original), Evaluator, Evaluatee*

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Trusty

FORT SMITH PUBLIC SCHOOLS
INDIVIDUAL IMPROVEMENT PLAN

Evaluatee:	*Evaluator:*

I. **Identify specifically what needs to be improved:**

II. **Identify specific ways in which the administrator is to improve:**

III. **Identify assistance to be provided for the administrator by the evaluator and the School District to help the administrator improve:**

IV. **Approximate date of re-evaluation to determine if improvements have been made:**

_____
Date

_____	_____	_____	_____
Evaluatee's Signature	**Date**	**Evaluator's Signature**	**Date**

3 copies: *Superintendent (original), Evaluator, Evaluatee*

Probationary Teachers:

Teachers remain on probation the first three years of service within the Fort Smith Public Schools system. All teachers are evaluated by the building Principal. The Probationary Teacher plan consists of:

1. a minimum of two formal observations (at least 30 minutes in length) with a pre- and post- observation;
2. a formal observation including a pre-observation form completed by the teacher prior to the the pre-conference and a post-observation reflection form completed by the teacher prior to the post conference;
3. one or more informal observations which may be conducted at any time;
4. the Classroom Observation Form completed by the administrator during the observation and used to provide feedback on Core Teaching Expectations;
5. the Core Components 1 and 4 Documentation Form completed by the teacher and the administrator during the Post-observation conference;
6. the end of year summative evaluation.

Non-Probationary Teachers:

All Non-Probationary teachers are continuously appraised based on the Core Teaching Expectations. All teachers develop a Professional Growth Plan either as part of a team or individually.

Professional Growth Plans consist of:

1. multiple forms of documentation of results included in the review of the plan containing student assessment results;
2. anticipated outcomes reflecting teacher behavior rather than student behavior and directly linked to the goals and objectives of the plan;
3. a meeting with both principal and teacher(s) at least once each semester to review progress toward accomplishing the goals and objectives. The principal must provide specific, meaningful feedback to the teacher(s) in order to support growth efforts.
4. the results of the summative evaluation or annual report conferences which serve as the basis for future individual Professional Growth Plans.

Additionally, evaluation of teachers at Trusty will include data relative to their students' academic performance.

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12. Briefly describe previous and current reform and improvement efforts, within the last **5 years.**

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Known reform and improvement efforts for school years prior to 2008-2009 consisted of a Reading First program involving Reading Recovery and Literacy Coaches. The after school SES program, tutoring and Skills Camp were offered to students for outside school hours assistance. Skills Camp was implemented during the school day, setting aside Friday mornings where teachers of grades 3-6, literacy coach, principal, and media specialist instructed small groups of students in essential skills in math, literacy and writing. Two Reading Recovery teachers served students in grades K-2. The literacy coach modeled and co-planned lessons with classroom teachers.

In the 2008-2009 school year reform and improvements at Trusty began with deconstructing the SLEs, posting the objectives in kid friendly language, rigorous schedule of classroom observations occurring almost on a daily basis, and alignment of instruction, student learning, and achievement, as well as job-embedded professional development.

Additional Efforts:
Interventionist/Literacy Coach 2008/2009 (1.0/K-6)
Reading Recovery (2.0/K-2)
Interventionist 2009/2010 (1.10)
Reading Recovery 2009/2010
JBHM 1.5 years as external provider of School Improvement program beginning in 2009
Extensive book room
District Facilitators - within content areas
SES - after school program
Intervention done by Speciality/Point In Time Teachers - (2008/2009)
Parental Involvement

The JBHM Education Group was implemented in 2009. JBHM has synthesized and incorporated research factors into five Essential Practices for School Success that guide the School Performance Process:

• Guaranteeing an Essential Curriculum (Planning) – The local school board's approved curriculum is aligned with state and national standards. District and school policies, procedures, and practices ensure that all students are provided the opportunity for success on state and national assessments. The research on this element includes (1) Curriculum alignment (English), (2) Opportunity to learn and student time-on-task (Lezotte), and (3) Opportunity to learn (Marzano).
• Providing a Climate Conducive to Learning (Classroom Management) – The climate of the school district, including each school and classroom, reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning. Supporting research on this factor includes (1) Classroom climate/management, physical facilities, and time allocations (Zemelman), (2) Positive expectations and classroom management (Wong), (3) Safe and orderly environment and opportunity to learn and student time-on-task (Lezotte), and (4) Time and school climate (Marzano).
• Maximizing Academic Learning Time – Teaching to the student's individual needs and cognitive level while optimizing the use of time in the classroom and throughout the school year provide all students the opportunity to learn as the approved curriculum is implemented. Research support includes the work of (1) 90-90-90 schools study (Reeves), (2) Activities and assignments and student voice and involvement (Zemelman), (3) Clear and focused mission, climate of high expectations (Lezotte), and (4) Pressure to achieve (Marzano).
• Monitoring Student Achievement (Assessment) – Student progress is monitored frequently, using assessment strategies that reflect the rigor of those used by the state and national assessment standards (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills, depth of knowledge, and problem solving abilities. The research base for this component includes (1) Alignment and back loading (English), (2) Frequent monitoring of student progress (Lezotte), (3) monitoring (Marzano), and (4) Student work and assessment (Zemelman).
• Promoting Professional Practices – The school district's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. The staff of the school implements best practice strategies as a part of the annual personnel evaluation. Supportive research includes (1) What to teach and test (English), (2) Leading the charge to improve (Lezotte), (3) Classroom instruction, school leadership, research to action (Marzano), (4) Accountability (Reeves), (5) Effective teachers (Wong), and (6) Standards for teaching and learning.
JBHM also provided the Struggling Learner consultant who compiled and analyzed data for their English Language Learners. She provided in-classroom modeling of high impact strategies that have proven to provide a high degree of achievement for ELs - cooperative learning and non-linguistic representation (Marzano).

The effectiveness of JBHM will be evaluated based upon a review of multiple factors. Indicators of success included gains in student academic proficiency, observable improvement in specific teacher instructional practices and measured progress in the principal's ability to lead the school in measurable reform.
Currently SES tutoring programs are aligned to the SLEs and differentiated for students. The specialty teachers and the principal provide intense instruction to a small group weekly using released test items as well as core skills in the areas of math and literacy. Reading Recovery teachers will work with third graders this school year in order to maintain continuation of services previously received. School-wide assessment practices are being implemented with the use of rubrics in classrooms in the subject area of writing as well as Open Response in math and literacy.

The district supports Trusty's efforts by providing 1.5 literacy interventionists, an Instructional Facilitator-Literacy, an Instructional Facilitator-Math, and a Coordinator to support staff in literacy, math, science, and social studies. Focus groups will be concentrating on 3rd through 6th grade struggling learners. A science facilitator will consult with teachers planning and modeling instructional strategies implementing the scientific process. Certified staff has participated in the English as a Second Language Academy. All teachers, with the exception of 2 classroom teachers, have received intensive training in the research-based planning model of Sheltered Instruction Observation Protocol (SIOP) training. The ELA Elementary Coordinator observes in each trained teacher's classroom and provides job-embedded professional development support.

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Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2010	2009	2008	2007	2006
Reading/Language/English	66%	40%	31%	31%	30%
Mathematics	50%	51%	32%	34%	39%
Science	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA

2. Student analysis from the past **3 years** - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year: _____

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009		2010		2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/Languag/ English	68%	4[illegible]	26%	[illegible]	33%	37%	62%	39%	25%	NA	NA	NA	38%	0%	2%
Mathematics	48%	52%	26%	39%	43%	42%	55%	56%	31%	NA	NA	NA	8%	35%	6%
Science	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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3. Student analysis from the past **3 years** - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	34%	46%	47%	41%						
Mathematics	61%	54%	39%	28%						
Science	NA	NA	13%	NA						
Social Studies	NA	NA	NA	NA						
Writing	NA	NA	NA	NA						
Other										

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	20%	22%	34%	51%						
Mathematics	26%	35%	23%	65%						
Science	NA	NA	9%	NA						
Social Studies	NA	NA	NA	NA						
Writing	NA	NA	NA	NA						
Other										

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Test Year: 2008

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	22%	27%	24%	19%						
Mathematics	34%	27%	16%	24%						
Science	NA	NA	4%	NA						
Social Studies	NA	NA	NA	NA						
Writing	NA	NA	NA	NA						
Other										

4. Average daily attendance percentage for last complete school year: ~~95%~~ Year: ~~2009-2010~~

5. Mobility rate for last complete school year: 37% Year: 2009

6. Graduation rate for all students for most recent year: _____ Year: ~~NA~~

7. Graduation rate percentage for past **3 years**: (high schools only)

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010						
2009	NA					
2008	NA					

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Trusty 39

Key Questions

1. Which students are experiencing the lowest achievement?

Lowest achievement rates have taken place over the past 3 years within the Students with Disabilities, Caucasian, African American, and LEP sub-groups. Trusty has a high percentage of Economically Disadvantaged students and low achievement is evident across the combined population.

See ACSIP Attachment

2. Which students are experiencing the lowest graduation rates?

NA

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School Plan

TRUSTY ELEMENTARY SCHOOL
3300 HARRIS AVENUE,FORT SMITH, AR 72904-6830

Arkansas Comprehensive School Improvement Plan

2010-2011

Trusty Elementary's mission is a commitment to providing a safe and nurturing environment where research- based instruction is implemented to meet the needs of our diverse population. The staff is further committed to providing an educational program that enables children to become proficient in reading, writing and math.

Grade Span: K-6 Title I: Title I Schoolwide School Improvement: SI_6

Table of Contents

Priority 1: Literacy
Goal: All students will improve their performance in open response and multiple choice questions in the literary, content and practical reading passages, and their writing abilities in the areas of sentence formation, content, and style.
Priority 2: Math
Goal: All students will improve their performance in solving open response and multiple choice questions in the areas of number sense,properties, operations and patterns, measurement, geometry, and algebraic functions.
Priority 3: Responsible Behavior
Goal: The Fort Smith Public School District will provide support, guidance, and evaluation of Title IVA activities designed to ensure all schools are safe, disciplined, and drug free.
Priority 4: Wellness
Goal: Implement school-based activities that are designed to promote student wellness.
Priority 5: Scholastic Audit
Goal: Implement next steps identified in Trusty's Scholastic Audit findings.
Priority 6: Restructuring
Goal: Hispanic subpopulation will meet AYP on the Literacy Benchmark Exam.

Priority 1: To improve literacy skills.

Supporting Data:

1. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 3rd Grade Literacy Exam COMBINED POPULATION: In 2010, 34% scored proficient or advanced. In 2009, 21% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 33% scored Proficient or Advanced. In 2009, 24% scored proficient or advanced. In 2008, 4.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 34% scored Proficient or Advanced. In 2009, 20% scored proficient or advanced. In 2008, 18.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 45% scored Proficient or Advanced. In 2009, 17% scored proficient or advanced. In 2008, 0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
2. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 4TH Grade Literacy Exam COMBINED POPULATION: In 2010, 46% scored Proficient or Advanced. In 2009, 23% scored proficient or advanced. In 2008, 30.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 44% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 35% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the

lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation and Style. ECONOMICALLY DISADVANTAGED: In 2010, 46% scored proficient or advanced. In 2009, 20% scored proficient or advanced. In 2008, 31.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 48% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 28% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation, Content and Style.

3. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 5TH Grade Literacy Exam COMBINED POPULATION: In 2010, 47% scored Proficient or Advanced. In 2009, 35% scored proficient or advanced. In 2008, 25.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 28% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 22.2% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 47% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 24.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 28% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 17.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
4. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 6th Grade Literacy Exam COMBINED POPULATION: In 2010, 44% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 23% scored proficient or advanced. In 2009, 37% scored proficient or advanced. In 2008, 12.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 40% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 34% scored proficient or advanced. In 2009, 31% scored proficient or advanced. In 2008, 11.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
5. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark 3-6 COMBINED: In 2010, 41.7% scored proficient or advanced. In 2009, 32% scored proficient or advanced. In 2008, 24.3% scored proficient or advanced. HISPANIC: In 2010, 32.4% scored proficient or advanced. In 2009, 28.4% scored proficient or advanced. In 2008, 18.2% scored proficient or advanced. ECONOMICALLY DISADVANTAGED: In 2010, 41.7% scored proficient or advanced. In 2009, 31.2% scored proficient or advanced. In 2008, 24% scored proficient or advanced. LEP: In 2010, 34.1% scored proficient or advanced. In 2009, 25.6% scored proficient or advanced. In 2008, 14.6% scored proficient or advanced.
6. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade K: In 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 26% had an NPR score of 50, or above. .
7. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 1: In 2010, 12% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 44% had an NPR score of 50, or above.

8. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 2, in 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 19% had an NPR score of 50, or above.
9. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 3, in 2010, 33% had an NPR score of 50, or above. In 2009, 17% had an NPR score of 50, or above. In 2008, 22% had an NPR score of 50, or above.
10. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 4, in 2010, 46% had an NPR score of 50, or above. In 2009, 21% had an NPR score of 50, or above. In 2008, 27% had an NPR score of 50, or above. .
11. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 5 in 2010, 46% had an NPR score of 50, or above. In 2009, 30% had an NPR score of 50, or above. In 2008, 24% had an NPR score of 50, or above.
12. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 6 in 2010, 42% had an NPR score of 50, or above. In 2009, 46% had an NPR score of 50, or above. In 2008, 20% had an NPR score of 50, or above.
13. Attendance Rate: In 2010, the attendance rate for the school was 94.6 %. In 2009, the attendance rate for the school was 94%. In 2008, the attendance rate for the school was 94.8%.
14. ELDA Spring 2010: LEP total number of students K-6 tested was 157. In Third grade, 0 out of 19 students tested scored proficient; 1 at level 4, 5 at level 3, 6 at level 2, and 7 at level 1. In Fourth grade, 0 out of 27 students tested scored proficient; 11 at level 4, 5 at level 3, 10 at level 2, 1 at level 1. In Fifth grade, 0 out of 22 students tested scored proficient; 10 at level 4, 7 at level 3, 3 at level 2, and 2 at level 1. In Sixth grade, 0 out of 21 students tested scored proficient; 7 at level 4, 8 at level 3, 6 at level 2, 0 at level 1. ELDA Spring 2009: LEP total number of students K-6 tested was 163. In Third grade, 0 out of 23 students tested scored proficient; 0 at level 4, 3 at level 3, 12 at level 2, and 1 at level 1. In Fourth grade, 0 out of 25 students tested scored proficient; 4 at level 4, 10 at level 3, 8 at level 2, 3 at level 1. In Fifth grade, 1 out of 24 students tested scored proficient; 9 at level 4, 9 at level 3, 5 at level 2, and 0 at level 1. In Sixth grade, 1 out of 18 students tested scored proficient; 4 at level 4, 8 at level 3, 2 at level 2, 3 at level 1.

Goal: All students will improve their performance in open response and multiple choice questions in the literary, content and practical reading passages, and their writing abilities in the areas of sentence formation, content, and style.

Benchmark: The following populations DID NOT meet the 2010 AYP target of 71.2% scoring Proficient/Advanced: HISPANIC: 32.4% Proficient/Advanced. It is expected that each of the populations will meet, or exceed, the 2011 AYP target of 78.4% scoring Proficient/Advanced, or make the necessary gains to invoke "Safe Harbor" or "Growth".

Intervention: Comprehensive Literacy Model

Scientific Based Research: The National Institute for Literacy, Put Reading First, The Partnership for Reading (2001); Alliance for Excellent Education, Reading Next (2004); Writing Next (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers of English/language arts will implement Comprehensive Literacy Model components per grade specific protocols. Appropriate materials, supplies, training or subs will be purchased to support the program with Title I funds. Action Type: Alignment Action Type: Title I Schoolwide	Teachers of English/Language Arts	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers • Teaching Aids	Title I - Materials & Supplies: $9765.00 Title I - Employee Salaries: $185.00 Title I - Employee Benefits: $57.00 ACTION BUDGET: $10007
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or CWT and BWS. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment Action Type: Collaboration	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Every students' reading level will be assessed using the Developmental Reading Assessment (DRA) by the third week of school. Students will also be screened with the	Sarah Lavey, Principal; Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

the effectiveness of parent involvement initiatives. The cumulative results of these assessments indicate that our Parent Teacher Conferences showed 100% participation. In 2010-2011, a building-based School Intervention Team will analyze data from parent participation in school events and continue to encourage 100% participation in Parent Teacher Conferences. Action Type: Parental Engagement Action Type: Program Evaluation			• Teachers	
ACTION DESCRIPTION FOR BUILDING CAPACITY FOR PARENTAL INVOLVEMENT Our school is working towards building capacity for parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement. Our entire school staff is dedicated to providing assistance to parents of OUR children whom we serve, as appropriate, in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor their child's progress and work with ALL members of our school staff in improving the achievement of OUR children. We are accomplishing this mission by providing materials and training to help parents to work with OUR children to improve OUR children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. It is the mission of our school to continue in the educating of OUR teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. We are aware of and continue to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. We further continue to insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand we also provide such other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 11/30/2009 End: 06/30/2011	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$3728

Priority 2: To improve mathematics skills.

Supporting Data:

1. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-3rd Grade Mathematics Exam COMBINED POPULATION: In 2010, 61% scored proficient or advanced. In 2009, 28% scored

proficient or advanced. In 2008, 34.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed overall that the lowest identified areas are measurement and geometry. AFRICAN AMERICAN: In 2010, 56% scored proficient or advanced. In 2009, 30% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC: In 2010, 40% scored proficient or advanced. In 2009, 36.0% scored proficient or advanced. In 2008, 26.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are geometry and measurement. ECONOMICALLY DISADVANTAGED: In 2010, 61% scored proficient or advanced. In 2009, 26% scored proficient or advanced. In 2008, 32.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and geometry. LIMITED ENGLISH PROFICIENT: In 2010, 48% scored proficient or advanced. In 2009, 33% scored proficient or advanced. In 2008, 22.7% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and geometry.

2. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-4th Grade Mathematics Exam COMBINED POPULATION: In 2010, 54% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 28.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis/probability. AFRICAN AMERICAN: In 2010, 33% scored proficient or advanced. In 2009, 39% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC: In 2010, 68% scored Proficient or Advanced. In 2009, 31.0% scored proficient or advanced. In 2008, 30.0% scored proficient or advanced. In 2007, 40.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations, geometry and measurement open response. ECONOMICALLY DISADVANTAGED In 2010, 52% scored proficient or advanced In 2009, 34.0% scored proficient or advanced. In 2008, 29.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement, and data analysis/probability. LIMITED ENGLISH PROFICIENT: In 2010, 66% scored proficient or advanced. In 2009, 45.0% scored proficient or advanced. In 2008, 24.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability.
3. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-5th Grade Mathematics Exam COMBINED POPULATION In 2010, 39% scored proficient or advanced. In 2009, 21.0% scored proficient or advanced. In 2008, 17.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. HISPANIC In 2010, 32% scored proficient or advanced. In 2009, 20.0% scored proficient or advanced. In 2008, 11.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. ECONOMICALLY DISADVANTAGED In 2010, 40% scored proficient or advanced. In 2009, 23.0% scored proficient or advanced. In 2008, 15.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. LIMITED ENGLISH PROFICIENT In 2010, 23% scored proficient or advanced. In 2009, 16.0% scored proficient or advanced. In 2008, 0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability.
4. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-6th Grade Mathematics Exam COMBINED POPULATION In 2010, 28% scored proficient or advanced. In 2009, 66.0% scored proficient or advanced. In 2008, 25.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis/probability. AFRICAN AMERICAN: In 2010, 42% scored proficient or advanced. In 2009, 75.0% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC In 2010, 23% scored proficient or advanced. In 2009, 47.0% scored proficient or advanced. In 2008, 18.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations and data analysis and probability. ECONOMICALLY DISADVANTAGED In 2010, 26% scored proficient or advanced. In 2009, 26.0% scored proficient or advanced. In 2008, 25.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. LIMITED ENGLISH PROFICIENT In 2010, 19% scored proficient or advanced. In 2009, 33.0% scored proficient or advanced. In 2008, 22.2% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations, measurement and geometry
5. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark 3-6 COMBINED In 2010, 44.9% scored proficient or advanced. In 2009, 37.6% scored proficient or advanced. In 2008, 26.0% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-

choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. AFRICAN AMERICAN In 2010, 45% scored proficient or advanced. In 2009, 41.2% scored proficient or advanced. In 2008, 25.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. HISPANIC In 2010, 43.7% scored proficient or advanced. In 2009, 37.0% scored proficient or advanced. In 2008, 22.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. CAUCASIAN In 2010, 38.2% scored proficient or advanced. In 2009, 38.5% scored proficient or advanced. In 2008, 31.5% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. ECONOMICALLY DISADVANTAGED In 2010, 45% scored proficient or advanced In 2009, 37.0% scored proficient or advanced. In 2008, 25.7% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. LIMITED ENGLISH PROFICIENT In 2010, 20.9% scored proficient or advanced. In 2009, 30.2% scored proficient or advanced. In 2008, 18.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. STUDENTS WITH DISABILITIES In 2010, 0% scored proficient or advanced. In 2009, 9.1% scored proficient or advanced. In 2008, 5.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are weak areas.

6. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade K, In 2010, 39% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 45.7% had an NPR score of 50, or above.
7. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 1 In 2010, 18% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 6% had an NPR score of 50, or above.
8. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 2 In 2010, 29% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 41.5% had an NPR score of 50, or above.
9. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 3 In 2010, 60% had an NPR score of 50, or above. In 2009, 25.0% had an NPR score of 50, or above. In 2008, 63.0% had an NPR score of 50, or above.
10. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 4 In 2010, 54% had an NPR score of 50, or above. In 2009, 34.0% had an NPR score of 50, or above. In 2008, 25.0% had an NPR score of 50, or above.
11. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 5 In 2010, 39% had an NPR score of 50, or above. In 2009, 24.0% had an NPR score of 50, or above. In 2008, 2.0% had an NPR score of 50, or above.
12. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 6 In 2010, 27% had an NPR score of 50, or above. In 2009, 55.0% had an NPR score of 50, or above. In 2008, 2.0% had an NPR score of 50, or above.

Goal: All students will improve their performance in solving open response and multiple choice questions in the areas of number sense,properties, operations and patterns, measurement, geometry, and algebraic functions.

Benchmark: All populations except for AFRICAN AMERICAN met the 2009 AYP Target for Mathematics through the application of "safe harbor". The AFRICAN AMERICAN population is on Alert with 45% Proficient/Advanced. It is expected that each of the populations will meet, or exceed, the 2011 AYP target of 77.5% scoring Proficient/Advanced, or make the necessary gains to invoke "Safe Harbor' or "Growth".

Intervention: Standards Based Mathematics

Scientific Based Research: Principles and Standards, NCTM (2000); Curriculum Focal Points, A Quest for Coherence, NCTM (2006); Understanding By Design, Jay McTighe and Grant Wiggins (2000); Building Academic Vocabulary, Robert Marzano and Debra Pickering (2005).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers of math will implement the components of standards-based instruction: use of grade-appropriate technology including calculators and computers, hands-on mathematics including manipulatives, lessons that correlate and connect learning to the Arkansas Mathematics Curriculum Framework, textbooks as a resource to guide instruction, vocabulary consistent with the Arkansas Mathematics Curriculum Framework, cooperative, collaborative and individual classroom instruction. Title I funds will be	Teachers of math	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

3. In which subjects are students experiencing the lowest achievement?

Trusty Elementary School data suggest that low achievement has taken place in Math and Literacy across the grade levels. There has been measurable growth in Math at the third grade level but a drop again at fifth grade. Low achievement is consistent in Math and Literacy at the fifth grade level for 2010 with sixth grade showing a sufficient drop in Math scores for the 2010 report. Literacy scores have been consistently lower than Math scores with writing being a skill students are most lacking. Strand analysis is included in attachments.

See Attachments

DRAFT

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

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Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 3 Literacy

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	52%	45%	28%	23%	14%	18%	6%	14%
Caucasian	67%	30%	33%	50%	0%	10%	0%	10%
African American	60%	56%	10%	11%	30%	22%	0%	11%
Hispanic	40%	60%	36%	7%	12%	20%	12%	13%
Economically Disadvantaged[2]	49%	44%	29%	23%	16%	19%	7%	15%
Students with Disabilities	100%	100%	0%	0%	0%	0%	0%	0%
Limited English Proficient	46%	53%	38%	21%	13%	16%	4%	11%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	61%	64%	26%	28%	10%	4%	3%	4%
Female	40%	22%	30%	17%	20%	35%	10%	26%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

Trusty

Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 3 Mathematics

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	26%	11%	48%	30%	24%	36%	2%	23%
Caucasian	56%	10%	44%	20%	0%	50%	0%	20%
African American	30%	22%	40%	22%	30%	56%	0%	0%
Hispanic	20%	13%	44%	47%	32%	27%	4%	13%
Economically Disadvantaged[2]	27%	13%	44%	27%	27%	40%	2%	21%
Students with Disabilities	33%	75%	67%	25%	0%	0%	0%	0%
Limited English Proficient	13%	16%	54%	37%	33%	32%	0%	16%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	26%	24%	55%	40%	19%	20%	0%	16%
Female	30%	0%	35%	13%	30%	61%	5%	26%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

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Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 4 Literacy

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	37%	6%	40%	47%	13%	31%	10%	16%
Caucasian	22%	13%	33%	50%	22%	25%	22%	13%
African American	31%	0%	54%	44%	8%	44%	8%	11%
Hispanic	46%	4%	38%	52%	12%	28%	4%	16%
Economically Disadvantaged[2]	37%	6%	44%	48%	11%	30%	9%	16%
Students with Disabilities	80%	33%	20%	67%	0%	0%	0%	0%
Limited English Proficient	40%	7%	44%	44%	12%	33%	4%	15%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	38%	10%	52%	47%	3%	33%	7%	10%
Female	36%	0%	28%	50%	24%	27%	12%	23%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

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Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 4 Mathematics

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	35%	144%	31%	33%	19%	27%	15%	27%
Caucasian	11%	38%	33%	38%	11%	13%	44%	13%
African American	46%	22%	15%	44%	31%	22%	8%	11%
Hispanic	35%	8%	35%	24%	23%	32%	8%	36%
Economically Disadvantaged[2]	35%	14%	33%	34%	17%	24%	15%	28%
Students with Disabilities	60%	67%	40%	33%	0%	0%	0%	0%
Limited English Proficient	36%	4%	40%	30%	16%	33%	8%	33%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	38%	13%	28%	33%	14%	20%	21%	23%
Female	32%	14%	32%	32%	28%	23%	8%	32%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

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Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 5 Literacy

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	28%	12%	38%	45%	30%	24%	4%	18%
Caucasian	33%	20%	56%	20%	11%	20%	0%	40%
African American	29%	13%	29%	31%	43%	44%	0%	13%
Hispanic	35%	5%	30%	68%	25%	14%	10%	14%
Economically Disadvantaged[2]	27%	11%	39%	42%	29%	28%	5%	19%
Students with Disabilities	71%	100%	29%	0%	0%	0%	0%	0%
Limited English Proficient	24%	9%	40%	64%	28%	23%	8%	5%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	25%	14%	43%	67%	29%	10%	4%	10%
Female	32%	9%	32%	27%	32%	39%	5%	24%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

Trusty

Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 5 Mathematics

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	64%	45%	13%	16%	19%	35%	4%	4%
Caucasian	78%	30%	0%	10%	22%	30%	0%	30%
African American	57%	56%	14%	6%	29%	38%	0%	0%
Hispanic	60%	50%	20%	18%	15%	32%	5%	0%
Economically Disadvantaged[2]	66%	43%	15%	17%	15%	34%	5%	6%
Students with Disabilities	86%	100%	14%	0%	0%	0%	0%	0%
Limited English Proficient	68%	50%	16%	27%	12%	23%	4%	0%
Other Groups	**% Below Basic**				**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	64%	62%	14%	5%	14%	29%	7%	5%
Female	63%	33%	11%	24%	26%	36%	0%	6%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

Trusty

Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 6 Literacy

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	14%	4%	35%	51%	43%	33%	8%	11%
Caucasian	24%	0%	29%	60%	35%	30%	12%	10%
African American	17%	0%	25%	50%	50%	42%	8%	8%
Hispanic	13%	15%	50%	62%	31%	15%	6%	8%
Economically Disadvantaged[2]	12%	4%	37%	56%	42%	29%	10%	11%
Students with Disabilities	78%	0%	22%	67%	0%	33%	0%	0%
Limited English Proficient	13%	10%	56%	57%	31%	24%	0%	10%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	22%	3%	41%	52%	33%	34%	4%	10%
Female	8%	5%	25%	58%	54%	26%	13%	11%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

Trusty

Trusty Elementary School
2009 and 2010 Student Achievement Comparisons
Grade 6 Mathematics

AYP Groups	% Below Basic		% Basic		% Proficient		% Advanced	
	2009	2010	2009	2010	2009	2010	2009	2010
Combined Population[1]	10%	29%	24%	42%	49%	16%	16%	13%
Caucasian	18%	20%	24%	70%	53%	10%	6%	0%
African American	17%	25%	8%	33%	67%	17%	8%	25%
Hispanic	6%	31%	38%	46%	25%	15%	31%	8%
Economically Disadvantaged[2]	77%	31%	24%	42%	49%	13%	20%	13%
Students with Disabilities	56%	50%	22%	50%	22%	0%	0%	0%
Limited English Proficient	6%	43%	44%	38%	38%	14%	13%	5%
Other Groups	**% Below Basic**		**% Basic**		**% Proficient**		**% Advanced**	
	2009	2010	2009	2010	2009	2010	2009	2010
Male	19%	28%	22%	38%	52%	14%	7%	21%
Female	4%	37%	25%	47%	46%	16%	25%	0%

[1] Combined population without students classified as 1st year LEP or High Mobile.

[2] Based on October 1, 2009 Free and/or Reduced Lunch count.

Trusty

Strand Performance Chart
Grade 3 Literacy
Trusty Elementary School

Performance on Multiple Choice Items

Literacy Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Reading - Literacy Passage	8	3.3	41%	8	5.0	62	5.9	73	6.1	77
Reading - Content Passage	8	3.0	37%	8	3.6	46	4.8	60	5.0	63
Reading - Practical Passage	8	2.9	37%	8	3.7	47	4.5	57	4.8	60
Writing - Multiple Choice	8	3.7	46%	8	3.5	44	4.7	59	4.9	61

Performance on Open Response Items

Literacy Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored		District (2010) Avg. Points Scored		State (2010) Avg. Points Scored	
Reading - Literacy Passage	8	2.6	8	6.2		5.1		4.9	
Reading - Content Passage	8	1.7	8	1.5		4.4		4.5	
Reading - Practical Passage	8	1.2	8	7.8		4.0		4.2	
	Prompt1/ Prompt 2	Prompt1/Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2	Prompt1/ Prompt 2
Writing - Content Domain	4.0/4.0	1.6/1.7	4.0/4.0	1.6/1.9		2.2/2.4		2.2/2.5	
Writing - Style Domain	4.0/4.0	1.5/1.6	4.0/4.0	1.4/1.9		2.2/2.4		2.2/2.5	
Writing - Sentence Formation Domain	4.0/4.0	2.3/2.0	4.0/4.0	2.0/2.0		2.7/2.7		2.8/2.8	
Writing - Usage Domain	4.0/4.0	2.9/2.5	4.0/4.0	2.3/2.6		3.0/3.1		3.1/3.2	
Writing - Mechanics Domain	4.0/4.0	2.3/2.2	4.0/4.0	2.2/2.3		2.8/2.8		2.9/2.9	

Trusty

Strand Performance Chart
Grade 3 Mathematics
Trusty Elementary School

Performance on Multiple Choice Items

Mathematics Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Number and Operations	9	3.4	37%	9	4.7	52	6.1	68	6.5	72
Algebra	9	4.2	47%	9	5.3	59	6.4	71	6.8	75
Geometry	8	4.2	53%	8	4.1	51	5.3	66	5.5	68
Measurement	7	2.9	41%	7	3.5	49	4.4	63	4.6	66
Data Analysis and Probability	7	2.9	42%	7	4.0	58	4.7	68	5.0	71

Performance on Open-Response Items

Mathematics Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored	District (2010) Avg. Points Scored	State (2010) Avg. Points Scored
Number and Operations	8	1.0	8	0.1	4.3	4.4
Algebra	8	2.9	8	7.3	4.7	4.7
Geometry	8	1.5	8	4.0	2.7	3.0
Measurement	8	.9	8	6.4	4.9	5.4
Data Analysis and Probability	8	1.9	8	0.3	6.3	6.5

Trusty

Strand Performance Chart
Grade 4 Literacy
Trusty Elementary School

Performance on Multiple Choice Items

Literacy Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Reading - Literacy Passage	8	4.5	57%	8	3.5	44	4.5	57	4.9	61
Reading - Content Passage	8	3.5	44%	8	3.8	47	4.8	60	5.0	63
Reading - Practical Passage	8	2.8	35%	8	4.6	57	5.4	68	5.6	71
Writing - Multiple Choice	8	3.4	43%	8	3.7	47	5.1	64	5.3	66

Performance on Open Response Items

Literacy Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored		District (2010) Avg. Points Scored		State (2010) Avg. Points Scored	
Reading - Literacy Passage	8	2.0	8	2.3		4.0		4.2	
Reading - Content Passage	8	2.5	8	3.1		4.3		4.2	
Reading - Practical Passage	8	3.1	8	4.6		4.3		4.0	
	Prompt1/ Prompt2	Prompt1/Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2
Writing - Content Domain	4.0/4.0	2.0/2.2	4.0/4.0	2.4/2.2		2.7/2.6		2.9/2.7	
Writing - Style Domain	4.0/4.0	1.9/2.1	4.0/4.0	2.4/2.1		2.7/2.6		2.8/2.7	
Writing - Sentence Formation Domain	4.0/4.0	1.9/2.0	4.0/4.0	2.7/2.5		2.9/2.8		3.0/2.9	
Writing - Usage Domain	4.0/4.0	2.7/2.7	4.0/4.0	3.1/3.0		3.2/3.1		3.3/3.2	
Writing - Mechanics Domain	4.0/4.0	2.4/2.3	4.0/4.0	2.8/2.6		3.0/2.9		3.0/2.9	

Trusty

Strand Performance Chart
Grade 4 Mathematics
Trusty Elementary School

Performance on Multiple Choice Items

Mathematics Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Number and Operations	9	5.4	60%	9	5.4	60	6.4	71	6.6	74
Algebra	9	4.7	53%	9	5.3	59	6.1	68	6.5	72
Geometry	8	4.2	53%	8	5.0	63	5.7	71	5.7	71
Measurement	7	3.5	50%	7	4.5	64	5.0	72	5.3	76
Data Analysis and Probability	7	3.1	44%	7	3.6	51	4.7	68	5.0	72

Performance on Open-Response Items

Mathematics Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored	District (2010) Avg. Points Scored	State (2010) Avg. Points Scored
Number and Operations	8	2.4	8	5.8	4.0	4.3
Algebra	8	3.7	8	3.4	4.6	4.5
Geometry	8	2.2	8	8.1	4.2	3.7
Measurement	8	2.0	8	6.2	5.0	5.1
Data Analysis and Probability	8	4.4	8	4.8	3.8	3.7

Trusty

Strand Performance Chart
Grade 5 Literacy
Trusty Elementary School

Performance on Multiple Choice Items

Literacy Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Reading - Literacy Passage	8	4.3	54%	8	4.4	55	5.2	65	5.5	69
Reading - Content Passage	8	3.9	48%	8	3.3	41	3.9	49	4.2	53
Reading - Practical Passage	8	3.5	44%	8	3.8	48	4.7	59	5.1	63
Writing - Multiple Choice	8	4.1	52%	8	4.4	55	5.4	67	5.7	71

Performance on Open Response Items

Literacy Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored		District (2010) Avg. Points Scored		State (2010) Avg. Points Scored	
Reading - Literacy Passage	8	3.3	8	4.9		5.6		5.8	
Reading - Content Passage	8	2.1	8	5.1		4.7		4.8	
Reading - Practical Passage	8	1.9	8	5.1		4.7		4.9	
	Prompt1/ Prompt2	Prompt1/Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2
Writing - Content Domain	4.0/4.0	1.9/2.3	4.0/4.0	2.6/2.3		2.6/2.4		2.8/2.6	
Writing - Style Domain	4.0/4.0	1.9/2.3	4.0/4.0	2.5/2.2		2.6/2.4		2.7/2.5	
Writing - Sentence Formation Domain	4.0/4.0	2.4/3.0	4.0/4.0	2.6/2.8		3.1/3.1		3.2/3.2	
Writing - Usage Domain	4.0/4.0	2.5/3.3	4.0/4.0	2.9/3.1		3.2/3.4		3.4/3.4	
Writing - Mechanics Domain	4.0/4.0	2.4/2.9	4.0/4.0	2.8/3.0		3.1/3.3		3.2/3.4	

Trusty L60

Trusty

Strand Performance Chart
Grade 5 Mathematics
Trusty Elementary School

Performance on Multiple Choice Items

Mathematics Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Number and Operations	9	3.6	40%	9	4.5	50	5.3	59	5.8	64
Algebra	9	4.0	44%	9	4.2	47	5.6	63	6.2	69
Geometry	8	3.4	42%	8	3.6	45	4.9	62	5.5	68
Measurement	7	2.6	37%	7	3.1	44	4.0	58	4.3	62
Data Analysis and Probability	7	4.0	57%	7	4.1	58	5.0	71	5.3	76

Performance on Open Response Items

Mathematics Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored	District (2010) Avg. Points Scored	State (2010) Avg. Points Scored
Number and Operations	8	1.8	8	3.3	4.1	4.5
Algebra	8	1.9	8	2.5	3.9	4.5
Geometry	8	2.2	8	3.9	3.4	3.4
Measurement	8	.7	8	3.2	4.4	5.0
Data Analysis and Probability	8	.4	8	4.2	4.1	4.6

Trusty 61

Trusty

Strand Performance Chart
Grade 6 Literacy
Trusty Elementary School

Performance on Multiple Choice Items

Literacy Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Reading - Literacy Passage	8	5.2	65%	8	4.6	58	5.6	71	5.8	72
Reading - Content Passage	8	4.2	52%	8	4.4	54	5.1	64	5.2	65
Reading - Practical Passage	8	4.8	60%	8	3.9	48	5.0	62	5.0	62
Writing - Multiple Choice	8	4.7	58%	8	4.3	53	5.0	62	5.1	64

Performance on Open Response Items

Literacy Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored		District (2010) Avg. Points Scored		State (2010) Avg. Points Scored	
Reading - Literacy Passage	8	2.8	8	4.3		4.9		5.1	
Reading - Content Passage	8	2.2	8	4.1		4.5		4.5	
Reading - Practical Passage	8	5.6	8	2.9		3.9		3.8	
	Prompt1/ Prompt2	Prompt1/Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2	Prompt1/ Prompt2
Writing - Content Domain	4.0/4.0	2.5/2.5	4.0/4.0	2.1/2.2		2.3/2.6		2.5/2.6	
Writing - Style Domain	4.0/4.0	2.5/2.5	4.0/4.0	2.1/2.2		2.3/2.6		2.5/2.6	
Writing - Sentence Formation Domain	4.0/4.0	3.1/3.0	4.0/4.0	3.1/2.9		3.2/3.2		3.2/3.2	
Writing - Usage Domain	4.0/4.0	3.3/3.1	4.0/4.0	3.2/3.1		3.4/3.4		3.4/3.4	
Writing - Mechanics Domain	4.0/4.0	3.1/3.0	4.0/4.0	2.9/2.8		3.2/3.3		3.2/3.3	

Trusty 62

Trusty

Strand Performance Chart
Grade 6 Mathematics
Trusty Elementary School

Performance on Multiple Choice Items

Mathematics Strands	# of Items (2009)	School Data (2009)		# of Items (2010)	School (2010)		District (2010)		State (2010)	
		Avg. # Correct	Avg. % Correct		Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct	Avg. # Correct	Avg. % Correct
Number and Operations	9	4.8	53%	9	4.1	46	5.8	65	5.9	66
Algebra	9	4.5	51%	9	4.0	45	5.6	63	5.9	66
Geometry	8	5.0	63%	8	4.7	59	6.1	76	5.7	71
Measurement	7	4.3	61%	7	3.9	55	4.9	70	4.8	69
Data Analysis and Probability	7	3.5	50%	7	3.4	49	4.5	64	4.6	66

Performance on Open-Response Items

Mathematics Strands	Possible Points (2009)	School (2009) Avg. Points Scored	Possible Points (2010)	School (2010) Avg. Points Scored	District (2010) Avg. Points Scored	State (2010) Avg. Points Scored
Number and Operations	8	5.3	8	1.5	4.1	4.4
Algebra	8	3.4	8	6.0	6.9	7.0
Geometry	8	4.0	8	2.2	4.7	5.1
Measurement	8	2.9	8	0.9	3.1	2.9
Data Analysis and Probability	8	4.8	8	3.8	4.3	4.4

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11 USTY

School Improvement Report
Trusty Elementary 2010-2011
3rd, 4th, 5th and 6th grade students

~ LEP updated per TLI

This is where you are:											
LITERACY	% Proficient†	1st Quarterly Review 11/02/09			2nd Quarterly Review 01/11/10			3rd Quarterly Review 04/15/10			
		%	A	B	%	A	B	%	A	B	
Combined:	58.80%										
Caucasian:	62.50%										
African American:	56.30%										
Hispanic:	52.90%										
F/R Lunch:	57.80%										
IEP:	31.30%										
LEP:	56.80%										

This is where you need to be -- AYP Targets:		Other Targets:	
LITERACY	% Proficient	A	B
Combined:	62.90%	95.00%	
Caucasian:	66.30%	95.00%	
African American:	60.70%	95.00%	
Hispanic:	57.60%	95.00%	
F/R Lunch:	62.00%	95.00%	
IEP:	38.20%	95.00%	
LEP:	61.10%	95.00%	

This is where you are:											
MATHEMATICS	% Proficient†	1st Quarterly Review 11/02/09			2nd Quarterly Review 01/11/10			3rd Quarterly Review 04/15/10			
		%	A	B	%	A	B	%	A	B	
Combined:	55.60%										
Caucasian:	50.00%										
African American:	56.30%										
Hispanic:	50.00%										
F/R Lunch:	55.60%										
IEP:	6.30%										
LEP:	53.40%										

This is where you need to be -- AYP Targets:		Other Targets:	
MATHEMATICS	% Proficient	A	B
Combined:	60.00%	95.00%	
Caucasian:	55.00%	95.00%	
African American:	60.70%	95.00%	
Hispanic:	55.00%	95.00%	
F/R Lunch:	60.90%	95.00%	
IEP:	15.70%	95.00%	
LEP:	58.10%	95.00%	

Gray shading = Subpopulations with less than 40 students

Green = Improved **Red** = Not Improved **Black** = Same

† **% Proficient** = 2009-2010 AYP Data

* Non-duplicated count

Trusty 64

Quarterly Review

% = All available literacy, mathematics, NRT, CRT and TLI assessment data for each category of students. Based on this data, a statistical calculation is preformed to determine the predicted percent of students who are likely to score proficient or above **on the 2010-2011 Benchmark.**

A = Attendance, average % of students present; red represents less than 95%

B = Behavior, # of suspensions

Trusty

School Improvement Report
Trusty Elementary 2009-2010
3rd, 4th, 5th and 6th grade students

~ LEP updated per TLI

This is where you are:

LITERACY	% Proficient†	1st Quarterly Review 11/02/09			2nd Quarterly Review 01/11/10			3rd Quarterly Review 04/15/10		
		%	A	B	%	A	B	%	A	B
Combined:	32.00%	40%	94%	2*	48%	94%	2*	55%	94%	1*
Caucasian:	30.80%	34%	92%	0	38%	92%	2	55%	92%	0
African American:	32.40%	46%	95%	1	52%	95%	0	53%	94%	0
Hispanic:	28.40%	42%	95%	1	46%	95%	0	56%	94%	1
F/R Lunch:	31.20%	40%	96%	2	48%	95%	2	54%	96%	1
IEP:	0.00%	24%	91%	0	19%	91%	0	21%	93%	0
LEP:	25.60%	35%	96%	0	45%	95%	0	40%	95%	1

This is where you need to be -- AYP Targets:

Other Targets:

LITERACY	% Proficient	A	B
Combined:	38.80%	95.00%	
Caucasian:	37.72%	95.00%	
African American:	39.16%	95.00%	
Hispanic:	35.56%	95.00%	
F/R Lunch:	38.08%	95.00%	
IEP:	10.00%	95.00%	
LEP:	33.04%	95.00%	

This is where you are:

MATHEMATICS	% Proficient†	1st Quarterly Review 11/02/09			2nd Quarterly Review 01/11/10			3rd Quarterly Review 04/15/10		
		%	A	B	%	A	B	%	A	B
Combined:	37.60%	43%	94%	2*	56%	94%	2*	55%	94%	1*
Caucasian:	38.50%	44%	92%	0	59%	92%	2	60%	92%	0
African American:	41.20%	53%	95%	1	64%	95%	0	57%	94%	0
Hispanic:	37.00%	41%	95%	1	49%	95%	0	59%	94%	1
F/R Lunch:	37.00%	43%	96%	2	56%	95%	2	55%	96%	1
IEP:	9.10%	24%	91%	0	19%	91%	0	38%	93%	0
LEP:	30.20%	37%	96%	0	47%	95%	0	52%	95%	1

This is where you need to be -- AYP Targets:

Other Targets:

MATHEMATICS	% Proficient	A	B
Combined:	43.84%	95.00%	
Caucasian:	44.65%	95.00%	
African American:	47.08%	95.00%	
Hispanic:	43.30%	95.00%	
F/R Lunch:	43.30%	95.00%	
IEP:	18.19%	95.00%	
LEP:	37.18%	95.00%	

Gray shading = Subpopulations with less than 40 students

Green = Improved **Red** = Not Improved **Black** = Same

† **% Proficient** = 2008 - 2009 AYP Data

* Non-duplicated count

Trusty65

Quarterly Review

% = All available literacy, mathematics, NRT, CRT and TLI assessment data for each category of students. Based on this data, a statistical calculation is preformed to determine the predicted percent of students who are likely to score proficient or above **on the 2009-2010 Benchmark.**

A = Attendance, average % of students present; red represents less than 95%

B = Behavior, # of suspensions

Trusty

School Improvement Plan
Trusty Elementary 2008-2009

This is where you are:											
LITERACY	% Proficient	1st Quarterly Review 10/17/08			2nd Quarterly Review 12/19/08			3rd Quarterly Review 03/20/09			
		%	A	B	%	A	B	%	A	B	
Combined:	24.30%	34%	94%	4*		93%	12*		93%	12*	
Caucasian:	27.30%	33%	93%	1		90%	4		91%	0	
African American:	32.10%	35%	96%	3		93%	4		91%	9	
Hispanic:	26.40%	33%	96%	0	33%	95%	1		93%	2	
F/R Lunch:	31.60%	33%	90%	4		90%	12		88%	7	
IEP:	5.30%	9%	93%	1		91%	1		88%	0	
LEP:	23.10%	28%	96%	0		95%	3		94%	2	

This is where you need to be -- Safe Harbor Targets:		Other Targets:	
LITERACY	% Proficient	A	B
Combined:	31.90%	95.00%	
Caucasian:	34.60%	95.00%	
African American:	38.90%	95.00%	
Hispanic:	26.40%	95.00%	
F/R Lunch:	31.60%	95.00%	
IEP:	14.80%	95.00%	
LEP:	23.10%	95.00%	

This is where you are:											
MATHEMATICS	% Proficient	1st Quarterly Review 10/17/08			2nd Quarterly Review 12/19/08			3rd Quarterly Review 03/20/09			
		%	A	B	%	A	B	%	A	B	
Combined:	26.00%	50%	94%	4*		93%	12*		93%	12*	
Caucasian:	31.80%	49%	93%	1		90%	4		91%	0	
African American:	25.00%	48%	96%	3		93%	4		91%	9	
Hispanic:	22.10%	49%	96%	0		95%	1		93%	2	
F/R Lunch:	25.70%	49%	90%	4		90%	12		88%	7	
IEP:	5.30%	23%	93%	1		91%	1		88%	0	
LEP:	18.30%	46%	96%	0		95%	3		94%	2	

This is where you need to be -- Safe Harbor Targets:		Other Targets:	
MATHEMATICS	% Proficient	A	B
Combined:	33.40%	95.00%	
Caucasian:	38.60%	95.00%	
African American:	32.50%	95.00%	
Hispanic:	29.90%	95.00%	
F/R Lunch:	33.10%	95.00%	
IEP:	14.80%	95.00%	
LEP:	26.50%	95.00%	

A = Attendance, % of days present
B = Behavior, # of suspensions

* Non-duplicated count

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Trusty

2010 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/20/2010
TRUSTY ELEMENTARY SCHOOL AYP Status: State Directed (SD-7)
Math AMO: 70 Literacy AMO: 71.2

SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION

	2007-2008		2008-2009		2009-2010		3-year 2007-2010	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
COMBINED POPULATION								
# Proficient	46	43	68	58	84	78	198	179
# Attempted	177	177	181	181	187	187	545	545
% Proficient	26	24.3	37.6	32	44.9	41.7	36.3	32.8
AYP Status	SI_4	SI_5	SI_M	SI_M	SI_M	SI_M	SI_M	SI_M
AFRICAN-AMERICAN POPULATION								
# Proficient	7	9	14	11	18	21	39	41
# Attempted	28	28	34	34	40	40	102	102
% Proficient	25	32.1	41.2	32.4	45	52.5	38.2	40.2
AYP Status	NA	NA	NA	NA	A	MS	A	MS
HISPANIC POPULATION								
# Proficient	17	14	30	23	31	23	78	60
# Attempted	77	77	81	81	71	71	229	229
% Proficient	22.1	18.2	37	28.4	43.7	32.4	34.1	26.2
AYP Status	SI_2	SI_2	SI_M	SI_M	SI_M	SI_3	SI_M	SI_3
CAUCASIAN POPULATION								
# Proficient	14	12	15	12	13	13	42	37
# Attempted	44	44	39	39	34	34	117	117
% Proficient	31.8	27.3	38.5	30.8	38.2	38.2	35.9	31.6
AYP Status	MS	SI_1	NA	NA	NA	NA	A	SI_M
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	44	41	64	54	81	75	189	170
# Attempted	171	171	173	173	180	180	524	524
% Proficient	25.7	24	37	31.2	45	41.7	36.1	32.4
AYP Status	SI_4	SI_5	SI_M	SI_6	SI_M	SI_M	SI_M	SI_M
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	15	12	26	22	36	30	77	64
# Attempted	82	82	86	86	88	88	256	256
% Proficient	18.3	14.6	30.2	25.6	40.9	34.1	30.1	25
AYP Status	SI_1	SI_2	SI_M	SI_M	SI_M	SI_M	SI_M	SI_M
STUDENTS WITH DISABILITIES								
# Proficient	1	1	2	0	0	2	3	3
# Attempted	19	19	22	22	16	16	57	57
% Proficient	5.3	5.3	9.1	0	0	12.5	5.3	5.3
AYP Status	NA	NA	NA	NA	NA	NA	A	MS

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Trusty

2010 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/20/2010
TRUSTY ELEMENTARY SCHOOL AYP Status: State Directed (SD-7)
Math AMO: 70 Literacy AMO: 71.2

In order to be eligible for Safe Harbor (SH), eligibility must be met for:
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 09-10

COMBINED POPULATION	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	YES	YES
2009-2010 AYP STATUS	SI_M(SH)	SI_M(SH)

AFRICAN-AMERICAN POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	NO(3.80)	YES
2009-2010 AYP STATUS	A	MS (SH)

HISPANIC POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	YES	NO(4.00)
2009-2010 AYP STATUS	SI_M(SH)	SI_3

CAUCASIAN POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	NO(-0.30)	YES
2009-2010 AYP STATUS	NA	NA

ECONOMICALLY DISADVANTAGED POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	YES	YES
2009-2010 AYP STATUS	SI_M(SH)	SI_M(SH)

LIMITED ENGLISH PROFICIENT POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	YES	YES
2009-2010 AYP STATUS	SI_M(SH)	SI_M(SH)

STUDENTS WITH DISABILITIES		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 09-10	NO(-9.10)	YES
2009-2010 AYP STATUS	NA	NA

* (SH) indicates that Safe Harbor has been applied to status determination.

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2010 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/20/2010
TRUSTY ELEMENTARY SCHOOL AYP Status: State Directed (SD-7)
Math AMO: 70 Literacy AMO: 71.2

SUBGROUP DETAILS FOR GROWTH USED IN AYP 2010

Math

	Number of Tests Attempted	Number Prof.Adv 2010 Status	Percent Prof.Adv 2010 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2010 with Growth*	Met Growth?
Combined	187	84	44.9	20	55.6	No
Af.Amer.	40	18	45	2	50	No
Hispanic	71	31	43.7	9	56.3	No
Caucasian	34	13	38.2	4	50	NA
Econ.Dis.	180	81	45	19	55.6	No
LEP	88	36	40.9	11	53.4	No
Stud.Dis.	16	0	0	1	6.3	NA

Literacy

	Number of Tests Attempted	Number Prof.Adv 2010 Status	Percent Prof.Adv 2010 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2010 with Growth*	Met Growth?
Combined	187	78	41.7	32	58.8	No
Af.Amer.	40	21	52.5	4	62.5	No
Hispanic	71	23	32.4	17	56.3	No
Caucasian	34	13	38.2	5	52.9	NA
Econ.Dis.	180	75	41.7	29	57.8	No
LEP	88	30	34.1	20	56.8	No
Stud.Dis.	16	2	12.5	3	31.3	NA

*Note 1: The number of below proficient students who met their growth increment are added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

**Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced.The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO withstatus and not meet AMO with growth due to the application of the confidence interval.

***Note 3: For schools with grades 4-8 students NA indicates that no students that were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	342.18	347.16	338.72	342.69
Average Daily Membership:	361.45	366.20	359.64	362.43

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2010 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 07/20/2010

District and School Information

District:	FORT SMITH SCHOOL DISTRICT	School:	TRUSTY ELEMENTARY SCHOOL
LEA:	6601	LEA:	6601019
Superintendent:	BENNY GOODEN	Principal:	SARAH LAVEY
Address:	P.O. BOX 1948	Address:	3300 HARRIS AVENUE
City:	FORT SMITH, AR 72902	County:	SEBASTIAN
Phone:	(479)785-2501	Phone:	479-783-7720

Overall School AYP Information

2010 AYP Status: State Directed (SD-7)

Met Standards for Mathematics:	NO	Overall Math Status:	SI_6
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_7
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: State Directed (SD-6)

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	80%
Grade Range:	K - 6	Met Attendance Goal:	YES	Number of Groups Met AYP:	8
Minimum N*:	40	Qtrs. 1-3 Average ADM:	362.43	Number of Groups ≥ 40:	10

Summary of Subgroup Adequate Yearly Progress for 2010

	Math		Literacy		Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor	Met Growth	Met Growth
Combined	No	Yes	No	Yes	No	No
Af.Amer.	No	No	No	Yes	No	No
Hispanic	No	Yes	No	No	No	No
Caucasian	NA	NA	NA	NA	NA	NA
Econ.Dis.	No	Yes	No	Yes	No	No
LEP	No	Yes	No	Yes	No	No
Stud.Dis.	NA	NA	NA	NA	NA	NA

Percent Tested Results for Overall and Subgroups

	Combined	Af.Amer.	Caucasian	Hispanic	Econ.Dis.	LEP	Stud.Dis.
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

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2009 Arkansas Adequate Yearly Progress: School Improvement Report

Report Completed 07/30/2009

District and School Information

District:	FORT SMITH SCHOOL DISTRICT	School:	TRUSTY ELEMENTARY SCHOOL
LEA:	6601	LEA:	6601019
Superintendent:	BENNY L GOODEN	Principal:	SARAH L LAVEY
Address:	P.O. BOX 1948	Address:	3300 HARRIS AVENUE
City:	FORT SMITH, AR 72902	County:	SEBASTIAN
Phone:	(479)785-2501	Phone:	479-783-7720

Overall School AYP Information

2009 AYP Status: State Directed (SD-6)

Met Standards for Mathematics:	YES	Overall Math Status:	SI_M
Met Standards for Literacy:	NO	Overall Literacy Status:	SI_6
Met Standards for Attendance:	YES	Overall Attend Status:	MS

Prior Year AYP Status: School Improvement: Year 5

AYP Group:	K - 5	Attendance Goal:	91.13%	Smart Accountability Index:	87.5%
Grade Range:	K - 6	Met Attendance Goal:	YES	Number of Groups Met AYP:	7
Minimum N*:	40	Qtrs. 1-3 Average ADM:	356.20	Number of Groups ≥ 40:	8

Summary of Subgroup Adequate Yearly Progress for 2009

	Math		Literacy		Math	Literacy
	Met Status	Met Safe Harbor	Met Status	Met Safe Harbor	Met Growth	Met Growth
Combined	No	Yes	No	Yes	No	No
Af.Amer.	NA	NA	NA	NA	NA	NA
Hispanic	No	Yes	No	Yes	No	No
Caucasian	NA	NA	NA	NA	NA	NA
Econ.Dis.	No	Yes	No	No	No	No
LEP	No	Yes	No	Yes	No	No
Stud.Dis.	NA	NA	NA	NA	NA	NA

Percent Tested Results for Overall and Subgroups

	Combined	Af.Amer.	Caucasian	Hispanic	Econ.Dis.	LEP	Stud.Dis.
LITERACY	YES	YES	YES	YES	YES	YES	YES
MATH	YES	YES	YES	YES	YES	YES	YES

*Note: Minimum N is the minimum number of non-mobile students that a school needs to have in a subgroup for the subgroup to be accounted for in AYP determinations.

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2009 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/30/2009
TRUSTY ELEMENTARY SCHOOL AYP Status: School Improvement: Year 6

SUB-GROUP AYP STATUS AND SAFE HARBOR ELIGIBILITY DETERMINATION

	2006-2007		2007-2008		2008-2009		3-year 2006-2009	
	Math	Lit	Math	Lit	Math	Lit	Math	Lit
COMBINED POPULATION								
# Proficient	34	29	46	43	68	58	148	130
# Attempted	153	153	177	177	181	181	511	511
% Proficient	22.2	19	26	24.3	37.6	32	29	25.4
AYP Status	SI_3	SI_4	SI_4	SI_5	SI_M	SI_M	SI_M	SI_M
AFRICAN-AMERICAN POPULATION								
# Proficient	3	3	7	9	14	11	24	23
# Attempted	17	17	28	28	34	34	79	79
% Proficient	17.6	17.6	25	32.1	41.2	32.4	30.4	29.1
AYP Status	NA	NA	NA	NA	NA	NA	MS	A
HISPANIC POPULATION								
# Proficient	14	10	17	14	30	23	61	47
# Attempted	68	68	77	77	81	81	226	226
% Proficient	20.6	14.7	22.1	18.2	37	28.4	27	20.8
AYP Status	SI_1	SI_1	SI_2	SI_2	SI_M	SI_M	SI_M	SI_M
CAUCASIAN POPULATION								
# Proficient	9	9	14	12	15	12	38	33
# Attempted	42	42	44	44	39	39	125	125
% Proficient	21.4	21.4	31.8	27.3	38.5	30.8	30.4	26.4
AYP Status	A	A	MS	SI_1	NA	NA	A	SI_2
ECONOMICALLY DISADVANTAGED POPULATION								
# Proficient	32	29	44	41	64	54	140	124
# Attempted	143	143	171	171	173	173	487	487
% Proficient	22.4	20.3	25.7	24	37	31.2	28.7	25.5
AYP Status	SI_3	SI_4	SI_4	SI_5	SI_M	SI_6	SI_M	SI_6
LIMITED ENGLISH PROFICIENT POPULATION								
# Proficient	12	8	15	12	26	22	53	42
# Attempted	73	73	82	82	86	86	241	241
% Proficient	16.4	11	18.3	14.6	30.2	25.6	22	17.4
AYP Status	A	SI_1	SI_1	SI_2	SI_M	SI_M	SI_M	SI_M
STUDENTS WITH DISABILITIES								
# Proficient	0	0	1	1	2	0	3	1
# Attempted	22	22	19	19	22	22	63	63
% Proficient	0	0	5.3	5.3	9.1	0	4.8	1.6
AYP Status	NA	NA	NA	NA	NA	NA	A	A

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2009 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/30/2009
TRUSTY ELEMENTARY SCHOOL AYP Status: School Improvement: Year 6

In order to be eligible for Safe Harbor (SH), eligibility must be met for:
Percent Tested (95.0%), Attendance Rate (91.13%) and Proficiency Change 08-09

COMBINED POPULATION	Math Eligible?	Literacy Eligible?
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	YES	YES
2008-2009 AYP STATUS	SI_M(SH)	SI_M(SH)

AFRICAN-AMERICAN POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	YES	NO(0.30)
2008-2009 AYP STATUS	NA	NA

HISPANIC POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	YES	YES
2008-2009 AYP STATUS	SI_M(SH)	SI_M(SH)

CAUCASIAN POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	NO(6.70)	NO(3.50)
2008-2009 AYP STATUS	NA	NA

ECONOMICALLY DISADVANTAGED POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	YES	NO(7.20)
2008-2009 AYP STATUS	SI_M(SH)	SI_6

LIMITED ENGLISH PROFICIENT POPULATION		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	YES	YES
2008-2009 AYP STATUS	SI_M(SH)	SI_M(SH)

STUDENTS WITH DISABILITIES		
Percent Tested	YES	YES
Attendance Rate	YES	YES
Prof. Change 08-09	NO(3.80)	NO(-5.30)
2008-2009 AYP STATUS	NA	NA

* (SH) indicates that Safe Harbor has been applied to status determination.

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2009 Arkansas Adequate Yearly Progress: School Improvement Report

FORT SMITH SCHOOL DISTRICT Report Completed: 07/30/2009
TRUSTY ELEMENTARY SCHOOL AYP Status: School Improvement: Year 6

SUBGROUP DETAILS FOR GROWTH USED IN AYP 2009

Math

	Number of Tests Attempted	Number Prof.Adv 2009 Status	Percent Prof.Adv 2009 Status**	Number Students Not Prof. That Met Growth	Percent Prof.Adv 2009 with Growth*	Met Growth?
Combined	181	68	37.6	17	47	No
Af.Amer.	34	14	41.2	1	44.1	NA
Hispanic	81	30	37	12	51.9	No
Caucasian	39	15	38.5	2	43.6	NA
Econ.Dis.	173	64	37	2	38.2	No
LEP	86	26	30.2	13	45.3	No
Stud.Dis.	22	2	9.1	5	31.8	NA

Literacy

	Number of Tests Attempted	Number Prof.Adv 2009 Status	Percent Prof.Adv 2009 Status**	Number Students Not Prof. That Met Growth***	Percent Prof.Adv 2009 with Growth*	Met Growth?
Combined	181	58	32	11	38.1	No
Af.Amer.	34	11	32.4	2	38.2	NA
Hispanic	81	23	28.4	7	37	No
Caucasian	39	12	30.8	2	35.9	NA
Econ.Dis.	173	54	31.2	11	37.6	No
LEP	86	22	25.6	7	33.7	No
Stud.Dis.	22	0	0	NA	0	NA

*Note 1: The number of below proficient students who met their growth increment are added to the number of students proficient/advanced in the numerator of the percent proficient calculation for the growth step for AYP.

**Note 2: The lower bound of a confidence interval is applied to the Status Percent Proficient/Advanced.The confidence interval is not applied to the Growth Percent Proficient/Advanced. In rare cases schools will meet AMO withstatus and not meet AMO with growth due to the application of the confidence interval.

***Note 3: For schools with grades 4-8 students NA indicates that no students that were below proficient met growth. For schools with grades 9-12 students NA indicates that the growth model does not apply to these grade levels.

ATTENDANCE DATA

	Qtr 1	Qtr 2	Qtr 3	Average
Average Daily Attendance:	340.63	334.84	326.07	333.85
Average Daily Membership:	357.75	358.15	352.70	356.20

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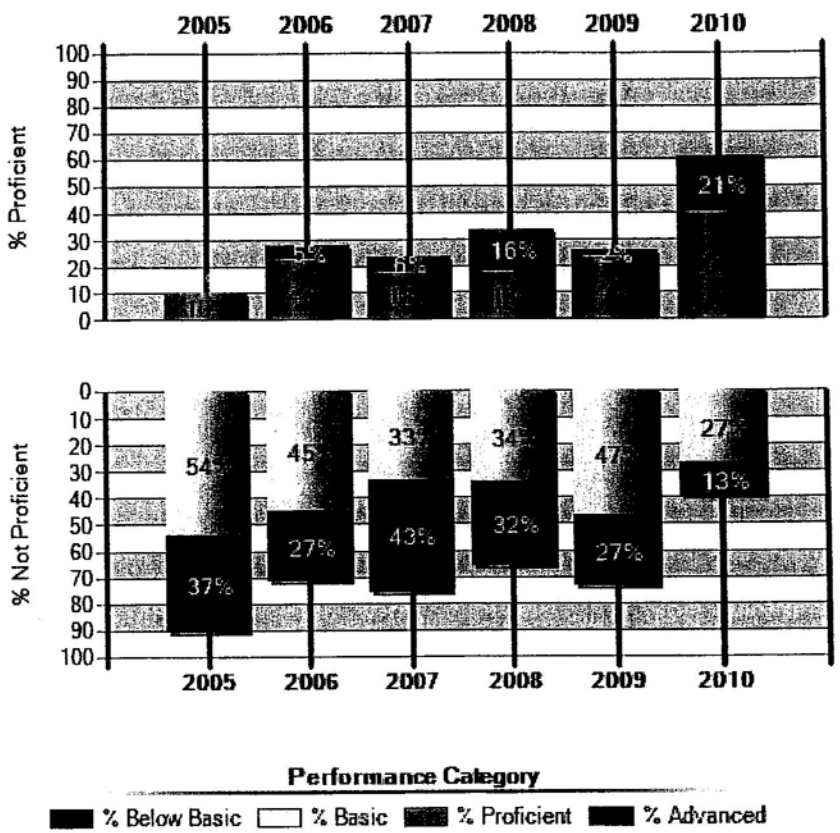
ACTAAP Trend Summary

(Combined Population)

SPOT REPORTS™

TRUSTY ELEMENTARY
Benchmark 3 - Math



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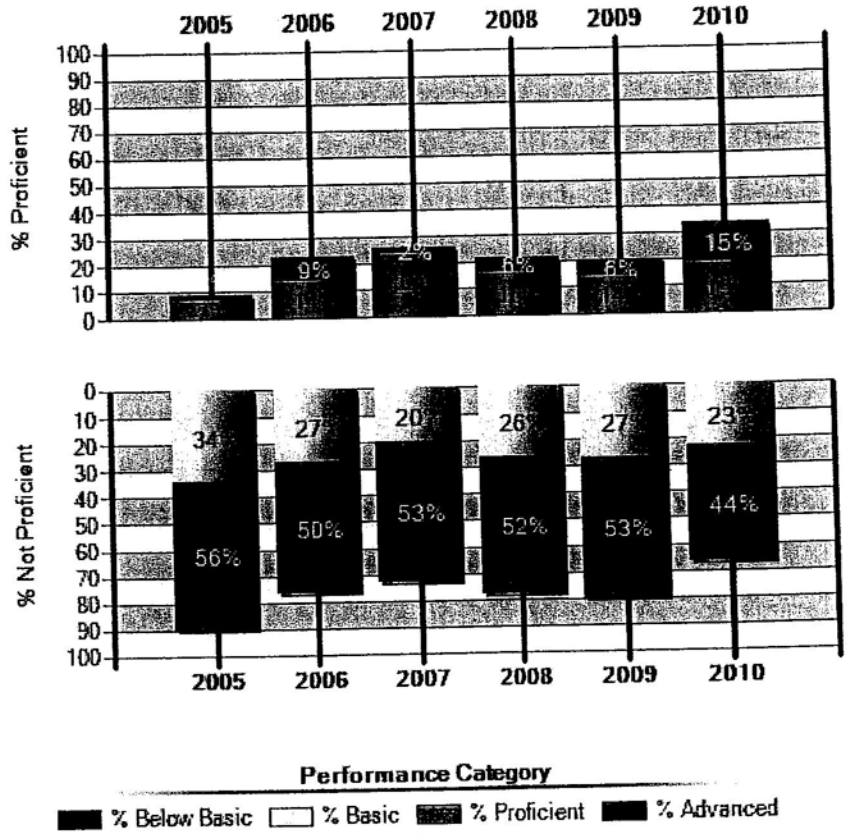
TRUSTY ELEMENTARY
Benchmark 3 - Literacy



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ACTAAP Trend Summary

(Combined Population)

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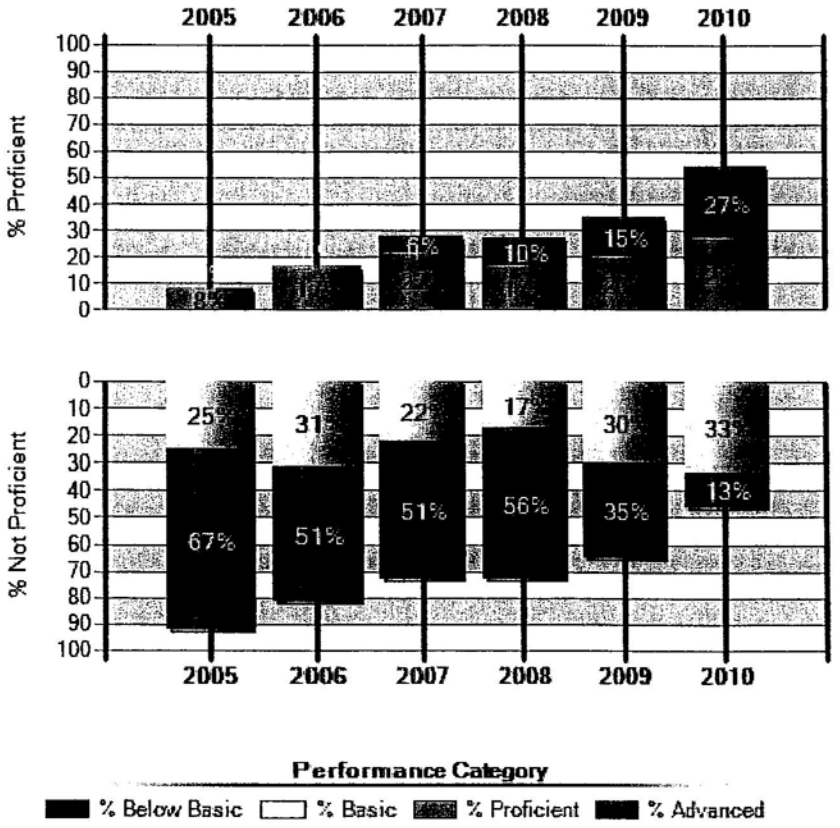
Benchmark 4 - Math



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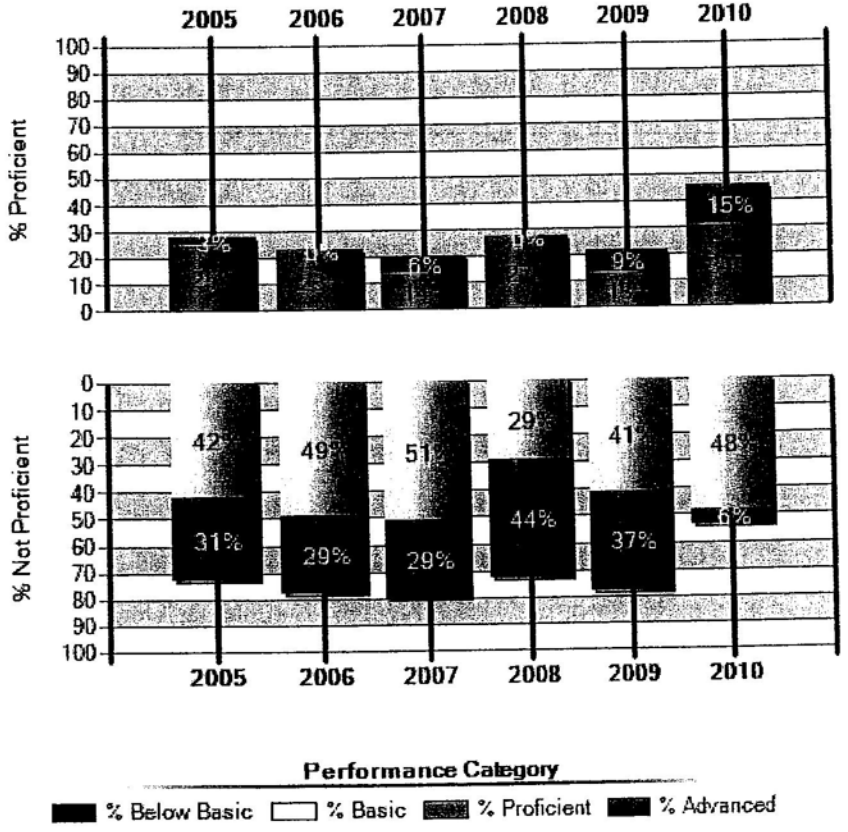
Benchmark 4 - Literacy



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ACTAAP Trend Summary

(Combined Population)

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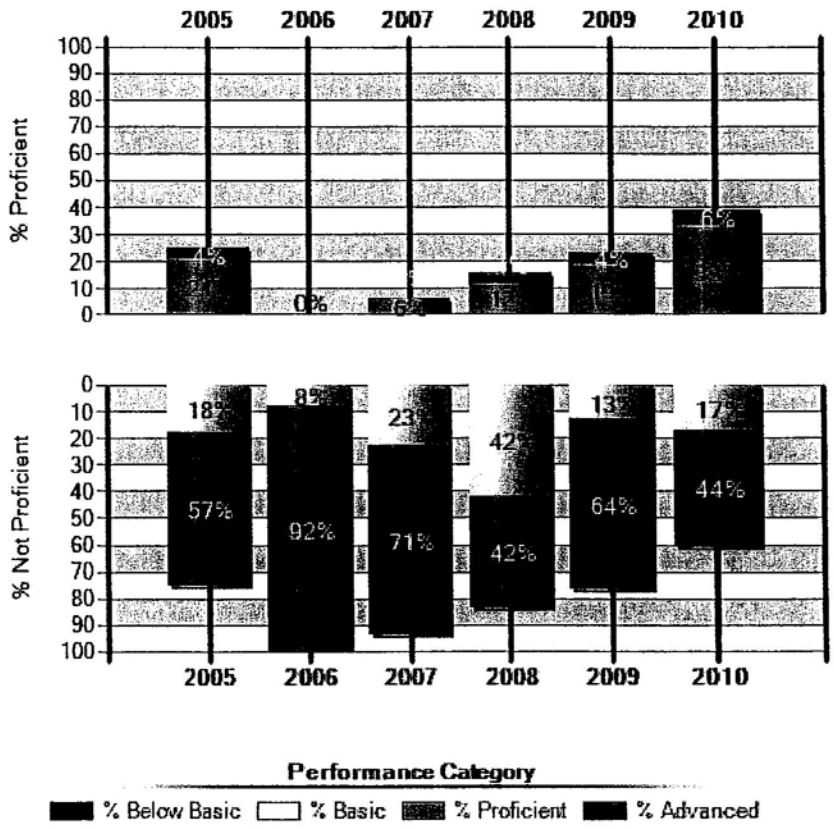
TRUSTY ELEMENTARY
Benchmark 5 - Math



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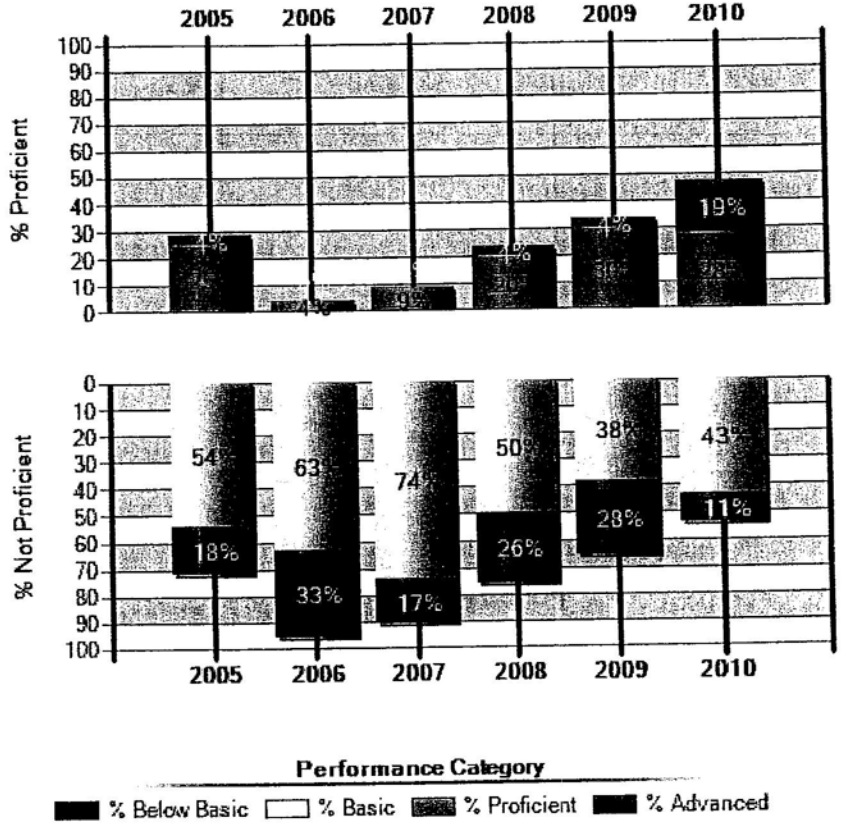
Benchmark 5 - Literacy



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ACTAAP Trend Summary

(Combined Population)

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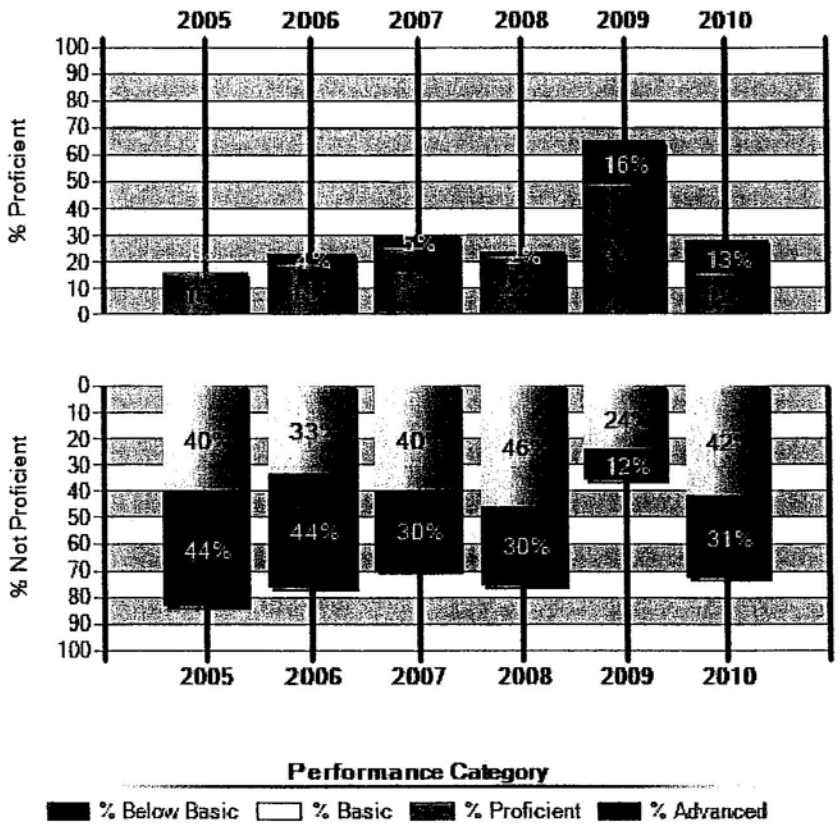
Benchmark 6 - Math



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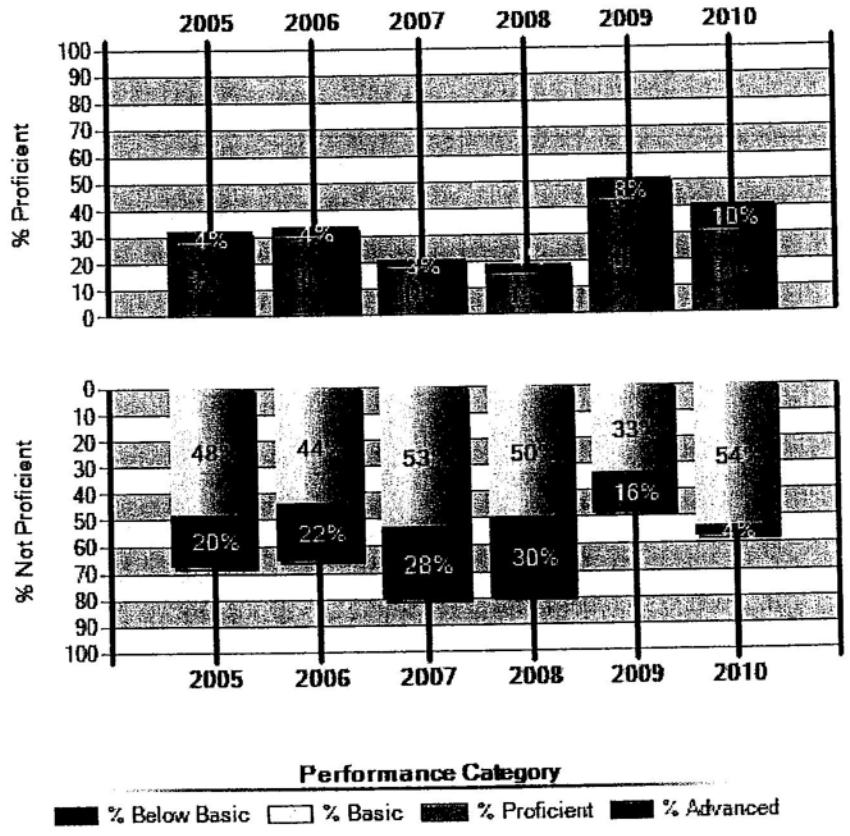
Benchmark 6 - Literacy



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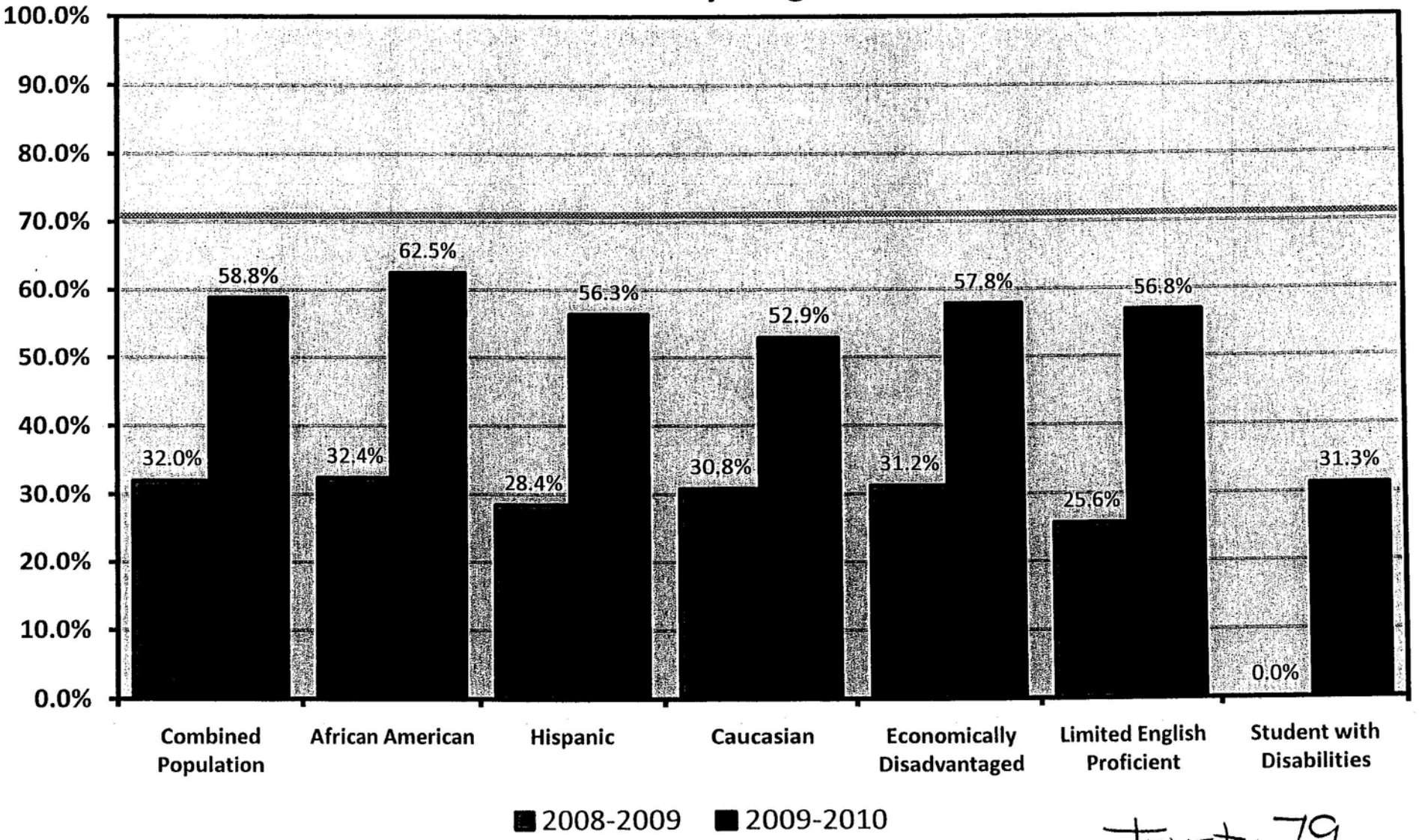
2009-2010 AYP Report -- K-6 Literacy
Trusty Elementary

State AYP Literacy Target = 71.20%



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KC/CN/bly

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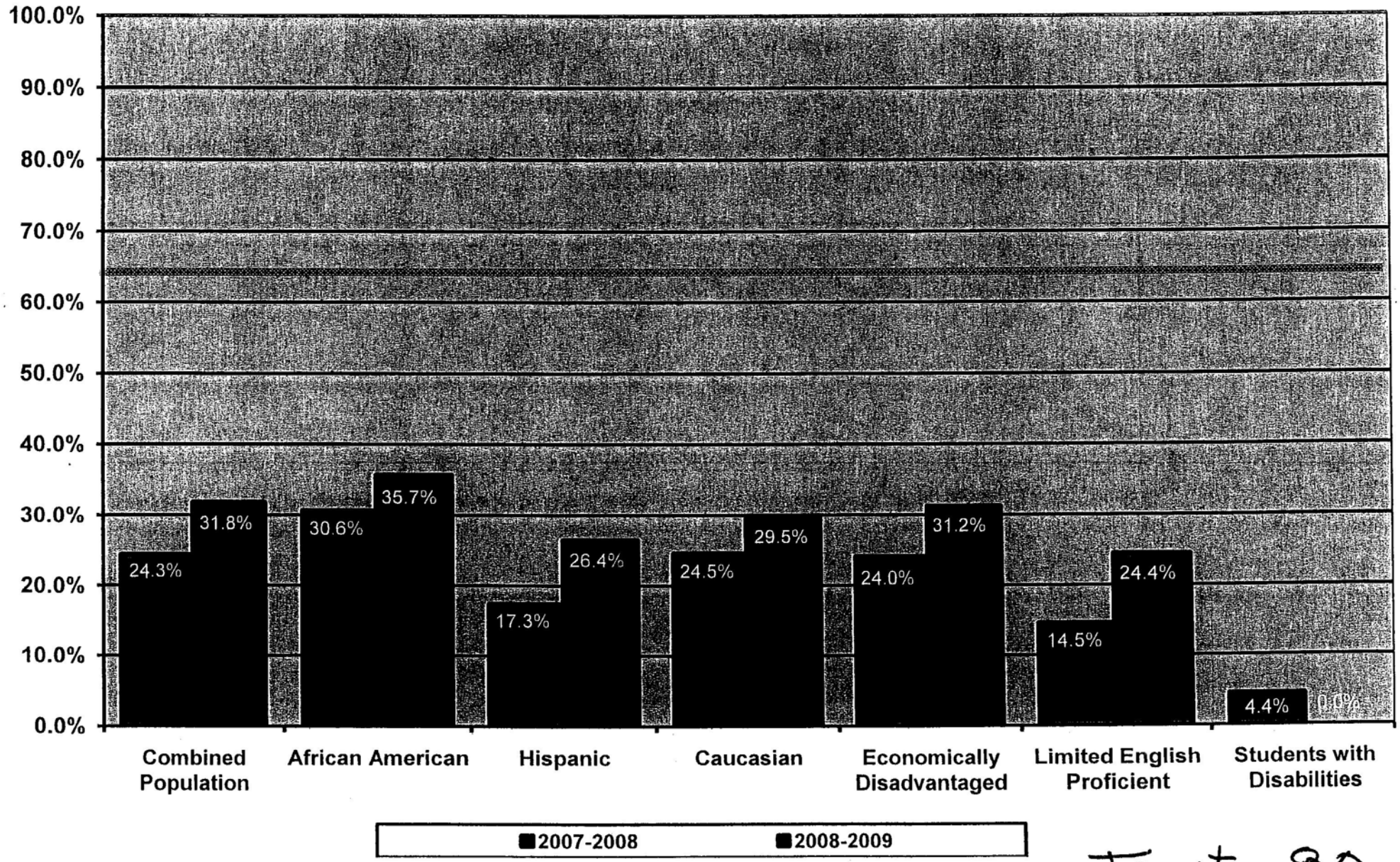
07/17/09

Preliminary AYP Report - 2009, *without* Growth
K-6 Literacy
Trusty Elementary



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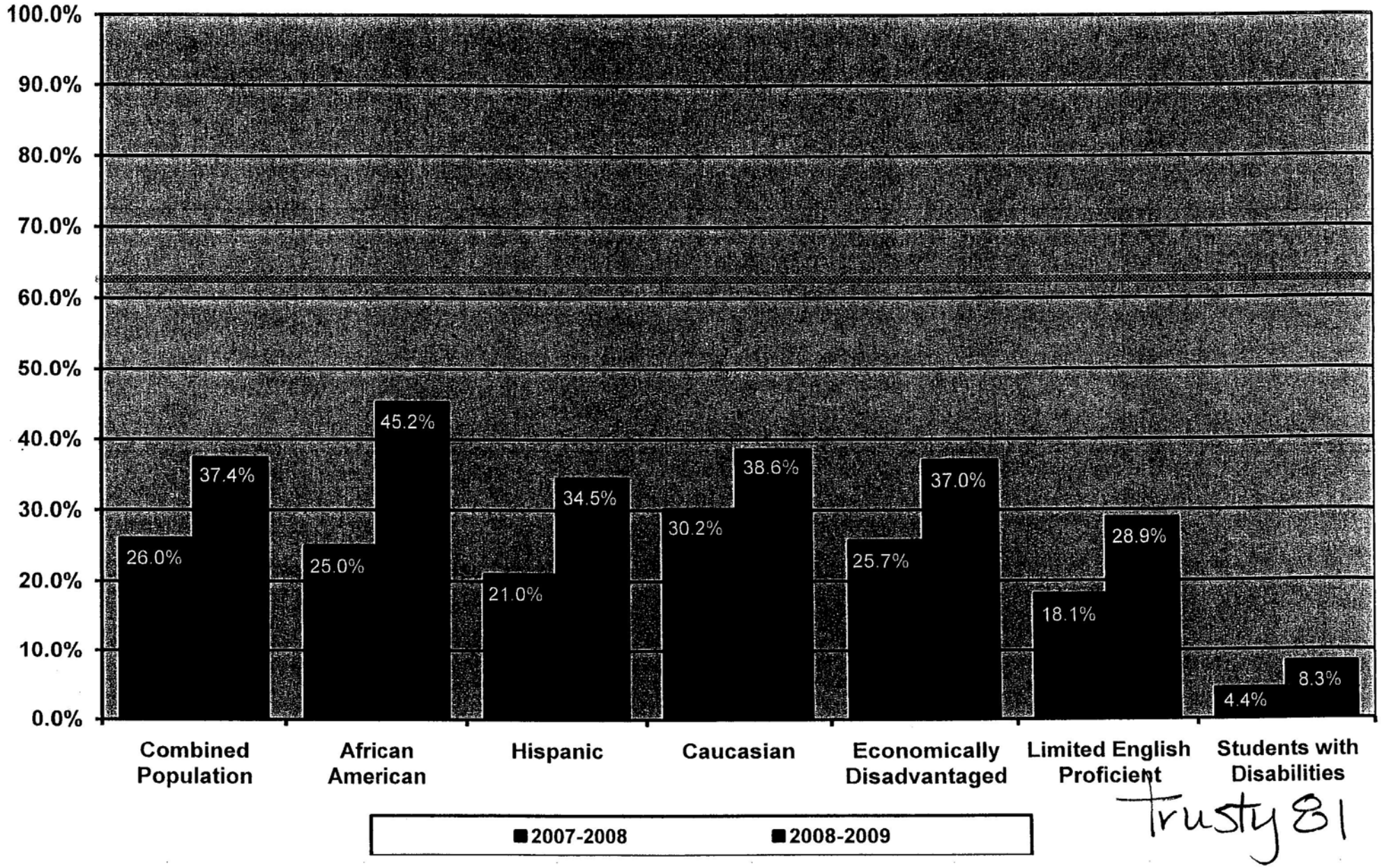
07/17/09

Preliminary AYP Report - 2009, *without* Growth
K-6 Mathematics
Trusty Elementary



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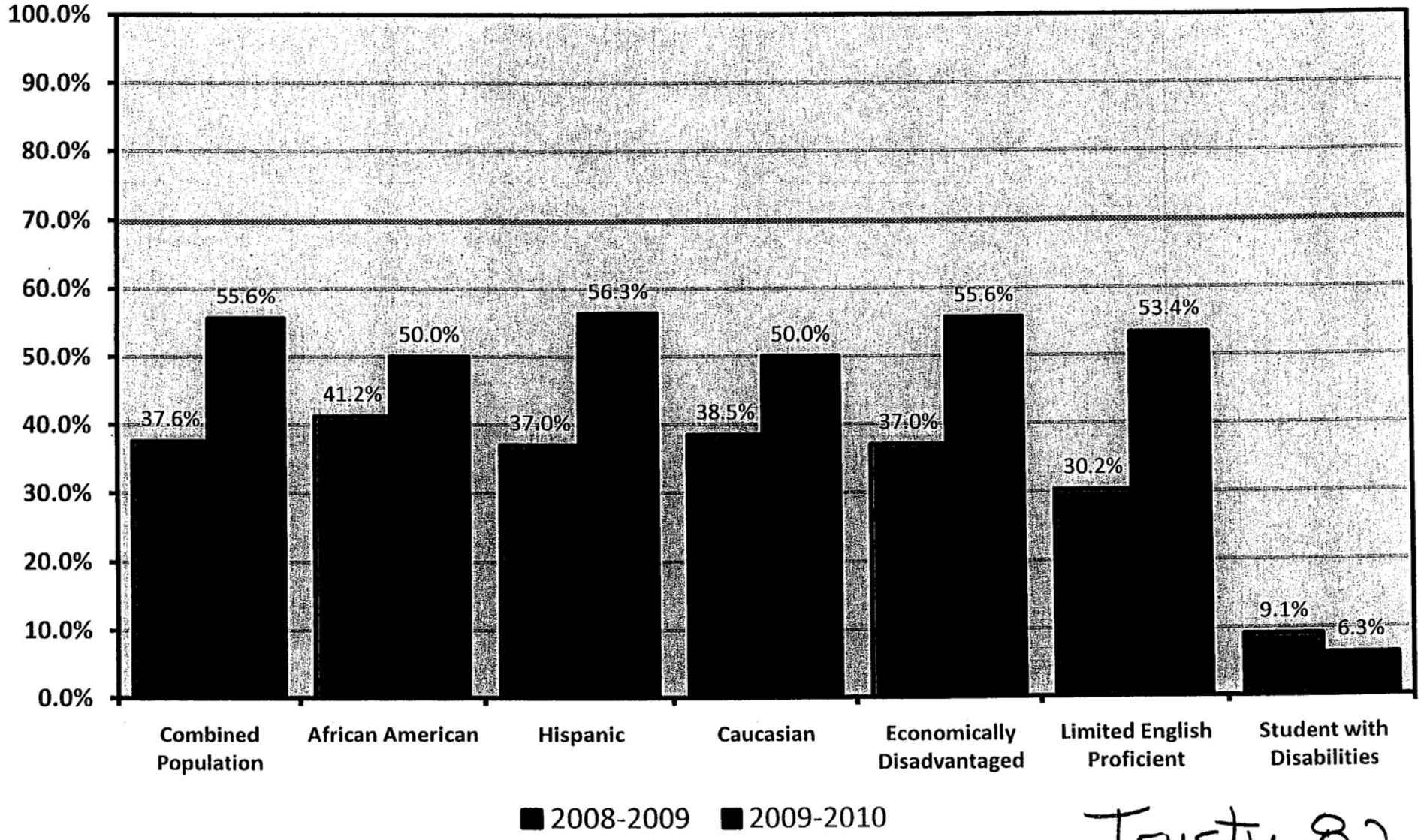
2009-2010 AYP Report -- K-6 Mathematics
Trusty Elementary

State AYP Mathematics Target = 70.00%



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KC/CN/bly

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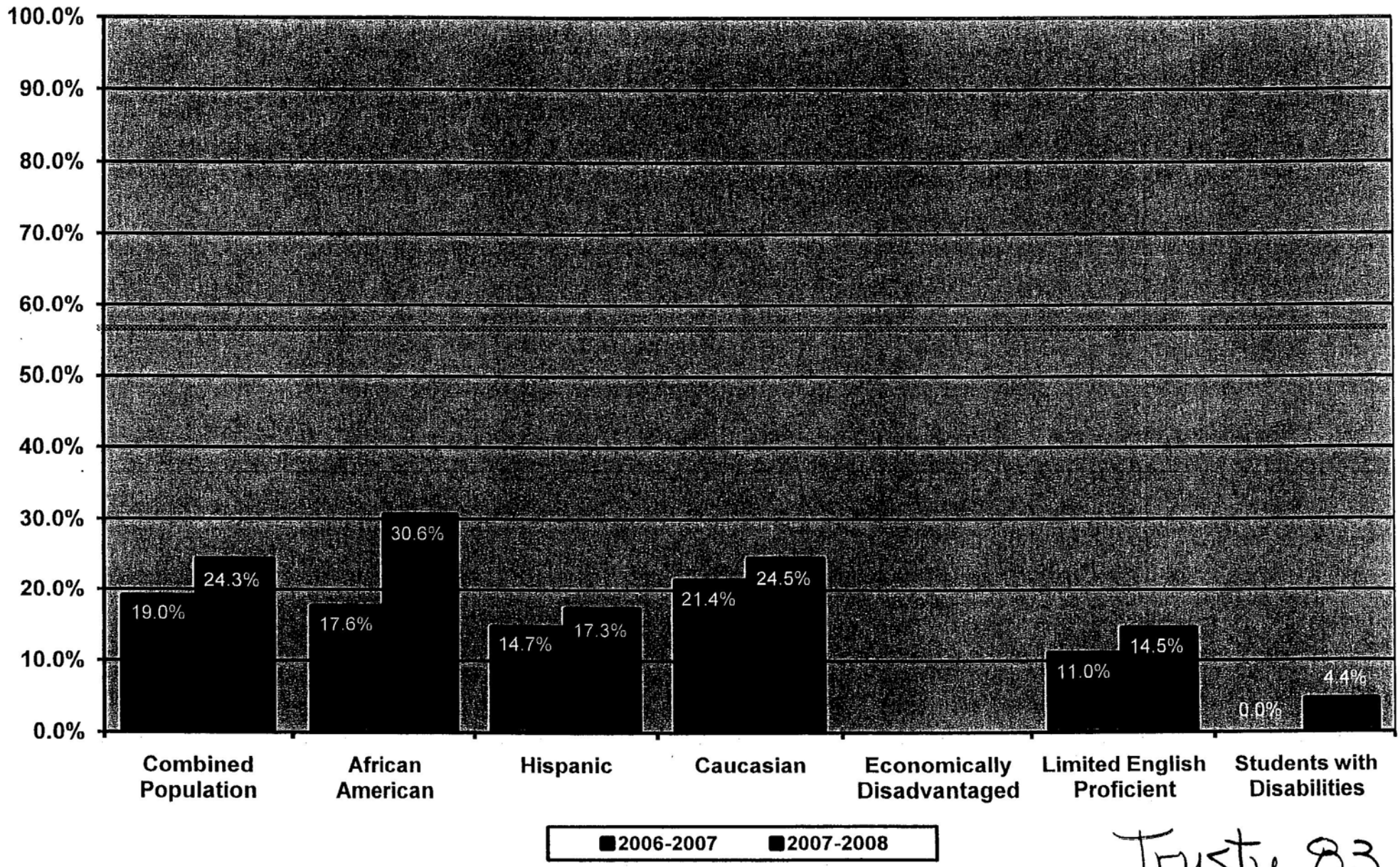
Preliminary AYP Report - 2008
K - 6 Literacy
Trusty Elementary



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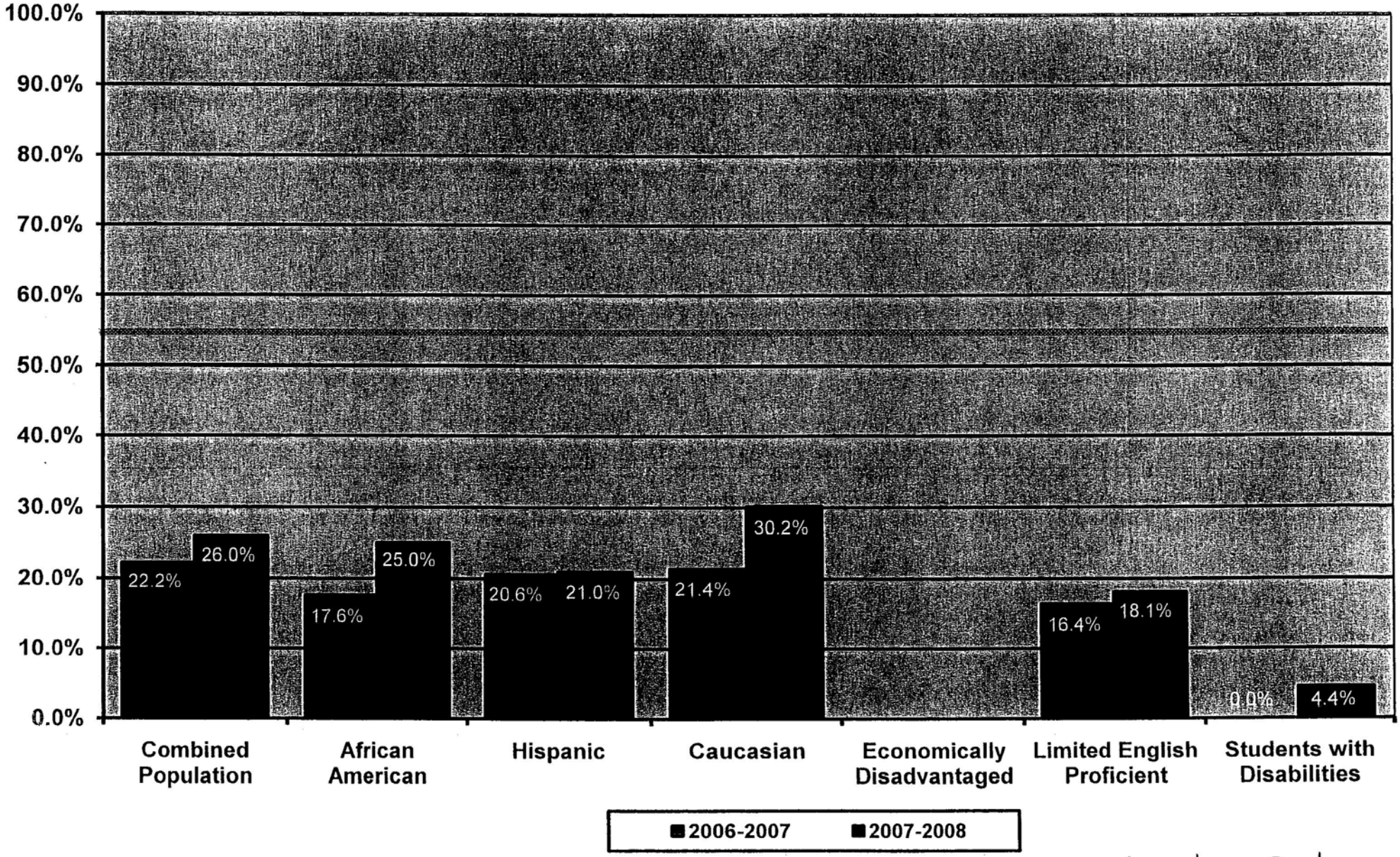
Preliminary AYP Report - 2008
K - 6 Mathematics
Trusty Elementary



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Jones

Frequency Table - Math Kindergarten									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg	Average	Above Avg	Below Avg.	Average	Above Avg.
Number & Operation	𝍸 𝍸 | | |	𝍸 |		13	6	0	68%	32%	0%
Patterns & Relationship	| | |	𝍸 | | |	𝍸 | | |	3	8	8	16%	42%	42%
Geom. & Spatial Sense	𝍸 |	𝍸 𝍸 𝍸		4	15	0	21%	79%	0%
Measurement	𝍸	𝍸 | |	𝍸 | |	5	7	7	26%	37%	37%
Data & Probability	𝍸 | |	𝍸 𝍸 |		7	12	0	37%	63%	0%
Problem Solving Skills	𝍸 𝍸	𝍸 | |	|	10	7	1	53%	37%	.5%
				Total # of Students: 19			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

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Thomason

Frequency Table - Math Kindergarten									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg	Average	Above Avg	Below Avg.	Average	Above Avg.
Number & Operation	II	𝍸 II 𝍸	I	2	17	1	10%	85%	5%
Patterns & Relationship	III	II	𝍸 𝍸	3	2	15	15%	10%	75%
Geom. & Spatial Sense	I	𝍸 I 𝍸	III	1	16	3	5%	80%	15%
Measurement	I	𝍸 IIII	𝍸 𝍸	1	9	10	5%	45%	50%
Data & Probability	I	𝍸 𝍸	𝍸 IIII	1	15	4	5%	75%	20%
Problem Solving Skills	II	𝍸 1 𝍸	𝍸 II	2	11	7	10%	55%	35%
				Total # of Students: 20			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

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Frequency Table - Math Kindergarten									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg	Average	Above Avg	Below Avg.	Average	Above Avg.
Number & Operation	𝍸 𝍸 |	𝍸 𝍸 |		11	9	0	55%	45%	0%
Patterns & Relationship	𝍸 ||||	𝍸	𝍸 |	9	5	6	45%	25%	30%
Geom. & Spatial Sense	𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 |		5	15		25%	75%	0%
Measurement	𝍸 |	𝍸 ||	𝍸 ||	6	7	7	30%	35%	35%
Data & Probability	|||	𝍸 𝍸 ||||	|||	3	14	3	15%	70%	15%
Problem Solving Skills	𝍸 𝍸	𝍸 |||	||	10	8	2	50%	40%	10%
				Total # of Students: 20			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

Trusty 87

Trusty

Frequency Table - Literacy Grade K									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.
nonemic Awareness	𝍸	𝍸 𝍸 |	||	5	9	3	29%	53%	18%
noneme-Grapheme Relationships	𝍸 |	𝍸 𝍸	||	6	9	2	35%	53%	12%
ord Reading	𝍸	𝍸 𝍸	||	5	10	2	29%	59%	12%
				Total # of Students: 17			All 3 boxes should = 100%		

irections: Divide your frequency by the total # of students to obtain percent.

Trusty

Frequency Table - Literacy Grade K									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.
Phonemic Awareness	∅	𝍸 𝍸 𝍸 I	IIII	∅	16	4	0%	80%	20%
Phoneme-Grapheme Relationships	IIII	𝍸 𝍸 I	𝍸	4	11	5	20%	55%	25%
Word Reading	II	𝍸 𝍸 𝍸 II	I	2	17	1	10%	85%	5%
				Total # of Students: 20			All 3 boxes should = 100%		

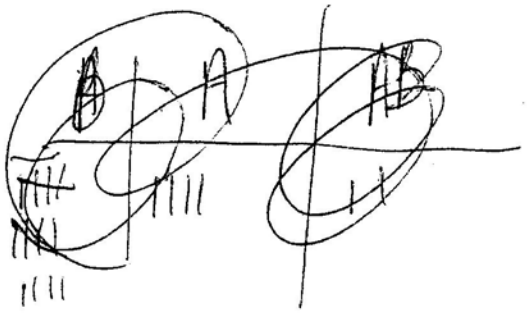
Directions: Divide your frequency by the total # of students to obtain percent. $\frac{\text{Frequency}}{\text{total}}$

Trusty 89

Trusty

Frequency Table - Literacy Grade K									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.
Phonemic Awareness	𝍸 III	𝍸 𝍸 I		8	11	1	40%	55%	5%
Phoneme-Grapheme Relationships	𝍸 𝍸 IIII	IIII	II	14	4	2	70%	20%	10%
Word Reading	𝍸 𝍸 II	𝍸 II	I	12	7	1	60%	35%	5%
				Total # of Students: 20			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.



Trusty 90

Trusty

Frequency Table - Literacy Grade 1

	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.
Two Sentence Stories	𝍸 𝍸 𝍸 𝍸 |			23	2		[redacted]	8%	0%
Cloze	𝍸 𝍸 𝍸 𝍸 |	𝍸 |	|	21	3	1	84%	12%	4%
Passages w/Questions	𝍸 𝍸 𝍸 𝍸 |			24	1		[redacted]	4%	0%
Literary	𝍸 𝍸 𝍸 𝍸 |	𝍸 |		19	6		76%	24%	0%
Informational	𝍸 𝍸 𝍸 𝍸 |	𝍸 |	|	21	3	1	84%	12%	4%
Functional	𝍸 𝍸 𝍸 𝍸 |	|		23	2		[redacted]	8%	0%
Initial Understanding	𝍸 𝍸 𝍸 |	𝍸 |	|	18	6	1	72%	24%	4%
Interpretation	𝍸 𝍸 𝍸 𝍸	|		22	3		[redacted]	12%	0%
Analysis and Strategies	𝍸 𝍸 𝍸 |	𝍸	|	19	5	1	76%	20%	4%
				Total # of Students: 25			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

Trusty

Frequency Table - Math 1st Grade									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg	Average	Above Avg	Below Avg.	Average	Above Avg.
Number Sense	𝍸 𝍸 𝍸	𝍸 𝍸		15	10		[redacted]	40%	0%
Pat., Relationship, Alg.	𝍸 𝍸 𝍸	𝍸 𝍸 |||	||	15	8	2	[redacted]	32%	8%
Data, Stat., Probability	𝍸 ||||	𝍸 𝍸 |	||||	9	12	4	36%	48%	16%
Geom. & Measurement	𝍸 𝍸 ||||	𝍸 ||||	1	15	9	1	[redacted]	36%	4%
Comm. & Representation	𝍸 𝍸 ||	𝍸 𝍸 𝍸		10	15		40%	60%	0%
Estimation	𝍸 𝍸 ||	𝍸 𝍸 𝍸		10	15		40%	60%	0%
Math Connections	1 𝍸 𝍸 𝍸	𝍸 ||||		16	9		[redacted]	36%	0%
Reas. & Problem Solving	𝍸 𝍸	𝍸 𝍸 𝍸		10	15		40%	60%	0%
				Total # of Students: 25			All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

Trusty

2K

Frequency Table - Math 2nd Grade										
	Tally Marks			Frequency			Percent			
	Below Avg.	Average	Above Avg.	Below Avg	Average	Above Avg	Below Avg.	Average	Above Avg.	
Number Sense	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸		14	10	0	58%	42%	0	✓
[redacted]	𝍸 𝍸	𝍸 𝍸	𝍸	7	11	6	29%	46%	25%	✓
Data, Stat., Probability	𝍸 𝍸	𝍸 𝍸	𝍸	11	9	4	46%	38%	17%	✓
Geom. & Measurement	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸		13	11	0	54%	46%	0	✓
[redacted]	𝍸 𝍸	𝍸 𝍸 𝍸 𝍸	𝍸	7	15	2	29%	63%	8%	✓
Estimation	𝍸 𝍸	𝍸 𝍸 𝍸 𝍸		10	14	0	42%	58%	0	✓
Math Connections	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸	𝍸	13	9	2	54%	38%	8%	✓
Reas. & Problem Solving	𝍸 𝍸 𝍸	𝍸 𝍸 𝍸	𝍸	9	14	1	38%	58%	4%	✓
				Total # of Students: 24			All 3 boxes should = 100%			

Directions: Divide your frequency by the total # of students to obtain percent.

Trusty 93

Trusty

2nd Grade Knight

Frequency Table - Literacy Grade 2									
	Tally Marks			Frequency			Percent		
	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.	Below Avg.	Average	Above Avg.
[redacted]	1		1	12	10	1	52%	43%	4%
Informational				10	8	5	43%	35%	22%
Functional	1	1		12	11		52%	48%	0
Initial Understanding	1			10	6	7	43%	[redacted]	30%
[redacted]	1		11	12	~~10~~ 9	2	52%	39%	9%
Critical Anaylsis & Strategies	1	1		12	11		52%	48%	0
				Total # of Students:		23	All 3 boxes should = 100%		

Directions: Divide your frequency by the total # of students to obtain percent.

Trusty 94

Trusty Elementary School students:

Many come from single parent homes.
Many parents are poorly educated.
A significant amount of mobility takes place among families.
High population of Hispanics/Latinos with parents speaking very limited,if any English.
High number of students coming from impoverished homes.
Many students come to school lacking social, emotional, and academic skills.
Latino students often return to home country for Christmas or other extended school breaks, sometimes failing to return when the break ends, which leads to a loss in academic learning time.
Many students come from households which are those of generational poverty.
Many students experience situational poverty at least once during their elementary school years.
Some households have multi-generational family members.
Many students have no secure place at home to do homework, nor supplies with which to do homework.
Some students are the care providers for younger siblings.
Many students' whose parents are employed, work in the poultry industry.
Families tend to use the emergency room day or night, as their primary medical facility
Hispanic families are very supportive of school and want children to learn but very little time spent with studies or homework within the home environment due to a lack of education.

95% Economically Disadvantaged
48% LEP - scored less than 20% proficient in 2008-2009
37% Mobility rate

DRAFT

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Trusty 95

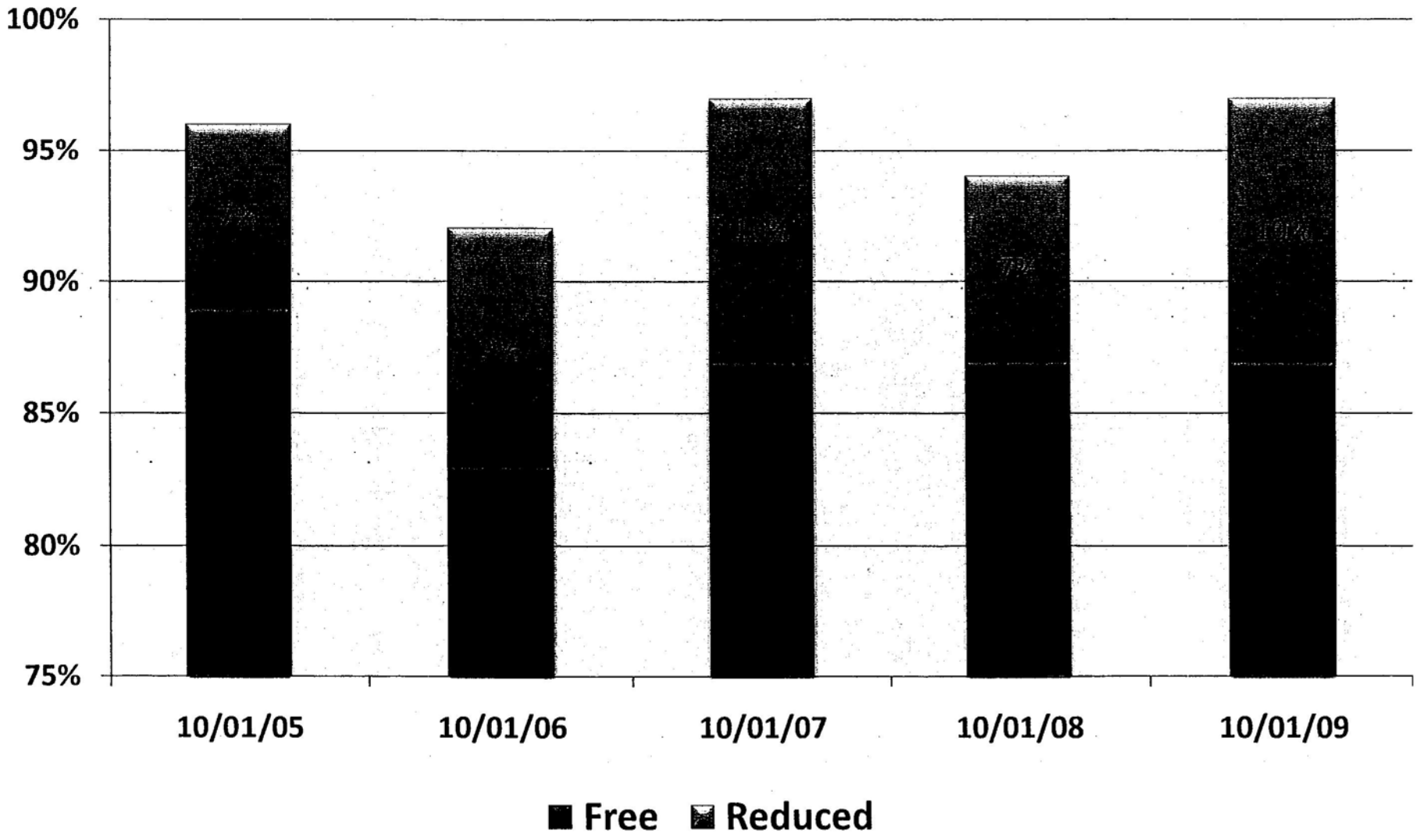
The enrollment area for Trusty Elementary is urban in nature. Many students walk to school. The surrounding neighborhoods are high poverty neighborhoods with high level of crime and drugs. The students traditionally lack resources in the home environment. Students living in the area are predominantly Hispanic and African American. Often, in Hispanic homes, parents speak limited English . Because of a high level of poverty they are unable to provide necessary supplies and material to support the student. The Caucasian population in this area is small and tends to be at a very low socioeconomic level, with parents having very poor if any, marketable skills. Extended member families and single parent homes are prevalent to the surrounding area.

See Attachment

DRAFT

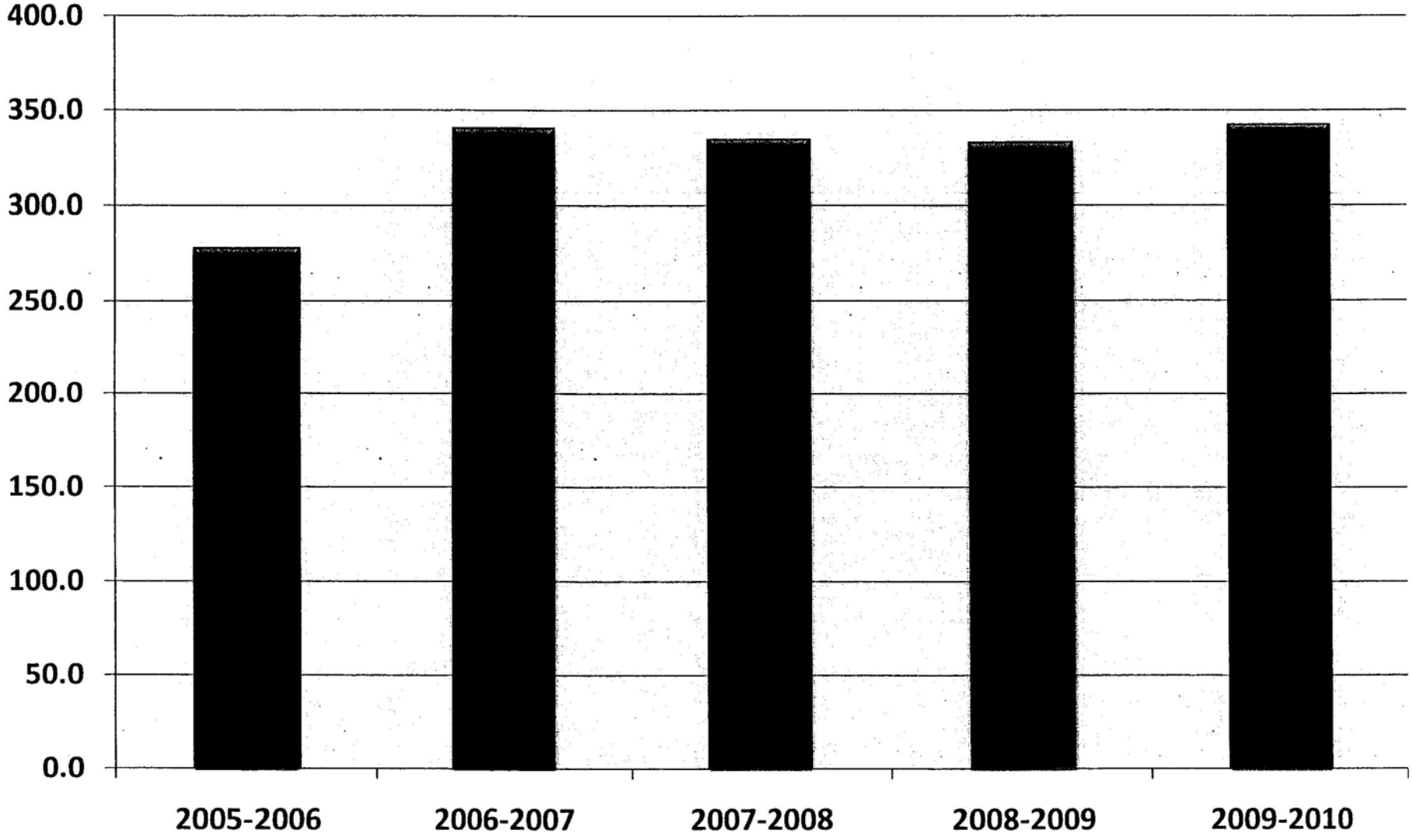
Trusty 96

Free/Reduced Lunch Status of Community Served
Trusty Elementary



Trusty 97

Daily Attendance Average of Community Served
Trusty Elementary



Trusty 98

BancorpSouth®

August 16, 2010

BancorpSouth, a partner in Education with Trusty Elementary, strongly supports Trusty in its efforts for continued student achievement. BancorpSouth and Trusty have implemented Trusty Scholars, a program that recognizes student achievement on 3 levels, silver, bronze and gold. Students in the 4th, 5th and 6th grade level are eligible to participate in the program and must meet certain requirements in the academic, behavior, attendance and service levels. At each level, a predetermined amount of money is placed in a savings account for them by the banking institution depending on the students' level of achievement. They are required to keep the funds on deposit with BancorpSouth until they graduate and they are encouraged to add money to the account from 6th through 12th grade. They must provide a high school diploma or GED certificate to receive the funds.

Sandra Armistead

Sandra Armistead
Partner in Education Coordinator
BancorpSouth

P.O. Box 47 • Fort Smith, AR 72902-0047 • 479-785-4700 • Fax 479-785-4282 Trusty 99

Trusty Scholars Program

The concept of the program is to challenge our students to excel and make plans to attend college. As a participant in Trusty Scholars Program, students are evaluated on four criteria beginning in the 4th Grade and are recognized each year. At the end of 6th Grade, students who achieve the Bronze, Silver or Gold levels will receive a savings account established in the student's name at BancorpSouth Bank. This scholarship fund will be available to them upon completion of high school, or equivalency. Students have until age 21 in which to gain their equivalency. While Trusty School and BancorpSouth hope that the students will attend college, a variety of career goals are acknowledged, the primary purpose of the Trusty Scholars Program is to encourage post-secondary education.

Each student will be measured on four criteria:

Academics
Attendance
Behavior
Service

Level I –Bronze **Award: $50.00**

Academic = C average
Behavior = Students will demonstrate certain character words such as: Personal Integrity, Apology, Keeping Promises, Practicing Little Kindnesses and Courtesies, Loyalty, Being Willing to Listen, Being Open to Feedback, and Honoring Expectations
Attendance = Average of no more than 15 days of absence per year
Service = 1 unit per year such as: flag, service, patrol, conflict managers or other criteria set forth by the teacher

Level II – Silver **Award: $75.00**

Academic = B average
Behavior = Students will demonstrate certain character words such as: Personal Integrity, Apology, Keeping Promises, Practicing Little Kindnesses and Courtesies, Loyalty, Being Willing to Listen, Being Open to Feedback, and Honoring Expectations
Attendance = Average of no more than 12 days of absence per year
Service = 1 unit per year such as: flag service, patrol, conflict managers or other criteria set forth by the teacher

Level III – Gold **Award: $100.00**

Academic = A average
Behavior = Students will demonstrate certain character words such as: Personal Integrity, Apology, Keeping Promises, Practicing Little Kindnesses and Courtesies, Loyalty, Being Willing to Listen, Being Open to Feedback, and Honoring Expectations
Attendance = Average of no more than 9 days of absence per year
Service = 1 unit per year such as: flag service, patrol, conflict managers or other criteria set forth by the teacher

Trusty 100

Trusty Scholars Program

Recognizing Achievement and Encouraging a College Education

A BancorpSouth
&
Trusty School Partnership

Trusty 101

yo Claudia medina

estoy felis de quemis ijas
esten en esta cuela y
que las maestras les ayuda
mucho alos niños Grasias y
que Dios Las vendiga siempre
atentamente Claudia medina

Trusty 102

I am the mother of 3 boys at Trusty And another one will start Kindergarten this fall. I have seen the teachers work with kids who need help by letting them work on the computer, letting them come to there desk, and letting them go to other teachers for help.

Mrs. Bolin

I am a paraprofessional at Trusty Elementary. The staff members work very hard to encourage student achievement and individual progress. Students are recognized during the year in the areas selected by the staff, and the sixth grade students are celebrated at the end of the school year, with our Partners in Education.

These activities encourage student participation and promote positive self-esteem. Trusty school staff members continually seek ways to help students achieve.

LaJay Steele

To whom it may concern,

Trusty Elementary holds assembly 4 times to celebrate the accomplishments of students who have made the honor roll as well as those who have improved their grades. This encourages students to try harder. Staff members work with students to ensure students' success academically, socially, and emotionally.

Sincerely,
Lisa Hansen

The Fort Smith Public Schools will purchase materials, supplies and equipment/printers to support the Title I program and coordnate the program with other district and community programs. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Judy Caperton, Title I Coordinator; Kim Rahi, Elemen	Start: 07/01/2009 End: 06/30/2010	• Central Office	Title I - Materials & Supplies: $190269.00 ACTION BUDGET: $190269
The Fort Smith Public Schools will use Title I funds to hire substitutes and/or pay stipends for off-contract hours using Title I funds for teachers to attend the Elementary Literacy Task Force meetings for curriculum alignment, participate in Intervention meetings and/or catalog leveled readers. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Caroline Neel, Title I Coordinator; Kim Rahi, Elementary Literacy & Elementary ACSIP Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	Title I - Employee Benefits: $59000.00 Title I - Employee Salaries: $220000.00 ACTION BUDGET: $279000
The Fort Smith Public Schools will provide for the welfare and educational needs of students experiencing homelessness using Title I funds in order to remove barriers to learning. Materials and supplies will be provided. Action Type: Collaboration Action Type: Equity	Kathryn O'Brien, Supervisor, Early Childhood Education, Parent & Community Services	Start: 07/01/2009 End: 06/30/2010	• Central Office • Community Leaders	Title I - Materials & Supplies: $5000.00 ACTION BUDGET: $5000
The Fort Smith Public Schools will hire as hourly employees highly qualified tutors for students residing in the Children's Emergency Shelter and provide materials/supplies and equipment as needed to support the program using Title I funds. Action Type: Collaboration Action Type: Equity	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Caroline Neel, Title I Coordinator	Start: 07/01/2009 End: 06/30/2010	• Computers • Teaching Aids	Title I - Employee Benefits: $3000.00 Title I - Employee Salaries: $11936.00 Title I - Materials & Supplies: $33567.00 ACTION BUDGET: $48503
The Fort Smith Public Schools will provide "Choice" transportation and "Supplemental Educational Services" for students attending schools that have been identified as being in School Improvement with 20% of the regular Title I allocation. All parents of eligible students are notified with appropriate provider information and given 21 days to register their child	Dr. Randy Bridges, Director of Student Services; Caroline Neel, Title I Coordinator; Ralph Sattazahn	Start: 07/01/2009 End: 06/30/2010	• Central Office	Title I - Purchased Services: $1189842.00 ACTION BUDGET: $1189842

Trusty III

(ren) for free after school tutoring. Action Type: Alignment Action Type: Collaboration				
The Fort Smith Public Schools will use Title I funds to hire a .50 Director of Student Achievement & Accountability and a .59 Secretary to the Director of Student Achievement & Accountability, both highly qualified, to coordinate the Title I program with other District and community programs. Action Type: Collaboration	Dr. Brenda Sellers, Associate Superintendent; Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Central Office	Title I - Employee Salaries: $76551.00 Title I - Employee Benefits: $21766.37 ACTION BUDGET: $98317.37
The Fort Smith Public Schools will use Title I funds to hire highly qualified personnel such as 3.3 FTE Title I Secretaries, and a 1.0 Title I Coordinator to support and guide the implementation of the Title I program. Action Type: Collaboration Action Type: Program Evaluation	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Central Office • Computers • District Staff	Title I - Employee Benefits: $49620.00 Title I - Employee Salaries: $176440.00 ACTION BUDGET: $226060
The Fort Smith Public Schools will use Title I funds to hire one (1) highly qualified 1.0 FTE Elementary Literacy Coordinator and one (1) highly qualified 1.0 FTE Social Studies Coordinator to provide professional development for teachers with a focus on the intergration of literacy and social studies. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	Title I - Employee Salaries: $136748.00 Title I - Employee Benefits: $36647.00 ACTION BUDGET: $173395
The Title I staff, Title I administrators, Instructional Facilitators, Reading Recovery teachers and classroom teachers will attend appropriate training, conferences and professional development activities necessary to support the Title I program. This will be above and beyond the sixty hours state mandated professional development. Action Type: Professional Development	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Judy Caperton, Title I Coordinator; Kim Rahi, Elemen	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	Title I - Purchased Services: $1028195.00 ACTION BUDGET: $1028195
Students identified as at risk will receive additional instruction until expectations are met and maintained. AIPs or IRIs will be written for all students who score below	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Elementary and	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $

Trusty 112

proficient on the Literacy Benchmark Exam, the SAT 10 or the QUALLS. Action Type: AIP/IRI Action Type: Equity	Secondary Coordintors			
The District will send a written notification to parents in English and Spanish informing them of their school's school improvement status and of their right to participate in School Choice and/or Supplemental Educational Services. Action Type: Parental Engagement	Dr. Benny Gooden, Superintendent	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $
The Fort Smith Public Schools will use Title I funds to hire a highly qualified .10 FTE Supervisor of Early Childhood Education, Parent and Community Services. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	Title I - Employee Benefits: $2281.00 Title I - Employee Salaries: $8879.00 ACTION BUDGET: $11160
In all elementary schools, all kindergarten through sixth grade general and special education teachers of language arts will, at a minimum, implement the following Comprehensive Literacy Model components (obtain grade specific protocols from principal): Guided Reading and/or Literature Discussion groups, Composition of groups will change frequently due to ongoing assessment of student needs; Writing Workshop; read Alouds (minimum of two a day); Phonics/Word Study utilizing Phonetic Connections or Word Journeys, as appropriate; Familiar Reading/Independent Reading time. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dr. Mary Ann Johns, Director of Elem. Ed; Dr. Kellie Cohen, Director of Student Achievement & Accountability; Kim Rahi,	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
In all elementary schools, all Instructional Facilitators will provide high quality professional development for teachers through various methods and spend at least 80% of each day/week in the classroom teaching students/modeling for teachers and serving as teacher mentors.	Kim Rahi, Elementary Literacy Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $

Trusty 113

Action Type: Professional Development				
In all elementary schools, all Reading Recovery teachers will provide one-to-one intervention with a minimum of four students. These students must always consist of the lowest performing first grade students. The remainder of the day must be spent providing literacy services to small groups of kindergraten through sixth grade students; services for students may overlap during the day and are based on school needs. The daily caseload will include approximately 21-35 slots for intervention and/or remediation. Action Type: Collaboration	Cathey Ford, Reading Recovery Teacher Leader	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	ACTION BUDGET: $
In all elementary schools, all kindergarten through sixth grade general and special education teachers of language arts will administer performance assessments in compliance with District guidelines. Action Type: Alignment	Caroline Neel, Title I Coordinator; Kim Rahi, Elem. Lit. Coordinator	Start: 07/01/2009 End: 06/30/2010	• Teachers	ACTION BUDGET: $
In all elementary schools, all first through sixth grade general and special education teachers of language arts will administer the Developmental Reading Assessment (DRA) to each of their students, who were not Proficient on the 2009 Literacy Benchmark Exam, no later than the third week of the school year. All kindergarten teachers will administer the DRA to each of their students by the end of the first semester. The DRA is to be used to inform decisions regarding initial placement of students in instructional reading groups. Action Type: Program Evaluation	Kim Rahi, Elementary Literacy & Elementary ACSIP Coordinator	Start: 07/01/2009 End: 06/30/2010	• Performance Assessments • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: In all elementary and secondary schools, a building-based School Intervention Team will analyze FORMATIVE assessment results at least monthly, so that targeted remediation/acceleration can be provided to students. SUMMATIVE: Benchmark and SAT 10 exams will be disaggregated and used to	Kim Rahi, Elem. Lit. Coordinator; Deborah Chapman, Secondary Lit. Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $

Trusty 114

identify areas of weakness. Action Type: Collaboration Action Type: Program Evaluation				
In all secondary schools, all seventh through twelfth grade teachers of English/Language Arts will implement the following Comprehensive Literacy Model components: Reader's Workshop; reading strategies, vocabulary study, Reader's Response writings, Read Alouds, Independent reading time and Writer's Workshop; Process writing, Portfolios, Peer/teacher conferences, Language Arts terminology as per state Frameworks glossary. Action Type: Alignment Action Type: Program Evaluation	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Anne Butcher, Director of Secondary Education; Debor	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
All seventh through twelfth grade teachers of English/Language Arts will assess the reading level of each student whose last CRT score was not proficient within the first four weeks of school; use one or more of the following: Flynt-Cooter, STAR, Developmental Reading Assessment (DRA), Test of Adult Basic Education (TABE). Action Type: Alignment Action Type: Program Evaluation	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Deborah Chapman, Secondary Literacy Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Performance Assessments • Teachers	ACTION BUDGET: $
In all secondary schools, all secondary principals will monitor and support implementation of the Comprehensive Literacy Model. Action Type: Collaboration	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Anne Butcher, Director of Sec. Education	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
In all secondary schools, all seventh through eleventh grade teachers of English/Language Arts will administer performance assessments in compliance with District guidelines. Action Type: Collaboration Action Type: Program Evaluation	Deborah Chapman, Secondary Literacy Coordinator	Start: 07/01/2009 End: 06/30/2010	• Performance Assessments	ACTION BUDGET: $
A school in Year 5 of School Improvement will take actions to bring about meaningful change at the school. A Scholastic Audit was conducted in order to better inform and guide the school	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $

Trosty 115

regarding improvement efforts. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development			• Teachers	
DISTRICT IMPROVEMENT: Schoolwide reform strategies based on scientific research are used to strengthen the academic program and address the learning needs of all students. A comprehensive literacy program is being implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dr. Barry Owen, Assistant Superintendent for Instructional Services; Dr. Kellie Cohen, Director of Student Achievement &	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Each school in the District will comply with the Parental Engagement requirements as outlined in ACT 307, of 2007 as ammended by ACT 397 of 2009, and Title I-A of No Child Left Behind. The Parental Involvement Plan will include the following activities: an annual review and update to the TITLE I SCHOOL/PARENT COMPACT and PARENT INVOLVEMENT POLICY; to encouarge communication with parents, schools will prepare an INFORMATIONAL PACKET to be distributed annually to the parents of each child in the school; to help parents assist their children schools shall schedule regular PARENTAL INVOLVEMENT MEETINGS where parents will be informed about the state of the school, assessment, expectations and how to make a difference in their child's education; to welcome parents, a VOLUNTEER RESOURCE BOOK will be compiled from the results of the volunteer surveys; to encourage parents to participate in decision making, the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS will be included in the student handbook; SEMINARS WILL BE SPONSORED TO INFORM THE PARENTS OF HIGH SCHOOL STUDENTS ABOUT HOW TO BE INVOLVED IN	Kathryn O'Brien, Supervisor, Early Childhood Education, Parent & Community Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

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POST-SECONDARY OPPORTUNITIES; ENABLE THE FORMATION OF A PARENT-TEACHER ASSOCIATION, OR ORGANIZATION, to foster parental and community involvement within the school; each principal shall designate one certified staff membeer who is willing to serve as a PARENT FACILITATOR to organize, promote, foster and encourage parental participation as an asset to the school; a minimum of TWO PARENT CONFERENCES will be held annually to inform parents on the performance of their child; parent education to support parents in incoporating DEVELOPMENTALLY APPROPRIATE learning activities in the home environment and ASSIST in their child'd learning will be provided. Action Type: Parental Engagement				
ACSIP LEADERSHIP TEAM (LITERACY) Closing the Achievement Gap in Literacy: Regular meetings of the Central Office Support Team, (COST), will continue to be held. These meetings will focus on building capacity at the district and building level. Each meeting agenda will address the following Core Principles: A. The seletion of research-based, scientifically validated interventions designed to improve our ability to move more students to the proficient/advanced level on all Literacy CRT exams B. Monitoring student progress in order to influence classroom instruction C. Using formative and summative assessment data to make decisions that impact curriculum, instruction and professional development D. Alignment of District resources to meet individual school needs Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Dr. Barry Owen, Assistant Superintendent for Instruction	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $

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FIRST YEAR: The District has purchased ConnectEd, a communication system, which will be used to send recorded voice and text messages and emails to staff and parents. This system will be used in all schools and by central office staff. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Dr. Barry Owen, Assistant Superintendent for Instructional Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
FIRST YEAR: The District has established a Central Office Support Team (COST) which meets monthly to discuss patterns and trends observed when visiting in elementary and secondary classrooms. Additionally, the COST meets quarterly to review and analyze each school's performance, by subpopulation. Data reviewed includes student academic performance on quarterly literacy and math assessments, behavior (# of suspensions) and student attendance. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dr. Barry Owen, Assistant Superintendent for Instructional Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
A PEER REVIEW of each school's ACSIP is conducted by our Title I Coordinator, with assistance from the Director of Student Achievement and Accountability, Director of Professional Development, ELA/Migrant/Indian Supervisor, Early Childhood, Parent and Community Involvement Supervisor, Director of Professional Development and the literary, math and ELA coordinators. This review begins in the spring, and includes constultation with each school's principal. The ACSIP rubric is used to guide this process. Each classroom is visited during the school year by the Central Office Support Team members to view ACSIP and program implementation. Action Type: Alignment	Dr. Kellie Cohen, Director ofStudent Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

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Action Type: Collaboration Action Type: Equity Action Type: Professional Development				
Provisions are made for supplemental education programs for children who are residents of two institutions for neglected or delinquent children located in the Fort Smith Public Schools attendance area using Title I-Part D funds. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Dr. Kellie Cohen, Director of Student Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• Community Leaders • District Staff • Teachers	ACTION BUDGET: $
As a part of the 2 YEAR ACSIP, all expectations of the District's Comprehensive Literacy Model will continue to be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dr. Barry Owen, Assistant Superintendent for Instructional Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Performance Assessments • Teachers	ACTION BUDGET: $
FIRST YEAR - The Fort Smith Public Schools will use Title I funds to employ 8.04 FTE high qualified Literacy Interventionists.	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Caroline Neel, Title I Coordinator; Kim Rahi, Elemen	Start: 07/01/2009 End: 07/01/2010		Title I - Employee Salaries: $413422.00 Title I - Employee Benefits: $112622.00 ACTION BUDGET: $526044
COMPREHENSIVE NEEDS ASSESSMENT: Our ACSIP Leadership Team has analyzed test scores from the 2009 administration of the 3rd-8th grade Augmented Benchmark, 11th grade literacy and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the THREE MOST RECENT YEARS of Attendance, Graduation Rate, Disciplinary, FORMATIVE and SUMMATIVE Achievement Data across grade levels with our district. We aggregated and disaggregated all the data for the purpose of establishing student learning and	Dr. Kellie Cohen	Start: 07/07/2009 End: 06/30/2010		ACTION BUDGET: $

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behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroom instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2009 Supporting Data Statements show the discrepancies in achievement among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis, we came to the conclusion that the following areas reflect our greatest need within Literacy Priority : Performance on Open Response items and inferences. WE WILL SELECT INTERVENTIONS AND COORDINATE OUR VARIOUS STATE AND FEDERAL FUNDING SOURCES TO ADDRESS THESE AREAS. In addition, we meet in department teams twice a month so that we can review formative, "real time" classroom performance data for the purpose of making decisions regarding the direction, and focus, of our school support services.				
Total Budget:				$4183392.37

Intervention: The Fort Smith Public Schools will provide services to support activities designed to improve the literacy and math achievement of Title I students attending participating private schools .

Scientific Based Research: "Preventing Reading Difficulties in Young Children," Snow, Burns, and Griffin, 2000; Daily Math Review "Mathematics-Study and Teaching Standards," National Council of Mathematics,2000.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Fort Smith Public Schools will support supplemental educational services for targeted private school students with Title I funds in the following schools: Immaculate Conception, Christ the King,Saint Boniface and First Lutheran. The plan for the expenditure of these funds will be decided during consultation meetings between the district and the private school.	Caroline Neel, Title I Coordinator	Start: 07/01/2009 End: 06/30/2010	• Central Office • Teaching Aids	Title I - Purchased Services: $42702.18 ACTION BUDGET: $42702.18

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Action Type: Collaboration Action Type: Equity				
The Fort Smith Public Schools will provide support to private schools in the area of parental involvement with Title I funds. Action Type: Parental Engagement	Caroline Neel, Title I Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	Title I - Materials & Supplies: $1190.00 ACTION BUDGET: $1190
The Fort Smith Public Schools will provide support to private schools in the area of professional development with Title I funds. Action Type: Professional Development	Caroline Neel, Title I Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	Title I - Purchased Services: $10543.00 ACTION BUDGET: $10543
Total Budget:				$54435.18

Intervention: Facilitate the attainment of State standards and improve attendance of at-risk students in an Alternative Learning Environment.

Scientific Based Research: "Facing the Challenges of At-Risk Students in Urban School Districts," Munoz, 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will employ highly qualified personnel, provide training and purchase materials necessary to implement an Alternative Learning Environment for at-risk students, K-12. A Host Account will also be set up for the Alternative Learning Environment for end of the year emergency expenditures. Funds will be planned to be received from NSLA and will exceed state standards. Action Type: Alignment Action Type: Collaboration	Dr. Randy Bridges, Director of Student Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ALE (State-275) - Materials & Supplies: $86300.00 ALE (State-275) - Employee Benefits: $380670.00 ALE (State-275) - Employee Salaries: $1375678.00 ALE (State-275) - Purchased Services: $26459.00 ALE (State-275) - Capital Outlay: $2100.00 ACTION BUDGET: $1871207
Receive funds from Professional Development. Action Type: Alignment Action Type: Collaboration	Dr. Randy Bridges, Director of Student Services	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff	ACTION BUDGET: $
PROGRAM EVALUATION: FORMATIVE: Program Personnel will use quarterly assessments to determine progress towards acquisition of standards. SUMMATIVE: Student Benchmark scores will be disaggregated and attendance monitored to	Dr. Randy Bridges, Director of Student Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

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determine progress towards meeting AYP. Action Type: Program Evaluation				
Total Budget:				$1871207

Intervention: The Fort Smith Public Schools will remove all barriers to enrollment for Homeless Children and Youth.

Scientific Based Research: McKinney-Vento Education for Homeless Children and Youth; Local Homeless Education Liaison Toolkit developed by the National Center for Homeless Education (NCHE)(2007)

Actions	Person Responsible	Timeline	Resources	Source of Funds
PROGRAM EVALUATION: The Homeless Liaison will assist in obtaining records for students experiencing homelessness. FORMATIVE: Preschool I/T Framework Assessment, ECE Framework Assessment, QELI Interim Assessments; SUMMATIVE: Preschool-DIAL 3, Denver II; School Age-Benchmark Exams, ITBS, EOC Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Kathryn O'Brien, Supervisor of ECE, Parent & Community Services; Jeanne Carroll, Homeless Liaison	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Community Leaders • District Staff	ACTION BUDGET: $
Schools will contact the Homeless Liaison at the time of enrollment. Action Type: Collaboration Action Type: Equity	Kathryn O'Brien, Supervisor of ECE, Parent & Community Services; Jeanne Carroll, Homeless Liaison	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Review enrollment procedures including existing forms to allow for identification of students experiencing homelessness and provide professional development for staff. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Kathryn O'Brien, Supervisor of ECE, Parent & Community Services; Jeanne Carroll, Homeless Liaison	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
Total Budget:				$0

Intervention: The Fort Smith Public Schools will provide support, guidance and advocate for research-based educational services for all students.

Scientific Based Research: "Understanding By Design," McTighe & Wiggins, (2000); "Saving Our Students, Saving Our Schools," Barr & Parrrett, (2003); "Whatever It Takes," DuFour, DuFour, Eaker & Karhanek (2004).

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will hire one (1) highly qualified 1.0 FTE secondary literacy coordinator, one (1) high qualified 1.0 FTE secondary math coordinator, one (1) highly qualified elementary science coordinator, one (1) highly qualified elementary science facilitator and one (1) highly qualified .40 FTE ELA assessment/SES coordinator to support and guide District	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	NSLA (State-281) - Employee Benefits: $71157.00 NSLA (State-281) - Employee Salaries: $257807.00

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literacy, math and science programs. All positions are in addition to state standards. Materials and supplies will be purchased, but not used to meet state standards. Action Type: Collaboration Action Type: Professional Development				ACTION BUDGET: $328964
The secondary literacy, math and ELA coordinators, district/school staff and administrators will attend appropriate training, conferences and professional development activities necessary to support the District secondary literacy, math and ELA programs. Action Type: Professional Development	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	NSLA (State-281) - Purchased Services: $213822.00 ACTION BUDGET: $213822
The District will hire substitutes and/or pay teachers a stipend for off-contract hours to participate in the Secondary Literacy Task Force, Secondary Math Task Force meetings, intervention meetings, Lit. Lab and curriculum alignment meetings. Materials and supplies will be purchased to support the activities. All activities and purchases are above state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Caroline Neel, Title I Supervisor; Deborah Chapman, Secondary Literacy Coordinator	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff • Teachers	NSLA (State-281) - Employee Salaries: $120000.00 NSLA (State-281) - Employee Benefits: $33571.00 ACTION BUDGET: $153571
The District will purchase materials,supplies and equipment to support the Secondary literacy, math, ELA programs, and performance assessments. Purchases are not used to meet state standards. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Deborah Chapman, Secondary Literacy Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	NSLA (State-281) - Capital Outlay: $36949.00 NSLA (State-281) - Materials & Supplies: $553445.00 ACTION BUDGET: $590394
The District will hire one highly qualified, supplemental 1.0 FTE secondary counselor. The position exceeds state requirements. Action Type: Collaboration Action Type: Equity	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff	NSLA (State -281) - Employee Salaries: $53493.00 NSLA (State -281) - Employee Benefits: $15050.00

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				ACTION BUDGET: $68543
The District will hire a highly qualified licensed social worker. The position exceeds state standards. Action Type: Collaboration Action Type: Equity	Dr. Randy Bridges, Director of Student Services	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff	NSLA (State -281) - Employee Salaries: $50649.00 NSLA (State -281) - Employee Benefits: $14413.00 ACTION BUDGET: $65062
Transfer funds to ELL Action Type: Alignment Action Type: Collaboration	Mr. Charles Warren, Director of Financial Services	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $
Transfer funds to ALE Action Type: Alignment Action Type: Collaboration	Mr. Charles Warren, Director of Financial Services	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $
PROGRAM EVALUATION: FORMATIVE: Performance assessments will be administered and reviewed to guide appropriate instruction. SUMMATIVE: Data from Benchmark, SAT 10, and End-of-Course Exams will be disaggregated on the District and building level. Action Type: Program Evaluation	Dr. Kellie Cohen, Director of Student Achievement & Accountability	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Performance Assessments	ACTION BUDGET: $
The District will hire 2.1 FTEs Arkansas Reading First Coaches to support K-4 teachers. Action Type: Collaboration Action Type: Professional Development	Dr. Kellie Cohen, Director of Student Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	NSLA (State-281) - Employee Salaries: $117319.00 NSLA (State-281) - Employee Benefits: $32701.00 ACTION BUDGET: $150020
The District will hire one (1) FTE Lab Facilitator. This position exceeds state standards. Action Type: Technology Inclusion	Ms. Anne Butcher, Director of Secondary Education	Start: 07/01/2009 End: 06/30/2010		NSLA (State -281) - Employee Salaries: $51873.00 NSLA (State -281) - Employee Benefits: $14694.00 ACTION BUDGET: $66567

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The District will hire .91 FTEs Reading Recovery teachers to support District Literacy initiatives. Action Type: Alignment Action Type: Collaboration	Dr. Kellie Cohe, Director of Student Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	NSLA (State -281) - Employee Benefits: $14086.00 NSLA (State -281) - Employee Salaries: $50452.00 ACTION BUDGET: $64538
The District will hire 1.7 FTEs clerical positions to support the implementation of NSLA services. Action Type: Collaboration	Dr. Kellie Cohen, Director of Student Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	NSLA (State -281) - Employee Salaries: $52542.00 NSLA (State -281) - Employee Benefits: $17121.00 ACTION BUDGET: $69663
The District will purchase computers and printers for the Instructional Facilitators, and technology supplies and computers to support secondary remediation.	Dr. Kellie Cohen, Director of Student Achievement and Accountability	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$1771144

Priority 2: Students in the Fort Smith Public Schools will be able to compute and problem solve at grade/course level.

Supporting Data:

1. BENCHMARK DATA is reported in school plans under Title I Math.
2. ITBS AND SAT 10 DATA are reported in school plans under Title I Math. PRIVATE SCHOOL DATA is also included in school plans.
3. Attendance rate is reported in school plans under Title I Math.
4. Benchmark Exams - K-6: The Combined Population and every subpopulation increased in percent Proficient for 2009. The Combined Population, Hispanic, Caucasian and LEP subpopulations, either surpassed the ADE AYP target or made Safe Harbor. The African Americans and Students with Disabilities did not. Benchmark and EOC Exams 7-9: The Combined Population and every subpopulation, increased in percent Proficient for 2009. The Combined Population, Hispanic, Caucasian, Economically Disadvantaged and LEP subpopulations either surpassed the ADE AYP target or made Safe Harbor. The Students with Disabilities did not. EOC Exams 10-12: The Combined Population and every subpopulation increased in percent Proficient for 2009. The Combined Population, Hispanic, Economically Disadvantaged, Caucasian, Students with Disabilities and LEP subpopulations either surpassed the ADE AYP target or made Safe Harbor. The only subpopulation that did not was African Americans.

Goal: All Fort Smith Public Schools students taking the state mandated criterion-referenced Mathematics Benchmark or Algebra I or Geometry Exam will score proficient or above.

Benchmark: By spring 2009, the combined population and each subgroup will meet or exceed the AYP standard developed by the Arkansas Department of Education.

Intervention: Curriculum Mapping and Alignment; "Mapping the Big Picture".				
Scientific Based Research: Heidi Hayes Jacobs, 1997.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

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PROGRAM EVALUATION: FORMATIVE: Performance assessments will be administered and reviewed to guide appropriate instruction throughout the school year. SUMMATIVE: Data from Benchmark, SAT 10 and End-of-Course Exams will be disaggregated at the district and building level. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• Performance Assessments	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: Our ACSIP Leadership Team analyzed test scores from the 2009 administration of the 3rd-8th grade Augmented Benchmark, Geometry and Algebra I EOC and SAT 10 Exams. We examined the results from both the combined population and EACH subpopulation. We conducted data analysis to determine our main areas of weakness. In addition, we studied the THREE MOST RECENT YEARS of Attendance, Graduation Rate, Disciplinary, FORMATIVE and SUMMATIVE Achievement Data across grade levels within our district. We aggregated and disaggregated all the data for the purpose of establishing student learning and behavioral goals. We looked at our trend data in order to better identify the specific areas of need and help align classroon instruction with our curriculum, assessment and professional development. We examined our routines, customs, and norms in order to dig deeper for the root cause why more of our students are not achieving to their full potential. Our 2009 Supporting Data Statements show the discrepancies in achievement among our various populations. We are modifying our Curriculum, Instruction, Assessment and Professional Development practices to better meet the needs of all our populations. Based on our Data Analysis we came to the conclusion that the following areas reflect our GREATEST NEED within the Math Priority: Secondary - Numbers and Operations, Measurement and Data Analysis and Probability. Elementary - Numbers and Operations. WE WILL SELECT INTERVENTIONS AND COORDINATE OUR VARIOUS STATE AND FEDERAL FUNDING SOURCES TO ADDRESS THESE AREAS. In addition, we meet in department teams twice a month so that we can review formative, "real time"	Dr. Kellie Cohen	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: $

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classroom performance data for the purpose of making decisions regarding the direction, and focus, of our school support services.				
The District will hire one (1) highly qualified 1.0 FTE elementary math coordinator, four (4) highly qualified 1.0 FTE each, elementary math Instructional Facilitators to provide professional development for teachers.	Dr. Kellie Cohen	Start: 07/01/2009 End: 06/30/2010		Title I - Employee Salaries: $245575.00 Title I - Employee Benefits: $67165.00 ACTION BUDGET: $312740
Total Budget:				$312740

Intervention: Implementing Standards-Based Mathematics Instruction				
Scientific Based Research: "Understanding by Design," Jay McTighe & Grant Wiggins, (2000). "Whatever It Takes," Richard DuFour, Rebecca DuFour, Robert Eaker & Gayle Karhanek, (2004). "Saving Our Students, Saving Our Schools," Barr & Parrett (2003).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers of mathematics, including special education teachers, will participate in a training on the traits of standards-based mathematics instruction. Action Type: Professional Development	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	ACTION BUDGET: $
Teachers of mathematics will collaborate during the summer and early fall of 2009 to review the alignment of their curriculum with the Arkansas Mathematics Frameworks; vertically and horizontally. This curriculum will be reviewed yearly after receipt of Benchmark and End-Of-Course exam scores to identify strengths and weaknesses. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff • Outside Consultants • Performance Assessments • Teachers	ACTION BUDGET: $
Teachers of mathematics, including special education teachers, will receive professional development on the various uses of student formative and summative assessment. Action Type: Professional Development	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
Students identified as at risk will receive additional instruction until expectations are met and maintained. AIPs will be written for all students who score below proficient on the Mathematics Benchmark or End-Of-Course exam. All activities exceed state standards. Action Type: AIP/IRI Action Type: Equity	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: FORMATIVE: Performance assessments will be administered and reviewed to guide appropriate instruction throughout the school year. SUMMATIVE: Benchmark, End-Of-Course and SAT 10 exams will be	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff • Performance Assessments • Teachers	ACTION BUDGET: $

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disaggregated and used to identify areas of student strength and weakness. Action Type: Alignment				
In all elementary and secondary schools, all kindergarten through twelfth grade teachers of mathematics will implement the following components of standards-based instruction: Use of grade-appropriate technology including calculators and computers; hands-on mathematics including manipulatives; lessons that correlate and connect learning to the Arkansas Mathematics Curriculum Framework; textbooks as a resource to guide instruction; vocabulary consistent with the Arkansas Mathematics Curriculum Framework; cooperative, collaborative, and individual classroom instruction. Action Type: Alignment	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
All elementary and secondary principals will monitor and support standards-based mathematics instruction. Action Type: Alignment	Lori Smith, Elementary Math Coordinator; Caroline Neel, Secondary Math Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
All kindergarten through twelfth grade teachers of mathematics will administer performance assessments in compliance with District guidelines: Teachers will follow the District mathematics curriculum maps for kindergarten through eight grade, Algebra I, II, and Geometry. A building-based intervention Team will analyze performance assessment results, at least quarterly, so that targeted remediation/acceleration can be provided to students. Action Type: Alignment Action Type: Program Evaluation	Dr. Kellie Cohen, Director of Student Achievement & Accountability; Anne Butcher, Director of Sec. Education	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
ACSIP LEADERSHIP TEAM (MATH): Closing the Achievement Gap in Math: Regular meetings of the District ACSIP Leadership Committee will continue to be held. These meetings will focus on building capacity at the district and building level. Each meeting agenda will address the following Core Principles: A. The selection of research-based, scientifically validated interventions designed to improve our ability to move more students to the proficient/advanced level on all Math CRT exams B. Monitoring student progress in order to influence classroom instruction C. Using formative and summative assessment data to make decisions that impact curriculum, instruction and professional development D. Alignment of District resources to meet individual school needs Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dr. Kellie Cohen, Director of Student Achievement and Accoutability	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $

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Action Type: Professional Development Action Type: Program Evaluation				
DISTRICT IMPROVEMENT: Schoolwide reform strategies based on scientific research are used to strengthen the academic program and address the learning needs of all students. As a part of the 2 YEAR ACSIP, all expectations of the District's Standards-based mathematics instruction will continue to be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Dr. Barry Owen, Assistant Superintendent for Instructional Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 3: All students in the Fort Smith Public Schools will demonstrate responsible behavior.

Supporting Data:

1. Total Number of Out of School Suspensions: 2008-09 = 1,628 Students, 2007-08 = 1,732 Students, 2006-07 = 1,900 Students.
2. Total Number of Suspensions for Drug and Alcohol Use: 2008-09 = 84 Students, 2007-08 = 70 Students, 2006-07 = 101 Students.
3. Total Number of Suspensions for Tobacco Use: 2008-09 = 102 Students, 2007-08 = 84 Students, 2006-07 = 123 Students.
4. Total Number of Suspensions for Bringing Weapons on Campus: 2008-09 = 5 Students, 2007-08 = 15 Students, 2006-07 = 25 Students.
5. Total Number of Suspensions for Student Assaults: 2008-09 = 22 Students, 2007-08 = 35 Students, 2006-07 = 80 Students.

Goal: To provide a comprehensive Drug Prevention and Violence Prevention Program

Benchmark: A 1% annual decrease in the percentage of suspensions of students in the Fort Smith Public Schools for alcohol or drug use, student assaults, and bringing weapons on campus.

Intervention: Create Collaborative Learning Environments.				
Scientific Based Research: "Great Places to Learn," Search Institute, Nearl Starkman, Peter Scales, Clay Roberts, 1999, p. 42.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will pay stipends for off-contract time or substitute costs in order to develop a well-trained staff to create a collaborative learning environment in every school. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	George Lieux	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	Title IV-A - Employee Benefits: $638.22 Title IV-A - Employee Salaries: $2200.00 ACTION BUDGET: $2838.22
The District will hire a .25 Student Assistance Specialist to ensure a research-based Title IVA Program is implemented. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/09/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
The Student Assistance Specialist will purchase food and training materials to provide Kid's Leadership Training, Mentor Training, and Core Team meetings for students in grades K	George Lieux, Student Assistance Specialist	Start: 07/01/2009 End: 06/30/2010	• Community Leaders • District Staff • Teachers	Title IV-A - Materials & Supplies: $4000.00

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-12. Action Type: Alignment				Title IV-A - Purchased Services: $4000.00 ACTION BUDGET: $8000
The Student Assistance Specialist will purchase materials and supplies and employ consultants to develop a well-trained staff in the schools to create a collaborative learning environment in every school. Title IV-A will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. Professional Development funds will be used for both > or < 60 hours of Professional Development. Action Type: Alignment Action Type: Professional Development Action Type: Special Education	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	Title IV-A - Materials & Supplies: $1000.00 Title IV-A - Purchased Services: $15000.00 ACTION BUDGET: $16000
The Student Assistance Specialist, building administrators, teachers , and counselors will participate in research-based professional development and attend conferences to support the implementation of a Safe and Drug-free Schools Program. Training materials and food will be provided. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	Title IV-A - Purchased Services: $0.00 ACTION BUDGET: $0
An Advisory Committee made up of parents, teachers, students, and community members meets periodically to evaluate the programs and make recommendations. Action Type: Parental Engagement Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
The District provides information to parents through Helping Hands Newsletters, the Student Assistance Web Page, and PTA City Council meetings. Action Type: Parental Engagement	George Lieux, Student Assistance Specialist	Start: 07/01/2009 End: 06/30/2010	• Community Leaders • District Staff • Teachers	Title IV-A - Materials & Supplies: $2000.00 ACTION BUDGET: $2000
The Student Assistance Specialist will track the discipline data for inappropriate behavior using APSCN. These numbers will be reviewed to evaluate effectiveness of the Student	George Lieux, Student Assistance Specialist	Start: 07/01/2009 End: 06/30/2010	• Central Office • District Staff	ACTION BUDGET: $

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Assistance Program. Action Type: Program Evaluation				
All certified staff members will receive training in classroom discipline/management program. Action Type: Professional Development	George Lieux, Student Assistance Specialist	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	Title IV-A - Purchased Services: $0.00 ACTION BUDGET: $0
The district will provide the administration for all activities and for the distribution of all funds. Action Type: Alignment Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
Research-based activities and programs are used in grades K-12 to reduce drug use, violence or disruptive behavior: -Second Step, A Violence Prevention Program -Project Alert -Life Skills -Peace Keepers -Be Cool -Get Real About Violence -Get Real About Tobacco -United Streaming Action Type: Alignment Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/09/2010	• Administrative Staff • Computers • District Staff • Teachers	Title IV-A - Materials & Supplies: $35320.00 Title IV-A - Purchased Services: $15000.00 ACTION BUDGET: $50320
A group of building administrators, counselors, teachers, parents, students, and community leaders and officials will review the results of the Arkansas Prevention Needs Assessment Student Survey. The group will use this data to develop goals for the new year and to determine resource allocations. Training materials will be provided. Action Type: Program Evaluation	George Lieux, Student Assistance Specialist	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Teachers	ACTION BUDGET: $
Every school will have the services of a therapist from the school-based Mental Health Program. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
The effectiveness of the Mental Health Program will be evaluated on a quarterly basis. Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
The Student Assistance Specialist will collaborate with the Jr. High Principals to provide materials and training for the Transitions to Success Program that provides extra support for students	George Lieux	Start: 08/15/2009 End: 06/01/2010	• Administrative Staff	Title IV-A - Materials & Supplies: $1000.00 Title IV-A - Purchased Services: $1000.00

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entering junior high school. Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide				ACTION BUDGET: $2000
The district will support the Safe and Drug Free Schools Programs by purchasing materials and supplies for private schools.	George Lieux	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	Title IV-A - Materials & Supplies: $7000.00 ACTION BUDGET: $7000
Total Budget:				$88158.22

Intervention: The Fort Smith Public Schools will implement, support, and evaluate a research-based program of professsional development for all certified and non-certified staff.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will pay substitutes or pay stipends for off-contract time to teachers or trainers in order to provide a wide variety of professional development to teachers and paraprofessionals to improve teaching and learning. Title IIA will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. State 223 Professional Development funds will be used for both > or < 60 hours of Professional Development Action Type: Professional Development Action Type: Special Education	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	PD (State-223) - Employee Benefits: $15400.22 PD (State-223) - Employee Salaries: $37359.00 Title II-A - Employee Benefits: $32826.00 Title II-A - Employee Salaries: $130000.00 ACTION BUDGET: $215585.22
The District will purchase materials and supplies to provide a wide variety of professional development to teachers, administrators and paraprofessionals. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	PD (State-223) - Materials & Supplies: $30000.00 Title II-A - Materials & Supplies: $40000.00 ACTION BUDGET: $70000
The District will provide a wide variety of professional development opportunities to teachers and administrators by hiring consultants and attending research-based conferences and seminars. Title IIA will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. State 223 Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Central Office • Teachers	Title II-A - Purchased Services: $130122.00 PD (State-223) - Purchased Services: $194704.00 ACTION BUDGET: $324826

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funds will be used for both < or > 60 hours of Professional Development. Action Type: Alignment Action Type: Professional Development				
The District will employ a Director of Professional Development (.50 Professional Development funds/.30 Title IIA/.20 District Operating Funds); a Technology Integration Specialist (.70 Professional Development Funds/.30 Title II-D); a Technology Academy Specialist (.64 Professional Development Funds/.25 II-A/.11 Title II-D). Title IIA will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. Professional Development funds will be used for both > or < 60 hours of Professional Development. Action Type: Professional Development	Dr. Brenda Sellers, Associate Superintendent for Human Resources and Support Services	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	PD (State-223) - Employee Benefits: $33337.40 PD (State-223) - Employee Salaries: $139889.00 Title II-A - Employee Benefits: $23485.44 Title II-A - Employee Salaries: $80986.00 ACTION BUDGET: $277697.84
Every new teacher will receive a stipend for participating in New Teacher Induction. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	Title II-A - Employee Salaries: $35875.00 Title II-A - Employee Benefits: $8478.00 ACTION BUDGET: $44353
The District will employ a Secretary to the Director of Professional Development (.60 Professional Development/.40 Title IIA) to coordinate the Title IIA Program with other district and community programs and one 1.0 secretary to support the work of the Technology Academy Specialist, and the Computer Instruction Specialist. Title IIA will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. Professional Development funds will be used for both > or < 60 hours of Professional Development. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	PD (State-223) - Employee Benefits: $6985.00 PD (State-223) - Employee Salaries: $22986.00 Title II-A - Employee Benefits: $15027.00 Title II-A - Employee Salaries: $47807.00 ACTION BUDGET: $92805
The District will provide support to private schools for materials and supplies and professional development that	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Computers • Outside Consultants	Title II-A - Purchased Services: $10000.00

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supports instruction through Title IIA. Action Type: Professional Development Action Type: Technology Inclusion			• Teachers • Teaching Aids	ACTION BUDGET: $10000
Teachers, counselors, media specialists, administrators, and classified were involved in the design, implementation, and evaluation of the District Professional Development Plan. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
SUMMATIVE: Evaluations from participants of every professional development session are analyzed and results given to representatives of each group of employees to determine what worked, what and how it needs to be improved. Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every administrator will earn 60 hours in professional development: 6 hours educational technology; 3 hours Parental Involvement, data disaggregation, instructional leadership, and fiscal management. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
SUMMATIVE EVALUATION: Any certified staff member who does not complete the annual requirement of professional development hours will lose one day's pay or a pro-rata share for each 6 hours of professional development in which they are deficient. Action Type: Professional Development Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
FORMATIVE EVALUATION: Every principal will develop a Professional Development Action Plan for professional development days. This plan is reviewed by the Director of Professional Development before and after each professional development day. Action Type: Professional Development Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0

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The District provides a wide-range of professional development opportunities throughout the summer for certified, classified and administrative staff. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
PROGRAM EVALUATION: Summative Evaluation: Every supervisor and building principal submits an Annual Professional Development Report which summarizes the participant evaluations for every building or department level professional development activity. These data are reviewed by the Director of Professional Development. Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
The Professional Development Advisory Council composed of representatives from elementary, junior high, and high schools meet regularly to guide professional development at the district and building level. The district Professional Development plan is reviewed annually. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every new administrator to Fort Smith Public Schools will participate in New Administrator Training. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
The District will transfer the balance ($100,000.00) of Special Professional Development funds to NSLA. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every certified person will develop and implement a Professional Development Plan. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Individual Professional Development Plans are tied to District or School ACSIP Plan. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0

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Teachers, administrators, and classified employees are involved in the design, implementation, and evaluation of their respective professional development offerings under the Plan. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Professional Development Year will be June 1, 2009 through May 31, 2010. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Art instructors will attend professional development to learn to use a wide variety of media, techniques and tools that align Art Content Standards and Instruction. Action Type: Professional Development	Felicia Smith, Instructional Supervisor	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Music instructors will engage in professional development designed to enhance instructional activities aligned to the Music Content Standards. Action Type: Professional Development	Felicia Smith, Instructional Supervisor	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Physical Education teachers will engage in professional development designed to enhance instruction aligned to the Physical Education Content Standards. Action Type: Professional Development	Felicia Smith, Instructional Supervisor	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Professional development for GATE Program teachers will target (1) updated techniques for teaching critical thinking and higher order thinking skills; (2) an orientation to the newly revised Bloom's Taxonomy; and (3) increased knowledge and skills for identifying gifted students in diverse populations. Action Type: Professional Development	Dr. Mary Ann Johns, Director of Elementary Education	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every certified staff member/administrator has an individual professional development plan developed in cooperation with and collaboration between employee and supervisor. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0

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Each teacher will earn a total of 60 hours of professional development: no less that 2 hours of professional development designed to enhance understanding of effective parental involvement strategies; 6 hours of educational technology; 2 hours of Arkansas History (Arkansas History instructors). Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every school provides a developmentally appropriate guidance program to aid students in educational, personal/social, and career development. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Every certified staff member had 2 days (14 hours) of teacher preparation (August 14 and 18, 2009). Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
A 3-hour college course that receives ADE approval as professional development, when applicable 3 hours college course = 15 hours (up to 30 hours per year) Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
Teachers who complete AP training may earn up to 30 hours professional development credit. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	PD (State-223) - Employee Salaries: $0.00 ACTION BUDGET: $0
The District will contract with L & W Enterprises of Fort Smith, Inc. to provide training in CWT, New Administrator Training, and Classroom Management. Action Type: Collaboration Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	Title II-A - Purchased Services: $30000.00 ACTION BUDGET: $30000
The District will provide intense instruction in Math Solutions and pilot CGI in elementary school. Action Type: Alignment Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	Title II-A - Purchased Services: $73750.00 ACTION BUDGET: $73750
Total Budget:				$1139017.06

Intervention: Integration of technology to maximize teaching and learning; "National Educational Technology Standards for Students: Connecting the Curriculum and Technology."

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Scientific Based Research: NSTE, 2000. p. 30.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will hire a Computer Instruction Specialist (.70 Professional Development Funds/.30 Title II-D) to assist staff in implementing technology into teaching and learning and a Technology Academy Specialist (.64 Professional Development Funds/.25 Title II-A/.11 Title IID) to coordinate, implement and evaluate the Technology Academy. Title II-D will be used for Professional Development beyond the mandated 60 hours of regular Professional Development. State 223 Professional Development funds will be used for both > or < 60 hours of Professional Development. Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
The District will hire a Technology Academy Specialist (.64 Professional Development Funds/.11 Title II-D) to coordinate, implement and evaluate the Technology Academy. Action Type: Special Education Action Type: Technology Inclusion	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Computers • Teachers	ACTION BUDGET: $
FORMATIVE EVALUATION: Throughout the year the Tech Academy Specialist and the Computer Instruction Specialist will evaluate from every participant in technology training to determine what is working and what needs to be revised. Action Type: Professional Development Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development, George Lieux, Technology Academy Specialist	Start: 07/01/2009 End: 06/30/2010	• Teachers	ACTION BUDGET: $
SUMMATIVE EVALUATION: Annually the Technology Academy Advisory Council will review the evaluations and Implementation Continuum to determine focus of the professional development for the next year. Action Type: Professional Development Action Type: Program Evaluation	Dr. Kathleen Cates, Director of Professional Development, George Lieux, Technology Academy Specialist	Start: 07/01/2009 End: 06/30/2010	• Teachers	ACTION BUDGET: $
Program Implementation: Annually the Director of Professional Development will communicate to recruit every	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff	ACTION BUDGET: $

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certified staff member who has not attended the Technology Academy. Action Type: Professional Development Action Type: Program Evaluation				
The District will pay substitutes to teachers or trainers in order to provide intense professional development in the Technology Academy. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
The District will purchase technology equipment to be utilized in the classroom by the students of graduates of the advanced Technology Academy and the District will purchase technology equipment to be utilized in the classroom. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Computers	Title II-D - Materials & Supplies: $2000.00 Title II-D - Capital Outlay: $11843.00 ACTION BUDGET: $13843
The Technology Academy Specialist, Computer Instruction Specialist, Technology Academy Coaches and administrators will attend professional development and conference. Action Type: Alignment Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
The District will purchase equipment and materials/supplies to provide intense professional development in the Technology Academy. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development, George Lieux, Technology Academy Specialist	Start: 07/01/2009 End: 06/30/2010	• District Staff	Title II-D - Materials & Supplies: $20000.00 ACTION BUDGET: $20000
The District will purchase technology equipment to be utilized in the classroom. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
Teachers and administrators in private schools will be invited to participate in the Basic Technology Academy and Advanced Technology Academy. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	ACTION BUDGET: $
The District will pay stipends for off-contract time to teachers or trainers in order to provide intense professional	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office	Title II-D - Employee Salaries: $1000.00

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development in the Technology Academy. Action Type: Alignment Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion			• Teachers	Title II-D - Employee Benefits: $290.62 ACTION BUDGET: $1290.62
The District will provide training to teacher leaders and administrators in High Yield Strategies through technology. Action Type: Professional Development Action Type: Technology Inclusion	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
The District will contract to train teachers and provide the services of e-mail and electronic storage to teachers who have successfully completed training in the use of Gaggle.	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	Title II-D - Purchased Services: $4950.00 ACTION BUDGET: $4950
Total Budget:				$40083.62

Intervention: Curriculum Mapping and Alignment: "Mapping the Big Picture".

Scientific Based Research: Heidi Hayes Jacobs, 1997.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will hire substitutes or pay stipends for off-contract time for teachers to attend the Social Studies Task Force or Science Task Force. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Dr. Kathleen Cates, Director of Professional Development, Dr. Mary Ann Johns, Director of Elementary Education	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Intervention: Recruit, retain and train highly qualified teachers "Effects of Teacher Characteristics on Student Achievement".

Scientific Based Research: Brown, Smith, and Stein, 1996; Kennedy, 1998.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will pay a relocation stipend to any new certified teacher who has less than 2 years of teaching experience. Action Type: Professional Development	Dr. Brenda Sellers, Associate Superintendent for Human Resources and Support Services	Start: 07/01/2009 End: 06/30/2010	• Teachers	Title II-A - Employee Benefits: $18850.00 Title II-A - Employee Salaries: $65000.00 ACTION BUDGET: $83850

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The District will pay an annual stipend of $2,000.00 for the life of the certificate (up to $20,000.00 per teacher) to a teacher who earns National Board certification. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	Title II-A - Employee Benefits: $31900.00 Title II-A - Employee Salaries: $116000.00 ACTION BUDGET: $147900
The District will pay .5 of the Registration Fee for National Board Certification for teachers in schools in School Improvement. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	Title II-A - Purchased Services: $11250.00 ACTION BUDGET: $11250
National Board candidates will be coached by National Board teachers. Stipends for off-contract time, subs will be paid for this activity. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Teachers	Title II-A - Employee Benefits: $1160.00 Title II-A - Employee Salaries: $4000.00 ACTION BUDGET: $5160
The District will set-aside 2% of Title II-A funds to assist non-Highly Qualified teachers become Highly Qualified. Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• District Staff	Title II-A - Employee Salaries: $0.00 Title II-A - Employee Benefits: $0.00 Title II-A - Purchased Services: $0.00 ACTION BUDGET: $0
Teachers and administrators will receive a stipend for participating in Standards-Based Collaboration (SBC) during off-contract time. Action Type: Collaboration Action Type: Professional Development	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	Title II-A - Employee Salaries: $30000.00 Title II-A - Employee Benefits: $7714.00 ACTION BUDGET: $37714
Total Budget:				$285874

Priority 4: The purpose is to improve the health and academic performance of students.

Supporting Data:
1. BMI results are reported in school plans under Wellness.
2. In 2006-2007, School Health Index completion indicated the need for improvement in Family and Community Involvement and in Elementary health Education. In 2007/08 School Health Index completion indicated the need for continued improvement in Family and Community Involvement at both the secondary and elementary levels.

Goal: Implement school-based activities that are designed to promote student wellness.

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Benchmark Healthier BMI results will be evident by June 30, 2009.

Intervention: The Fort Smith Public Schools will implement strategies and activities that encourage a heatlhy lifestyle.				
Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Heathy Eating (June 14, 1996/Vol. 45/No. RR-9; Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Wellness Policy for FSPS PURPOSE AND GOAL The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating is demonstrably linked to reduced risk for premature mortality and development of many chronic diseases as adults. Schools have a responsibility to help students develop and maintain lifelong, healthy eating patterns. Well-planned and well-implemented school nutrition programs have been shown to positively influence students' eating habits. All students should possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. In addition, staff members are encouraged to model healthy eating and physical activity as a valuable part of life. The Fort Smith Public School District will take positive steps to encourage such healthy eating habits and physical activities. I. Goals for nutrition, physical activity, and other school based activities that are designed to promote student wellness: A. Nutrition Education i. The Fort Smith Public Schools will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. ii. The Fort Smith Public Schools will promote a comprehensive approach to nutrition in Kindergarten through 12th Grade. B. Physical Activity i. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should be included in a school's daily education program from grades K through 12. Physical activity should include regular instructional physical education, co-curricular activities, and recess as appropriate. ii. Fort Smith Public Schools will meet or exceed all physical activity requirements as described in the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards in Arkansas Schools. C. Other School Based Activities i. School Dining Areas 1. School dining areas will have sufficient space for students to sit and consume meals. 2. School dining areas will be clean, safe and pleasant.. 3. Adequate time will be given for students to enjoy eating healthy. ii. Fundraising 1. All fundraising projects for sale and consumption of food items within the school day will follow the district's nutritional standards when determining the items being sold. 2. Groups doing fundraisers outside the school day will be	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Teachers	ACTION BUDGET: $

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encouraged to consider non-food sales and/or items supportive of healthy eating when possible. iii. Professional development Nutritional and physical activity education opportunities will be a part of the district's regular professional development program. II. Nutrition guidelines for all foods available on school campuses during the school day: The Fort Smith Public Schools support and promote proper dietary habits contributing to student's health status and academic performance. All foods available on school grounds and at school sponsored activities during the school day should meet or exceed the state nutrition standards. Emphasis should be placed on foods that are nutrient dense per calorie. To ensure high quality, nutritious meals, foods should be served with consideration toward variety, appeal, taste, safety, and packaging. III. Assurance that guidelines for reimbursable meals shall not be less restrictive than regulation and guidance as defined in the federal Child Nutrition Act and the Richard B Russell National School Lunch Act: A. The Fort Smith Public Schools will offer breakfast, lunch and after school snacks programs and will adhere to guidelines for reimbursable meals not to be less restrictive than the most current regulations and guidance issued by the Secretary of Agriculture. B. The full meal school breakfast and lunch programs will continue to follow the USDA Requirements for Federal School Meal Programs. IV. Plan for measuring the implementation of the local wellness policy: The Fort Smith Public Schools will comply with all state regulations pertaining to nutrition and physical activity including annual assessment and modification of the wellness plan V. Involvement of parents, students, and representatives of the school food authority, the school board, school administrators, and the public in development and maintenance of the school wellness policy: The Fort Smith Public Schools will include all the necessary shareholders in the creation and maintenance of the wellness policy. Action Type: Wellness				
Continue to implement the 150 minutes of physical activity a week rule in Kindergarten through 9th grade. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 06/07/2003 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Continue to limit access to foods that are of minimal nutritional value during the school day. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Encourage the use of the Community Resource Guide provided by United Way placed in Parent Centers for parental access. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $

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			• Teachers	
Encourage participation in extracurricular programs that support physical activity. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Distribute "Tobacco Cessation" program flyers in the secondary schools. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Teachers	ACTION BUDGET: $
Implementation of the Kids for Health Program in all elementary schools. This will include professional development for physical education and classroom teachers. BMI results will be charted and analyzed annually. Action Type: Professional Development Action Type: Program Evaluation Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Marketing efforts in the area of nutrition to be displayed in or near all school cafeterias. Posters and frames are being purchased by the Food Service Department Child Nutrition Budget at an extimated cost of $2,730. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $
Student surveys will be conducted annually at the high school, junior high school and elementary school levels (one grade at each level) for the purpose of gaining insight and input from students in the area of nutritional knowledge and food service. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• District Staff	ACTION BUDGET: $
The Wellness Committee will monitor the implementation and effectiveness of each action based upon a review of the School Health Index results and student surveys. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
FIRST YEAR: Annual fitness assessment for all K-12th grade Physical Education students. Action Type: Wellness	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	ACTION BUDGET: $
PROGRAM EVALUATION: School Health Index Data for 07/08 indicates that Student and Family involvement in planning meals continues to be the area of greatest need in the elementary schools. Promotion of physical activities is indicated as the area of greatest need in the secondary schools. The School Health Index Data will continue to be used to determine needs. Action Type: Program Evaluation	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Nutrition and Physical Activities Committee will look for ways to encourage healthy living among faculty and staff.	Darian Layes, Student Services Coordinator	Start: 07/01/2009 End: 06/30/2010		ACTION BUDGET: $
Total Budget:				$0

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Priority 5: English Language Learners in the Fort Smith Public Schools will reach proficiency in English Language Acquisition.

Supporting Data:

1. Title III: In 2007, 2,397 English Language Learners were tested using the English Language Development Assessment (ELDA) with 90 or 3.75% scoring at the highest level which is 5. There were 579 or 24.16% who scored Level 4, 723 or 30.16% who scored Level 3, 688 or 28% who scored Level 2 and 317 or 13.22% who scored Level 1. These are the composite scores from the areas tested of Listening, Speaking, Reading, Writing.
2. Title III: In 2008, 2,652 English Language Learners were tested using the English Language Assessment (ELDA) with 100 or 3.77% scoring at the highest proficiency level which is 5. There were 735 or 27.71% who scored at Level 4, 849 or 32.01% who score Level 3, 670 or 25.26% who scored Level 2 and 276 or 10.41% who scored Level 1. These are the composite scores from the areas tested which are Listening, Speaking, Reading and Writing. In comparing the 2007 ELDA composite scores to those of 2008, the top three levels showed an increase in the percent of students scoring at those levels while the two lowest levels both decrease in percentage. Even though the changes are not dramatic, they show desired results at every level. The levels of progress were 0.02% increase at Level 5, 3.55% increase at Level 4, 1.85% increase at Level 3, 2.74% decrease at Level 2, and 2.81% decrease at Level 1.
3. Title III: In 2009, 2,918 English Language Learners were tested using the English Language Development Assessment (ELDA)with 196 (6.62%) scoring at the highest proficiency level of 5. There were 885 (30.32%) who scored at level 4, 906 (31.04%) who scored at level 3, 694 (23.78%) who scored at level 2, and 237 (8.12%) who scored at level 1. These are the composite scores for Listening, Speaking, Reading, and Writing. In comparing the 2008 ELDA composite scores to those of 2009, as is desired, the top levels continue to increase while the lower levels decrease. The levels of progress are: Level 5 increased by 2.95%, Level 4 increased by 2.61%, Level 3 decreased by 0.91%, Level 2 decreased by 1.48%, and Level 1 decreased by 2.99%.
4. Benchmark math data for English Langauge Learners in grades 3-8 reflect Below Basic as 322 (24.83%) with no Year 1 or Year 2 monitored being the percentages. Basic proficiency is 341 (23.82%) with no Year 1 or Year 2 monitored in the percentage. Proficient students were 488 (31.10%) with four Year 1 and three Year 2 student included in the percentage. Advanced students were 280 (19.5%) with thirteen Year 1 and eight Year 2 students included in the percentage.
5. Benchmark literacy data shows Below Basic to have 300 (20.96%) students with no Year 1 or Year 2 students included in the percentage. Basic has 562 (39.27%) students with no Year 1 or Year 2 students included in the percentage. Proficient has 448 (31.30%) with five Year 1 and seven Year 2 student included in the percentage. Advanced has 121 (8.45%) students with eleven Year 1 and five Year 2 students included in the percentage.
6. End-of-Course (EOC) results are as follows: Algebra - Below Basic, 16.10%; Basic 40.26%; Proficient, 39.59%; Advanced, 4.02%. Geometry - Below Basic, 13.51%; Basic, 44.14%; Proficient, 39.63%; Advanced, 2.70%. Biology - Below Basic, 52.38%; Basic, 35.23%; Proficient, 11.42%; Advanced, 0.95%. Literacy - Below Basic, 37%; Basic, 59%; Proficient, 4%; Advanced, 0%.
7. Thirty-seven students exited the program in 2008-2009.

Goal: All Fort Smith Public Schools students taking the mandated ELDA exam will make Adequate Yearly Progress (AYP).

Benchmark: By spring 2010, the ELL population will reach the target areas established by the state for meeting Annual Measurable Achievement Objectives (AMAO).

Intervention: Employ highly qualified personnel who can use appropriate strategies to assist ELLs towards meeting state standards.				
Scientific Based Research: Folse, Keith, The Art of Teaching Speaking: Research and pedagogy for the ESL/EFL Classroom, The University of Michigan Press, 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will use ELL monies to employ highly qualified personnel trained to teach/tutor English Language Learners in learning English skills as well as content area skills so they can meet state standards at the proficient	Martha Howell, Supervisor of ELA, Mirgrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff	ELL (State-276) - Employee Salaries: $1232722.00 ELL (State-276) - Employee Benefits: $372602.00

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level. In-district auto reimbursements will be paid. Action Type: Equity				ELL (State-276) - Purchased Services: $7500.00 ACTION BUDGET: $1612824
The District will purchase materials and supplies necessary to support staff and ELLs as they progress in becoming proficient in English. Action Type: Collaboration Action Type: Equity	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff	ELL (State-276) - Materials & Supplies: $53099.00 ACTION BUDGET: $53099
PROGRAM EVALUATION: FORMATIVE: Performance assisssments will be administered and reviewed to guide instruction throughout the school year. SUMMATIVE: The disaggregation of Benchmark, End-Of-Course exams, ELDA scores and LAS scores to determine progress towards English proficiency. Action Type: Program Evaluation	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff • Performance Assessments	ACTION BUDGET: $
Substitutes will be provided so teachers may participate in professional development activities. Action Type: Equity Action Type: Professional Development	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	ELL (State-276) - Employee Salaries: $6700.00 ELL (State-276) - Employee Benefits: $3300.00 ACTION BUDGET: $10000
ELL staff will participate in professional development designed to improve student achievement. This will be above and beyond the sixty hours state mandated professional development. Action Type: Professional Development	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • Community Leaders • District Staff • Outside Consultants • Teachers	ELL (State-276) - Purchased Services: $40000.00 ACTION BUDGET: $40000
The ELA Department of the Fort Smith Public Schools will provide opportunities such as "It's Spanish Night" so ELA parents will better be prepared to help their children reach academic success. Action Type: Parental Engagement	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$1715923

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Intervention: Facilitating the Acquisition of English As a Second Language				
Scientific Based Research: Echevarria, Jane, Vogt, MaryEllen, Short, Deborah. Making Content Comprehensive for English Language Learners, Second Edition, Pearson, 2004				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The District will employ the equivalent of 3.5 highly qualified classified employeeds to work with English Language Learners using Title II funds. Action Type: Equity	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	Title III - Employee Salaries: $69182.00 Title III - Employee Benefits: $26670.02 ACTION BUDGET: $95852.02
The District will employ the equivalent of 3.0 highly qualified certified staff to work with English Langugage Learners using Title III funds. Action Type: Equity	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff	Title III - Employee Salaries: $154058.00 Title III - Employee Benefits: $43738.00 ACTION BUDGET: $197796
The District will purchase materials, supplies, and equipment necessary to facilitate English language Acquisition initiatives. Action Type: Alignment	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	Title III - Materials & Supplies: $30809.00 Title III - Capital Outlay: $29684.00 ACTION BUDGET: $60493
PROGRAM EVALUATION: FORMATIVE: Teaching and administrative staff throughout the district will receive Sheltered Instruction Observation Protocol Training to support more effective instruction. SUMMATIVE: The District will disaggregate Benchmark, End-Of-Course and English Proficiency scores for ELL students to determine greatest areas of need. Action Type: Professional Development Action Type: Program Evaluation	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff • Teachers	Title III - Purchased Services: $15000.00 ACTION BUDGET: $15000
Technology-based programs/services for students will be provided. Action Type: Equity Action Type: Technology Inclusion	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers	Title III - Purchased Services: $8000.00 ACTION BUDGET: $8000

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The ELA Department of the Fort Smith Public Schools will provide opportunities so ELA parents will better be prepared to help their children with reading and homework activities. Additional translation for critical correspondence with parents will be provided. Action Type: Parental Engagement	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• District Staff • Outside Consultants	Title III - Purchased Services: $2933.00 ACTION BUDGET: $2933
The District will provide a Vietnamese staff member on a stipend basis to work with Vietnamese families. Action Type: Equity	Martha Howell, Supervisor of ELA, Migrant and Indian Ed.	Start: 07/01/2009 End: 06/30/2010	• Administrative Staff • District Staff	Title III - Employee Benefits: $1800.00 Title III - Employee Salaries: $8200.00 ACTION BUDGET: $10000
Total Budget:				$390074.02

- Planning Team

Classification	Name	Position	Committee
Business Representative	Denise Jones	Member	District
Business Representative	Karen Infield	Member	District
Business Representative	Karen Rettman	Member	District
Business Representative	Sondi Farmer	Member	District
Business Representative	Tina Smith	Member	District
Classroom Teacher	Kara Frye	6th Grade Teacher	District
Community Representative	Allison Hitt	Member	District
Community Representative	Becky Young	Western AR Guidance & Counseling	District
Community Representative	Cecil Greene	River Valley Drug-Free Coalition	District
Community Representative	Cindy Stokes	Member	District
Community Representative	Detective Adam Holland	Member	District
Community Representative	Jeanne Cole	Community Member	District
Community Representative	Judge Jim Spears	Member	District
Community Representative	Kim Horton	Crisis Center for Women	District
Community Representative	Taylor Phoumivong	Student, Northside High School	District
District-Level Professional	Anne Butcher	Director, Secondary Education	Leadership
District-Level Professional	Caroline Neel	Title I Coordinator	Leadership
District-Level Professional	Charles Warren	Asst. Superintendent for Financial Services	District
District-Level Professional	Darian Layes	Student Services Coordinator	Leadership
District-Level Professional	Dr. Barry Owen	Asst. Superintendent, Curriculum & Instruction	District
District-Level Professional	Dr. Benny Gooden	Superintendent	District
District-Level Professional	Dr. Brenda Sellers	Equity Coordinator	District
District-Level Professional	Dr. Gordon Floyd	Deputy Superintendent	District
District-Level Professional	Dr. Kathleen Cates	Director, Professional Development	Leadership
District-Level Professional	Dr. Kellie Cohen	Director, Student Achievement & Accountability	Leadership
District-Level Professional	Dr. Mary Ann Johns	Director, Elementary Education	Leadership
District-Level Professional	Eric Huber	Resource Officer	District
District-Level Professional	George Lieux	Student Assistance Specialist	District
District-Level Professional	Kathryn O' Brien	Supervisor, Early Childhood Education, Parent & Community Services	District

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District-Level Professional	Khamdeng Sengmanivong	Migrant Coordinator	District
District-Level Professional	Martha Howell	Supervisor, ELA, Migrant and Indian Education	District
District-Level Professional	Stevie Locke	Director, Special Education	District
District-Level Professional	Vance Gregory	Director of Technology	District
Non-Classroom Professional Staff	Becky Mankins	Non-Certifed Staff	District
Non-Classroom Professional Staff	Donna Buccella	Member	District
Non-Classroom Professional Staff	Gladys Maciel	ELA Paraprofessional	District
Non-Classroom Professional Staff	Joan Kincannon	Member	District
Non-Classroom Professional Staff	Kelli Remy	ELA Specialist, Kimmons Junior High	District
Non-Classroom Professional Staff	Michelle Daily	Guidance Counselor, Orr Elementary	District
Non-Classroom Professional Staff	Terry Irving	ELA Specialist, Sunnymede Elementary	District
Parent	Betsy Hayes	Southside PTA President	District
Parent	Paulette Murray	Member	District
Principal	Jim Garvey	Kimmons Junior High	District
Principal	Karen Hollenbeck	Private School Member	District
Principal	Sharla Whitson	Bonneville Elementary	District
Principal	Sherri Penix	Member	District
Principal	Wayne Haver	Member	District

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2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

After a careful review of parent, teacher and staff surveys, input from the community and stakeholders and the listing of Trusty Elementary as a Tier I school by the state department it was determined that intensive corrective action is needed at Trusty Elementary. For the past two years, the principal, Mrs. Lavey, has been working closely with the JBHM principal coach to improve and enhance leadership skills. In addition, a struggling learning consultant is coaching the teachers in research based curriculum alignment and instructional strategies. Both principal and teachers are building leadership capacity both building wide and in the classroom. Through detailed and rigorous coaching and work reports with prescriptive actions set by the coaches of JBHM the principal and the teachers have been able to assist students in making modest gains in the areas of math and literacy. The gains made in the level of understanding of the staff and the capacity building of the principal were such that is was determined by all stakeholders it would be in the best interest of Trusty Elementary to continue with the current Transformation. Knowing that the State of Arkansas only deems a school a Tier 1 (lowest performing school) through a meticulous evaluation of data and other information the school and district determined a more intense Transformation Model was needed. Through the SIG grant it is the desire of Fort Smith Public Schools and Trusty Elementary to continue the services of JBHM and its school improvement process-SetPoint as an external provider of School Improvement Services. JBHM-SetPoint process will include the continued intensive coaching in classrooms and building wide as well as a partnership with Renaissance Learning. This partnership will assist Trusty Elementary administration and faculty and staff to achieve full transformation. At the end of the three year process the administration and staff will have built the capacity to be implementing best practices in the classroom. They will have developed efficacy to continue the work of improvement and high student achievement after JBHM-SetPoint has completed their work.

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SECTION B. PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

Selecting the Intervention Model and Partners for a Low-Achieving School

Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how:

The SIG-ARRA funds support the Transformation Model providing Tier I and Tier II schools the opportunity to enhance their efforts for academic achievement.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

Fort Smith School District supports all efforts to improve student achievement with both policies and funds. The administrator evaluation process requires principals to develop a professional growth plan aligned with the goals of the district and the building. During her two year tenure at Trusty, Principal Lavey has implemented actions resulting in increased math and literacy scores. District policy regarding teacher evaluation support the Transformation model in regards to probationary teachers' reflections of both formal and informal classroom observations.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

Contractual agreements that affect transformation among the Fort Smith School District and Classroom Teachers Association pertain to planning period time being used for meetings that take away from the teacher planning time. The Classroom Teachers Association contract also states that a teacher cannot be asked to work after 3:30 each school day and they cannot be required to work at home on lesson planning, classroom activities, or anything to do with instructional planning. The CTA does fully support all efforts to improve student achievement and have been eager to negotiate all issues and concerns.

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Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

   The Teacher Fair Dismissal Act stipulates that certified staff receive notice of intent to terminate his/her position no later than May 1. This statute does not prohibit termination or reassignment; it mandates due process.

2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

   There is not a district policy which creates barriers to the reassignment of building administrators or classroom teachers.

3. District contractual agreements, including collective bargaining, that affect turnaround and how:

   Our district negotiates with the Classroom Teacher's Association (CTA). The manner in which staff are reassigned is an often discussed issue. While the CTA is openly concerned regarding matters which impact their membership, they have a strong history of advocating for students and participation in negotiations with administration.

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Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

There is state statue which details the authorization of the creation of charter schools in Arkansas. There is district level funding available for conversion charter schools and state funding for open enrollment charter schools.

2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

There are no district policies that limit the creation of charter schools.

3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how:

There are no district contractual agreements that affect the formation of charter schools.

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Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

There are no state statutes that specifically address district contracts with EMOs.

2. District policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

There are no district policies that address contracts with EMOs.

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

There are no district contractual agreements that affect district contracts with EMOs.

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Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:
   There are no state statutes that limit a district's ability to close a school.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:
   There are no district policies that limit the Superintendent/Board of Education's ability to close a school.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:
   There are no district contractual agreements that limit the Superintendent/Board of Educattion's ability to close a school.

4. Higher achieving schools available to receive students and number of students that could be accepted at each school:
   Ba[illegible]ard, Bonnie Carnall, Cavanaugh, Cook, Euper Lane, Fairview, Howard, Morrison, Orr, Pike, Spradling, Sutton, Waymede, Woods. The number of students that could be accepted at each school varies by grade level. A range per school is estimated to be between two to six students per grade level.

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Worksheet #2

Step 4 – B - 3: Develop Profiles of Available Partners

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.

Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
JBHM/Set Point	Y	N	Consultants; job embedded	Proven success within the district the previous year
Renaissance Learning	N	Y	Consultants; job embedded	see attachment
District Central Office Staff	N	Y	District Professional Development	Teacher growth and implementation of technology/programs
Partners in Education	N	Y	Support from local business/community	Ongoing relationship with businesses/community
PTA	N	Y	Support from focused group of parents and staff	Successful increase in parental involvement

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Renaissance Learning has proven success in schools with populations represented by low socio-

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiative dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	**Lead Y/N**	**Support Y/N**	**Services Provided**	**Experience (Types of Schools and Results)**
JBHM/Set Point	Y	N	Consultants; job embedded	Proven success within the district the previous year
Renaissance Learning	N	Y	Consultants; job embedded	See Attached
District Central Office Staff	N	Y	District Professional Development	Teacher growth and implementation of technology/programs
Partners in Education	N	Y	Support from local business/community	
PTA	N	Y	Support from focused group of parents and staff	Successful increase in parental involvement

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Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	**Lead Y/N**	**Support Y/N**	**Services Provided**	**Experience (Types of Schools and Results)**
Arkansas Dept of Ed	N	Y	Consultative	There are currently a nu... arter Schools operating in Arkansas
JBHM/Set Point	Y	N	Consultants; job embedded	Proven success within the ... the previous year
Renaissance Learning	N	Y	Consultants; job embedded	See Attached
District Central Office Staff	N	Y	District Professional Develo...	Teacher growth and implementation of technology/programs
Partners in Education	N	Y	Support from local business/community	Support from local business/community
PTA	N	Y	Support from focused group of ... staff	Successful increase in parental involvement

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	**Lead Y/N**	**Support Y/N**	**Services Provided**	**Experience (Types of Schools and Results)**
Success for all Foundation, Inc	Y	N	Reform program K-8 provides on-site coaching and PD	
District Central Office Staff	N	Y	District Professional Development	Teacher growth and implementation of technology/programs
Partners in Education	N	Y	Support from local business/community	Support from local business/community
PTA	N	Y	Support from focused group of parents and staff	Successful increase in parental involvement
			S	

Trusty 159

Transformation Model

1. The current principal has been in this position for two years. In each of these two years, student performance has increased. After the new principal's first year at Trusty, every subpopulation, as well as the combined population increased the percent of students' proficient. For several subpopulations, in mathematics there was over a twenty percentile point increase in proficiency. In literacy, the same success was experienced except with one subpopulation. After the end of the principal's second year at Trusty, student academic performance again significantly increased in both math and literacy. The school's current principal exudes high expectations for all students and is establishing this positive culture at the school. The principal has over twenty-five years of experience as a classroom teacher and administrator. She has participated in numerous professional development initiatives, including those designed to improve classroom instruction, especially for high-poverty and ELL populations.

2. The district will collaborate with the principal to ensure that highly-qualified staff are assigned to Trusty. The principal will be provided with decision making authority relative to staff assignments.

3. All district central office staff will support Trusty's implementation of the Transformation Intervention Model, including the district superintendent. Central office instructional staff will accompany the principal in weekly classroom observation, followed by debriefing sessions. Observations will focus on the consistent implementation of best instructional practices. Weekly electronic reports of each teacher's instruction will be reviewed by key central office administrators, including the superintendent. The central office instructional staff will meet monthly to discuss data collected from classroom observations and provided via the weekly work reports (from JBHM/SetPoint).

4. Throughout the implementation of the Transformation Intervention Model, the principal will have increased decision making authority regarding the assignment of personnel and the scheduling of academic and non-academic courses. Additionally, the principal will have greater flexibility in the management of the school budget and allocation of resources. The district will work closely with their external provider, JBHM/SetPoint, to ensure full fidelity and efficacy of implementation of all aspects of their work. Teachers and Administrators will work closely with the well trained and experienced consultants to provide a solid culture and climate conducive to

learning, maximize student academic learning time, guarantee an essential curriculum, monitor student achievement and provide job embedded professional best practices.

5. The district will read all the daily and weekly work reports and assist the building leaders in data review and will continue to support the leader in the evaluation of work reports, support the corrective action to be taken on the prescriptive action in the work report, provide ACSIP assistance, other federal and state funding etc. District central office staff will observe classroom instruction, accompanied by the principal. A post-observation conference will be conducted with the principal following each set of classroom observations. The idea is to build building capacity so that after the grant and JBHM/SetPoint has completed their work the staff will have the capacity to go forward with success without the need for further assistance.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

See Attached

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

See Attached

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

Teachers are required to regularly engage in professional development, including collaborating with building Instructional Facilitators. All teachers are observed by the building principal and select central office staff. Feedback is provided to promote the use of best instructional practices. All principals participate in quarterly meetings which cause them to reflect and report on building-level practices.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

A principal would be selected by the superintendent after interviews were conducted and student performance date was reviewed. The new leader would be expected to demonstrate to a high degree all competencies outlined in the Interstate School Leaders Licensure Consortium.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

The Associate Superintendent for Human Resources and Support Services would screen applicants and participate in the identification of exemplary staff.

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4. How will staff replacement be executed—what is the process for determining which staff remains in the schools, which are assigned to another school, and which should leave the profession (or at least the district)?

The Associate Superintendent of Human Resources and Support Services will consult with the building principal to determine which staff remain in the school, district, or profession. These decision will be based largely on the teacher's demonstrated ability to deliver effective instruction and record of student performance.

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school and underperformers leave?

Language related to the reassignment of staff will be subject to negotiations between district staff and the Classroom Teachers' Association.

6. What supports will be provided to staff selected for re-assignment to other schools?

Staff selected for reassignment to other schools will have on-going support provided by subject area Instructional Facilitators and Coordinators. Additionally, support is available from the special education and professional development departments.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

The staff which were located at Trusty would be reassigned to fill existing positions.

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The district has the staff and resources necessary to execute and support a turnaround. We have central staff, such as Associate Superintendent for Human Resources and Support Services, Assistant Superintendent for Instructional Services, Director of Elementary Education, Director of Student Achievement and Accountability and Director of Special Education, who will guide and monitor the school's turnaround efforts. Additionally, support will be sought from our PTA and Partners in Education.

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9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The school will have increased flexibility and decision making authority in the expenditure of state and local funds. The principal will collaborate with central office staff in the assignment of staff, with the final decision being that of the principal. The principal will collaborate with district staff to ensure the school's schedule accommodates turnaround-related initiatives.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district will support the new leader through an increase in autonomy, flexibility and site based decision making. District staff will observe in classrooms and conference with the principal weekly.

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

No, there are no Charter Schools located within Fort Smith at this time.

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

No, there are no Charter Schools located within Fort Smith at this time.

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

EMO. There are no Charter Schools located within Fort Smith at this time.

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Trusty 167

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?

There is no statutory, policy or collective bargaining language that prevents the district from closing and restarting a school.

5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

Staff selected for re-assignment will be supported through job embedded professional development provided by Instructional Facilitators. Further professional development will be available from the district department of professional development. Data resources will be available from the Department of Student Achievement and Accountability.

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

Staff will be assigned to existing positions to the extent possible.

7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?

The district will support the restart through the provision of special education and related services, professional development, and English Language Acquisition Services.

8. How will the SEA assist with the restart?

The ADE will provide guidance, as requested, and monitor the school's services.

9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?

The district will request monthly reports which address student academic progress, by subpopulation, attendance, and discipline data.

DRAFT

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10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

Yes, the district is prepared to terminate the contract if performance expectations are not met. The specific details for dissolution of the charter school/EMO will be outlined in the service contract.

School Closure Model

1. What are the metrics to identify schools to be closed?

A school may be considered for closure if it is determined the students enrolled would be better served at another school.

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

The district would conduct public meetings in which data relevant to the proposed closure would be available for public review and discussion. These meetings would be announced in the local newspaper and via letter sent to the parents of each affected student.

3. How will the students and their families be supported by the LEA through the re-enrollment process?

Students and families will be supported through opportunities to visit the new school prior to enrollment. Transportation will be provided as necessary.

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

Ballman, Barling, Beard, Booneville, Carnall, Cavanuagh, Cook, Euper Lane, Fairview, Howard, Morrison, Pike, Orr, Spradling, Sutton, Sunnymede and Woods.

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5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

Teachers will be selected for assignment to specific schools based upon their unique skill sets. The number of additional staff will be based upon total student enrollment.

6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

Decisions regarding the assignment of staff will be based upon documented evidence of effective classroom instructional practices and student performance data.

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

Yes, the statutory policy and collective bargaining context allows for the removal of current staff.

8. What supports will be provided to recipient schools if current staff members are reassigned?

Recipient schools will receive additional funding coinciding with the increase in staff and students. Additional professional development will also be available from district-level coordinator's, building Instructional Facilitators and the professional development department.

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

The increase in transported students will necessitate heightened awareness of related safety and security issues, both at the pick-up and delivery points.

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

If staff are retained they will be reassigned to an area of need within the district.

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11. How will the LEA track student progress in the recipient schools?

Student progress will be tracked through the use of an electronic data base which reports academic progress on quarterly assessments each nine weeks. Additionally, behavior and attendance data will be reported quarterly.

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

The closing of any school impacts the neighborhood, enrollment area and the community. The enrollment of a given area drastically decreases when a school is closed. Our schools are considered a member of the neighborhood and community and a loss such as this results in a grieving process for all parties. Many neighborhoods are identified by their school, therefore if a school closes it would be reasonable to expect a feeling of loss.

13. How does school closure fit within the LEA's overall reform efforts?

School closure is a viable option when considering reform efforts. It is simply one of many models being discussed which are designed to rapidly increase the consistent use of best practices and improve student performance.

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Recommended Intervention Model and External Partners

Intervention Model	Rationale for Selecting Model
Transformation	School principal has not been at the school more than two years. School principal has a proven record of success. With support from the lead partner and strategic reassignment, the school has the capacity to accelerate student academic performance. The district will use rigorous transparent and equitable evaluation systems for teachers and principal that take into account data on student growth as a factor as well as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. The district recognizes the need to and will identify and reward the principal, teachers, and other staff who, in implementing the model, have increased student achievement and identify and reassign those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. In partnering with JBHM/SetPoint, the staff will receive intensive, on-going, high quality, job-embedded professional development that is aligned to the school's comprehensive instructional program. Teachers will be equipped through at least weekly observation/feedback/coaching to facilitate teaching and learning and have the capacity to successfully implement school reform strategies.
Lead Partner	**Rationale for Selecting Lead Partner**
JBHM/SetPoint	JBHM has a proven record on increasing student academic performance through building teacher efficacy and the principal's capacity to lead a staff through an instructional change process.
Internal Partner (District Staff)	**Rationale for Selecting Internal Partner**
Central office staff: Human Resources, Instruction, Student Achievement and Accountability, Student Services and Professional Development	Staff from the departments listed have the personnel and fiscal resources necessary to support and sustain the lead partner's initiatives.
Supporting Partner	**Rationale for Selecting Supporting Partner**
Renaissance Learning	In partnership with JBHM, Renaissance Learning provides quality technology-based programs aligned with the goals and objectives of the JBHM Education Group.
Supporting Partner	**Rationale for Selecting Supporting Partner**
National Literacy Coalition (NLC)	Classroom teachers will benefit from intensive training in the delivery of direct, explicit instruction based on individual student assessment, as well as the job-embedded professional development support provided from a NLC instructional facilitator. NLC has a proven record of success in high-poverty, demographically diverse schools.

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Recommended Intervention Model and External Partners

Intervention Model	Rationale for Selecting Model
Turnaround	Require change in school leader and replacement of at least 50% of the instructional staff.
Lead Partner	**Rationale for Selecting Lead Partner**
JBHM/SetPoint	JBHM has a proven record on increasing student academic performance through building teacher efficacy and the principal's capacity to lead a staff through an instructional change process.
Internal Partner (District Staff)	**Rationale for Selecting Internal Partner**
Central office staff: Human Resources, Instruction, Student Achievement and Accountability and Professional Development	Staff from the departments listed have the personnel and fiscal resources necessary to support and sustain the lead partner's initiatives.
Supporting Partner	**Rationale for Selecting Supporting Partner**
Renaissance Learning	In partnership with JBHM, Renaissance Learning provides quality technology-based programs aligned with the goals and objectives of the JBHM Education Group.
Supporting Partner	**Rationale for Selecting Supporting Partner**
National Literacy Coalition	Classroom teachers will benefit from intensive training in the delivery of direct, explicit instruction based on individual student assessment, as well as the job-embedded professional development support provided from a NLC instructional facilitator. NLC has a proven record of success in high-poverty, demographically diverse schools.

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Recommended Intervention Model and External Partners

Intervention Model	Rationale for Selecting Model
Restart	Existing school needs to be closed and totally reconstituted
Lead Partner	**Rationale for Selecting Lead Partner**
JBHM/SetPoint	JBHM has a proven record on increasing student academic performance through building teacher efficacy and the principal's capacity to lead a staff through an instructional change process.
Internal Partner (District Staff)	**Rationale for Selecting Internal Partner**
Central office staff: Human Resources, Instruction, and Professional Development	Staff from the departments listed have the personnel and fiscal resources necessary to support and sustain the lead partner's initiatives.
Supporting Partner	**Rationale for Selecting Supporting Partner**
Renaissance Learning	In partnership with JBHM, Renaissance Learning provides quality technology-based programs aligned with the goals and objectives of the JBHM Education Group.
Supporting Partner	**Rationale for Selecting Supporting Partner**
National Literacy Coalition	Classroom teachers will benefit from intensive training in the delivery of direct, explicit instruction based on individual student assessment, as well as the job-embedded professional development support provided from a NLC instructional facilitator. NLC has a proven record of success in high-poverty, demographically diverse schools.

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Recommended Intervention Model and External Partners

Intervention Model	**Rationale for Selecting Model**
Closure	Students would be better served at other campuses.
Lead Partner	**Rationale for Selecting Lead Partner**
N/A	N/A
Internal Partner (District Staff)	**Rationale for Selecting Internal Partner**
Central office staff: Human Resources, Instruction, Student Achievement and Accountability, Student Services and Professional Development	Staff from the departments listed have the personnel and fiscal resources necessary to support and sustain the lead partner's initiatives.
Supporting Partner	**Rationale for Selecting Supporting Partner**
PTA	The district and local receiving school PTAs will forge relationships with the parents and teachers from the recently closed school.
Supporting Partner	**Rationale for Selecting Supporting Partner**
Partners In Education (PIE)	The receiving schools' Partner In Education will forge relationships with the parents and teachers from the recently closed school.

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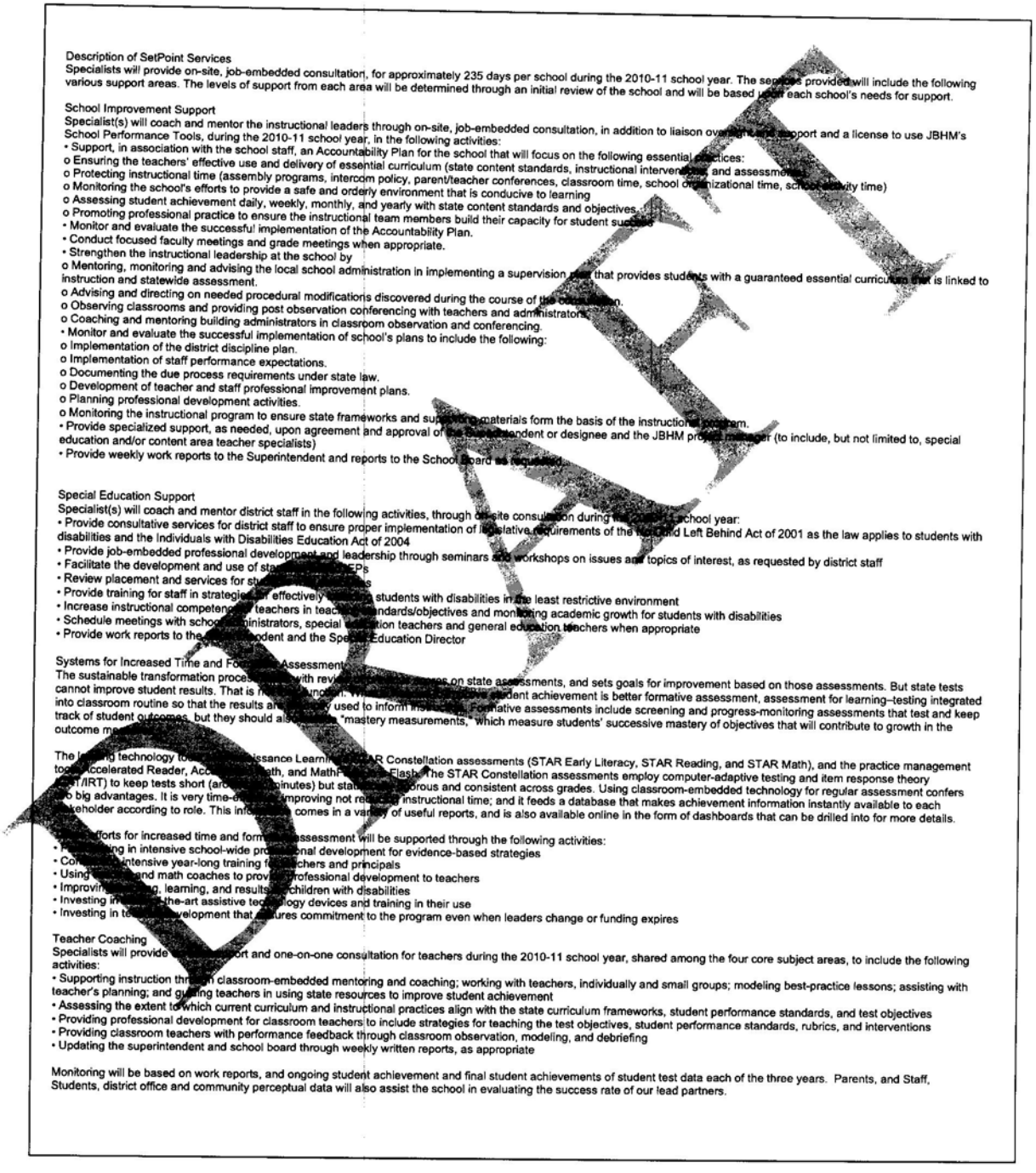
Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources below to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.



Description of SetPoint Services
Specialists will provide on-site, job-embedded consultation, for approximately 235 days per school during the 2010-11 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

School Improvement Support
Specialist(s) will coach and mentor the instructional leaders through on-site, job-embedded consultation, in addition to liaison oversight and support and a license to use JBHM's School Performance Tools, during the 2010-11 school year, in the following activities:
• Support, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:
o Ensuring the teachers' effective use and delivery of essential curriculum (state content standards, instructional interventions, and assessments)
o Protecting instructional time (assembly programs, intercom policy, parent/teacher conferences, classroom time, school organizational time, school activity time)
o Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning
o Assessing student achievement daily, weekly, monthly, and yearly with state content standards and objectives
o Promoting professional practice to ensure the instructional team members build their capacity for student success
• Monitor and evaluate the successful implementation of the Accountability Plan.
• Conduct focused faculty meetings and grade meetings when appropriate.
• Strengthen the instructional leadership at the school by
o Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.
o Advising and directing on needed procedural modifications discovered during the course of the observation.
o Observing classrooms and providing post observation conferencing with teachers and administrators.
o Coaching and mentoring building administrators in classroom observation and conferencing.
• Monitor and evaluate the successful implementation of school's plans to include the following:
o Implementation of the district discipline plan.
o Implementation of staff performance expectations.
o Documenting the due process requirements under state law.
o Development of teacher and staff professional improvement plans.
o Planning professional development activities.
o Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.
• Provide specialized support, as needed, upon agreement and approval of the Superintendent or designee and the JBHM project manager (to include, but not limited to, special education and/or content area teacher specialists)
• Provide weekly work reports to the Superintendent and reports to the School Board as requested.

Special Education Support
Specialist(s) will coach and mentor district staff in the following activities, through on-site consultation during the 2010-11 school year:
• Provide consultative services for district staff to ensure proper implementation of legislative requirements of the No Child Left Behind Act of 2001 as the law applies to students with disabilities and the Individuals with Disabilities Education Act of 2004
• Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff
• Facilitate the development and use of standards-based IEPs
• Review placement and services for students with disabilities
• Provide training for staff in strategies for effectively educating students with disabilities in the least restrictive environment
• Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
• Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
• Provide work reports to the Superintendent and the Special Education Director

Systems for Increased Time and Formative Assessment
The sustainable transformation process begins with reviewing data on state assessments, and sets goals for improvement based on those assessments. But state tests cannot improve student results. That is measuring. What improves student achievement is better formative assessment, assessment for learning–testing integrated into classroom routine so that the results are immediately used to inform instruction. Formative assessments include screening and progress-monitoring assessments that test and keep track of student outcomes, but they should also include "mastery measurements," which measure students' successive mastery of objectives that will contribute to growth in the outcome measures.

The leading technology to [illegible] Renaissance Learning's STAR Constellation assessments (STAR Early Literacy, STAR Reading, and STAR Math), and the practice management tools Accelerated Reader, Accelerated Math, and MathFacts in a Flash. The STAR Constellation assessments employ computer-adaptive testing and item response theory (CAT/IRT) to keep tests short (around 15 minutes) but statistically rigorous and consistent across grades. Using classroom-embedded technology for regular assessment confers two big advantages. It is very time-efficient, improving not reducing instructional time; and it feeds a database that makes achievement information instantly available to each stakeholder according to role. This information comes in a variety of useful reports, and is also available online in the form of dashboards that can be drilled into for more details.

Specific efforts for increased time and formative assessment will be supported through the following activities:
• Participating in intensive school-wide professional development for evidence-based strategies
• Continuous intensive year-long training for teachers and principals
• Using literacy and math coaches to provide professional development to teachers
• Improving teaching, learning, and results for children with disabilities
• Investing in state-of-the-art assistive technology devices and training in their use
• Investing in technology that ensures commitment to the program even when leaders change or funding expires

Teacher Coaching
Specialists will provide classroom support and one-on-one consultation for teachers during the 2010-11 school year, shared among the four core subject areas, to include the following activities:
• Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement
• Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
• Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions
• Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing
• Updating the superintendent and school board through weekly written reports, as appropriate

Monitoring will be based on work reports, and ongoing student achievement and final student achievements of student test data each of the three years. Parents, and Staff, Students, district office and community perceptual data will also assist the school in evaluating the success rate of our lead partners.

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3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

EVALUATION PROCESS

The main tools used to guide the transformation process in these five essential practices area are rigorous rubrics that evaluate each practice on a 4-point scale from 'insufficient' to 'best practice'. These rubrics are applied throughout the transformational process – at all levels, from boardroom to classroom.

In applying these rubrics to their daily work with school leadership and faculty, SEHM specialists use a reporting tool system called the ILRT (Instructional Leadership Reporting Tool). ILRT collects input from building walk through, classroom observations, and discussions of professional development needs and other issues, and renders all this information in a series of reports and dashboards that keep all personnel involved and informed about progress.

In addition to quantitative data, ILRT maintains an "issues list" that continues to prompt participants to address issues until they are marked as resolved. Specialists also write daily reports to school and district leadership, recording important activities, decisions made, targets set and actions agreed upon, whether previously agreed actions are still complete or pending.

RESPONSIBLE STAFF MEMBERS

Because school change starts at the top, the senior specialist on the sustainable transformation project will work directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on the use of the rubric and ILRT is also included so the principal will be able to sustain the changes after the mentoring ceases. Other specialists will spend similar amounts of time with teachers and other instructional staff, supporting coaching, and identifying further professional development. The goal is to build staff capacity to sustain highly effective instructional leadership and classroom instruction.

The objective is to get everyone in the school – and those in district roles supporting the school – focused on the five essential practices and the tools that help bring them about.

SetPoint rubrics examine all practices that relate to student performance, from how well teachers follow principals' effective instruction and how well the board and district policies work to support the school. The rubrics identify opportunities and means for improvement. In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district, and board to help resolve any issues and implement procedures that improve their working relationships with the school. The rigorous rubrics evaluate each practice on a four-point scale from 'insufficient' to 'best practice'.

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Worksheet #5

Step 4 - B - 6: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. The district will work closely with the school to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judicially as the activities are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with SetPoint to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role as it is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultant's work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

In addition the school will work harder to create a strong parent and community support system for the school:

Parent and Community Involvement~
To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.
Key things to remember:
1) We will be working with parents who often do not know how to help their students.
2) Few will have computer access at home.
3) Few parents will be actively involved in their child's education.
4) Many parents will speak limited to no English

Our Main Goals:
1) Help parents stay informed on student progress
2) Explain state and national assessment requirement
3) Inform parents about the tools and processes being used to improve student achievement
4) Give parents access to ways to help their students

Timeline
The School Improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are emphasized as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments. Specific explanations of the state's accountability system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and collaborate with the school about what parents need to support their children and to learn form parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Parent Meeting to inform them of what parent involvement looks like
Meet the parents at the beginning of school year open house and parent specific nights
Literacy night for parents
Math night for parents
Specific times set for parents to visit school and share in children's success
Programs/calendar online for to school/district events

Use of the public library for Home Online access
Adult Education programs offering English and skills

Communication on a semester basis:
Interaction with parents through newsletters/letters some in Spanish and English informing parents of all school activities and celebrations of success

Summer Reading programs:
Public library programs
Programs for students and parents

Rubric of Parent and Community Involvement Success attached

SEE ATTACHMENTS FOR ALL MODELS

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Step 4 –B – 6: Forge Working Relationships **Trusty Elementary**

Turnaround Model

The district would access the services and support of the ADE, Partners In Education, parents and other community members, as well as the external provider, to facilitate the accelerated improvement of Trusty Elementary.

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. The district will work closely with the school to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judicially as the activities are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with SetPoint to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job-embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job-embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultants' work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

Parent and Community Involvement

To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:

1) We will be working with parents who often do not know how to help their students.

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2) Few will have computer access at home.

3) Few parents will be actively involved in their child's education.

4) Many parents will speak limited to no English

Our Main Goals:

1) Help parents stay informed on student progress

2) Explain state and national assessment requirement

3) Inform parents about the tools and processes being used to improve student achievement

4) Give parents access to ways of helping their students

Timeline

The School Improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments. Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn form parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Parent Meeting to inform them of what parent involvement looks like.

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Meet the parents at the beginning of school year through open house and parent specific nights

Literacy night for parents

Math night for parents

Specific times set for parents to visit school and share in their children's success

Programs/calendar online for parent access to school/district events

Use of the public library for Home Online parent access

Adult Education programs offering English and basic skills

Communication on a semester basis:

Interaction with parents through newsletters/letters sent home in Spanish and English informing parents of all school activities and celebrations of success

Summer Reading programs:

Public library programs

Programs for students and parents

Rubric of Parent and Community Involvement Success attached

Trusty 182

Step 4 –B – 6: Forge Working Relationships **Trusty Elementary**

Restart Model

The district will seek support and guidance from the ADE, Arkansas Charter School Organization, our district's Partners In Education, parents and other community members to ensure the successful transition of Trusty Elementary to charter school status. There will be multiple open public meetings which will outline the school's new status and structure and give all stakeholders an opportunity to discuss this initiative. With this transition will come a need for structure, the establishment of a culture of high expectations and a model for ensuring and demonstrating the daily use of best instructional practices. Therefore, we will partner with an external provider, JBHM/SetPoint, which has a proven record of success in these areas.

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. The district will work closely with the school to ensure all monies available to the school are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judicially to ensure they are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with JBHM/SetPoint to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job-embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultants' work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

In addition the school will work harder to create a strong parent and community support system for the school:

Parent and Community Involvement~

To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:

1) We will be working with parents who often do not know how to help their students.

2) Few will have computer access at home.

3) Few parents will be actively involved in their child's education.

4) Many parents will speak limited to no English

Our Main Goals:

1) Help parents stay informed on student progress

2) Explain state and national assessment requirements

3) Inform parents about the tools and processes being used to improve student achievement

4) Give parents access to ways of helping their students

Timeline

The School Improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the

meetings will vary depending upon grade level of the school and school needs according to assessments. Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn form parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Parent Meeting to inform them of what parent involvement looks like:

Meet the parents at the beginning of school year through open house and parent specific nights

Literacy night for parents

Math night for parents

Specific times set for parents to visit school and share in their children's success

Programs/calendar online for parent access to school/district events

Use of the public library for Home Online parent access

Adult Education programs offering English and basic skills

Communication on a semester basis:

Interaction with parents through newsletters/letters sent home in Spanish and English informing parents of all school activities and celebrations of success

Summer Reading programs:

Public library programs

Programs for students and parents

Rubric of Parent and Community Involvement Success attached

Step 4 –B – 6: Forge Working Relationships **Trusty Elementary**

Closure Model

The district will work closely with the parents of students currently enrolled at Trusty. Information regarding meetings to discuss the future of Trusty Elementary will be mailed to parents in multiple languages. These meetings will give parents and other community members the opportunity to ask questions and discuss this initiative. Once the decision is made to close the school, the district will facilitate meetings with the staff from the school the students will be attending and the parents. There will be at least three open house events during which parents may visit with school staff.

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School/Teacher Performance Rubric Family and Community Engagement

Essential Practice	Best Practice	Fundamental	Minimal	Insufficient
	Efforts in these implementation phases foster engagement.		Efforts in these implementation phases are about involvement.	
Family and Community Engagement Essential Question: *How do you move families and communities from involved to engaged?* Research supports the collaboration of schools, families, and communities in increasing student achievement. This collaborative effort increases attendance, achievement, motivation, behavior, and improves relations. It is the responsibility of teachers, schools, and districts to create the conditions by which families and community organizations become part of the learning community.	In addition to Fundamental Practices: • Conditions in the classroom and school create full partnerships for student learning among school staff, parents, and community resources. • These conditions allow for shared decision-making related to student academic success. • Strategies and efforts are jointly reviewed, evaluated, and adjusted for continuous improvement resulting in increased student success. • The culture and climate of engagement allows for and results in school, staff, parent, and community member growth and improvement.	• Strategies to engage families to assist with their child's education are consistently in place, deliberately planned, connected, focused on clear goals, frequent and regularly scheduled, and evaluated for impact then revised. • Efforts that are deliberate, focused, and co-planned are consistently in place to engage community organizations and services in support of academic achievement • Efforts for family and community engagement are co-planned and communication is two-way. • The culture and climate creates the opportunity for collaborative planning with family and community organizations and services to improve	• Efforts are in place (scheduled and implemented) but are more about random involvement rather than deliberate engagement. • Efforts in place are not consistently proactive and two-way, but rather more often reactive and one way (either teacher to family only or family to teacher only.) • Policies, activities, and events are in place but are not consistently connected and clearly focused on parents' needs in relation to student academic achievement. • Involvement activities may focus on some populations but not all student populations. • There are some efforts to involve community organizations and services, but efforts are not strategic, connected,	• There is little or no evidence of efforts to involve or engage families or the community in a systematic deliberate way. • The role of the families or communities in supporting student achievement is not clearly communicated. • The culture and climate does not welcome or encourage family and community participation and may discourage it. • Family contact is primarily limited to student behavior, compliance with school directives, and families lack confidence to approach staff. • Involvement opportunities are one-way and controlled by the teacher or school.

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		student achievement (including mentoring, resource provision, etc.) • Strategies for engagement include consideration of all student populations and are differentiated as necessary for greatest impact.	or focused on student achievement goals.	

Step 5-B: Statement of Need and Lack of Capacity to Serve

The data below shows the percent of students proficient or advanced as determined by the Arkansas state assessment. Given the percentages necessary to achieve Adequate Yearly Progress, it is evident that even though scores have improved over the past two years, the gains are neither sufficient nor do they come quickly enough to achieve AYP. As a result, the Fort Smith School District fully supports the use of JBHM and the SetPoint model to accelerate the academic growth being made at Trusty Elementary.

Literacy

3rd	4th	5th	6th
34%	46%	47%	41%

Math

3rd	4th	5th	6th
61%	54%	39%	28%

The district, school and partners determined the need for intensive intervention of the transformation model. This model will transform the school from low performing to a school of excellence. The expectation is to build capacity within the ranks of both building and classroom leadership so that by the end of the three year process minimal assistance will be needed to sustain strong instructional leadership, maximize student academic learning time, delivery of guaranteed essential curriculum, and job-embedded professional development with emphasis on classroom instruction, monitoring student progress and collaboration, both vertically across grades and horizontally over grade levels. This will ensure success for all students.

In a transformation school, things are different. Students, faculty, even visitors sense it. A feeling of energy, movement and optimism replaces the former air of lethargy and defeat. The difference shows in a thousand ways. Fewer students and teachers are absent. Classes start more promptly. Noise levels decrease. Answers are given quickly in class. Students with extra time read books and study instead of causing disruptions. A formerly dysfunctional school is flowering into a culture of learning. As noted in the previous section, accomplishing this kind of sustainable transformation means working the details, day after day. JBHM's specialists, all of whom are veterans of successful careers in K-12 education, coach the principal and the entire staff will play a part in this daily process. The goal: to get the details right in five key areas, developed from the research on effective instruction and accelerating learning. JBHM calls these clusters of critical factors the Five Essential Practices.

1 Creating Climate and Culture Conducive to Learning
2. Maximizing Student Academic Learning Time
3. Guaranteeing the essential curriculum taught with the rigor and relevance necessary for all students to perform well at the tested level each year
4. Monitoring student achievement at all levels, and the monitoring is constant and on going as well as marked achievement tests
5. Providing Job-embedded professional development for all partners from the classroom to the school board room.

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SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal # 1 See Attached

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
				☐ District ☐ School ☐ Partner ☐ Other

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District Goals and Objectives

Goal #1: Trusty Elementary School will increase the number of students scoring proficient and above in the following sub-populations: LEP, Caucasian, African American, Hispanic, IEP, Combined, and Economically Disadvantaged by 10% in the 2010-2011 school year. In accordance with the *No Child Left Behind Act of 2001*, Trusty Elementary School will test 95% of eligible students on the state tests.

Objective # 1	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Trusty Elementary classroom teachers and support staff will implement a comprehensive literacy model in association with the National Literacy Coalition.	All sub-populations will increase the number of students scoring proficient and above in literacy by 10%. LEP: 52%-62% Hispanic: 52%-62% IEP: 56%-66% Caucasian: 62%-72% African American: 56%-66% Combined: 58%-68% Economically Disadvantaged: 57%-67%	Analysis of data including performance on Renaissance Learning programs including Accelerated Reader, formative assessments for classroom instruction, TLI assessments quarterly, and CRT and NRT - yearly state assessments	April, 2011	Classroom teachers and support staff Building principal District curriculum and instruction personnel National Literacy Coalition personnel Lead Partner: JBHM Support Partner: Renaissance Learning
Trusty Elementary classroom teachers and support staff will implement a standards-based math curriculum.	All sub-populations will increase the number of students scoring proficient and above in mathematics by 10%. LEP: 52%-62% Hispanic: 52%-62%	Analysis of data including performance on Renaissance Learning programs including Accelerated Math, formative assessments for classroom instruction, TLI assessments	April, 2011	Classroom teachers and support staff Building principal District curriculum

	IEP: 56%-66% Caucasian: 62%-72% African American: 56%-66% Combined: 58%-68% Economically Disadvantaged: 57%-67%	quarterly, and CRT and NRT - yearly state assessments		and instruction personnel Lead Partner: JBHM Support Partner: Renaissance Learning
Trusty Elementary School will provide a plan for providing information for parents and community regarding the importance of being in school.	At least ninety-five percent of eligible Trusty students will take the state assessment(s).	Completed plan for parent and community involvement Building walk-through and classroom observation data showing bell to bell instruction and high level tasks and questioning by both teachers and students Daily attendance documentation	September, 2010 September, 2010 through May, 2011 Daily through May, 2011	Building principal Teachers/support staff Lead Partner: JBHM
Trusty Elementary School will provide an after school program for Trusty students focusing on content and rigor of the core standards using technology-based programs.	At least a 10% increase in performance in literacy and mathematics for students attending the after school program	Analysis of data on CRT and NRT - yearly state assessments as well as benchmark assessments including Accelerated Reader, technology-based formative assessments for classroom instruction, and TLI assessments Analysis of data determining areas of need for individual students	September, 2010 through April. 2011 Daily September, 2010 through	Building principal After school teachers Content Instructional Facilitators Director of Student Accountability

	Lesson plans documenting core standards taught and differentiation according to needs of students attending after school program	Review of after school program teachers' lesson plans using the Lesson Plan Rubric	April, 2011	Director of Elementary Curriculum
Trusty Elementary School will provide a Saturday school program for Trusty students focusing on content and rigor of the core standards including the use of technology-based programs.	At least a 10% increase in performance in literacy and mathematics for students attending the after school program Lesson plans documenting core standards taught and differentiation according to needs of students attending after school program	Analysis of data on CRT and NRT - yearly state assessments as well as benchmark assessments including Accelerated Reader, formative assessments for classroom instruction, and TLI assessments quarterly Review of after school program teachers' lesson plans using the Lesson Plan Rubric	Daily September, 2010 through April, 2011	Building principal After school teachers Content Instructional Facilitators Director of Student Accountability Director of Elementary Curriculum

Goal #2: The Trusty Elementary principal will demonstrate instructional leadership skills by ensuring the implementation of a guaranteed, essential curriculum, protecting academic learning time, ensuring an environment that is safe, orderly and conducive to learning, assessing student achievement daily, weekly, monthly, and yearly on state SLE's and Kid-friendly objectives, TLI assessments and state assessments, and providing differentiated professional development for the staff, thus achieving efficacy and building leadership capacity as measured by the School/Leadership Performance Rubric.

Objective # 2	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
The principal will conduct building walk-throughs twice daily looking for patterns and trends across the campus.	Kid-friendly objectives posted and stated throughout the lesson No interruptions during the instructional day Utilization of high impact strategies matching the rigor of the objective(s) by both teachers and students. Alignment of classroom assessments to the rigor of the objective(s) and paralleling the state assessment.	Data collected from building walk-throughs and classroom observations. Data collected from building walk-throughs and classroom observations. Classroom tasks match the comprehensive lesson plans made available during the walk-throughs and observations. Analysis of assessments attached to teachers' lesson plans and available for review.	August, 2010 through May, 2011	Building principal Lead Partner: JBHM
The principal will design and implement a professional growth plan with a focus on the five essential elements of school improvement. *(See Goal #2 description.)*	Improved performance as an instructional leader based on pre- and post- leadership surveys completed by parents, staff and students	Completion of the principal's professional growth plan.	August, 2010 January, 2011 May, 2011	Building principal Director of Elementary Curriculum

	Improved performance as an instructional leader as described in the 'best practices' on the School/Leadership Performance Rubric	Achievement of 'best practices as demonstrated on the School/Leadership Performance Rubric		Asst. Supt. For Instruction Lead partner: JBHM
The principal will review and revise the school-wide building management plan so as to create a climate conducive to learning.	Revised building and classroom rules document Engagement of students in classrooms where bell to bell instruction is the norm	Number of office referrals for discipline Number of suspensions and/or expulsions as documented on the ACSIP. Documentation verifying all staff and students know, understand, and implement the building-wide management plan	September, 2010 through May, 2011	Building principal Classrooms teachers, specialists, support staff including both certified and classified Lead Partner: JBHM

Goal #3: Trusty Elementary teachers and staff will demonstrate classroom leadership abilities by ensuring the implementation of a guaranteed essential curriculum, protecting academic learning time, ensuring a classroom environment that is safe, orderly and conducive to learning, monitoring student achievement daily, weekly, monthly, and yearly on state SLE's and Kid-friendly objectives, TLI assessments and state assessments, and engage in collaborative opportunities with grade level colleagues as well as vertical planning, thus achieving efficacy and classroom leadership capacity as measured by the School/Teacher Performance Rubric.

Objective # 3	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Trusty Elementary classroom teachers and support staff will plan comprehensive lesson plans with the JBHM model and/or the SIOP model.	All sub-populations will increase the number of students scoring proficient and above in literacy and math by 10%.	Analysis of data including performance on Renaissance Learning programs including Accelerated Reader and Math, formative assessments for classroom instruction, Comprehensive Literacy, TLI assessments quarterly, and CRT and NRT - yearly state assessments	September, 2010 through April, 2011 Daily	Teachers and instructional staff
Trusty Elementary teachers will collaborate on their lesson plans as a part of their Professional Learning Communities.	Documentation of weekly collaboration Artifacts of student work	Alignment of curriculum and instructional between teachers at all grade levels. Completed rubrics documenting student performance on formative and summative assessments	Weekly through May, 2011 Weekly through May, 2011	Teachers and instructional staff

School Plan

TRUSTY ELEMENTARY SCHOOL
3300 HARRIS AVENUE,FORT SMITH, AR 72904-6830

Arkansas Comprehensive School Improvement Plan

2010-2011

Trusty Elementary's mission is a commitment to providing a safe and nurturing environment where research- based instruction is implemented to meet the needs of our diverse population. The staff is further committed to providing an educational program that enables children to become proficient in reading, writing and math.

Grade Span: K-6 Title I: Title I Schoolwide School Improvement: SI_6

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Priority 1: Literacy
Goal: All students will improve their performance in open response and multiple choice questions in the literary, content and practical reading passages, and their writing abilities in the areas of sentence formation, content, and style.
Priority 2: Math
Goal: All students will improve their performance in solving open response and multiple choice questions in the areas of number sense,properties, operations and patterns, measurement, geometry, and algebraic functions.
Priority 3: Responsible Behavior
Goal: The Fort Smith Public School District will provide support, guidance, and evaluation of Title IVA activities designed to ensure all schools are safe, disciplined, and drug free.
Priority 4: Wellness
Goal: Implement school-based activities that are designed to promote student wellness.
Priority 5: Scholastic Audit
Goal: Implement next steps identified in Trusty's Scholastic Audit findings.
Priority 6: Restructuring
Goal: Hispanic subpopulation will meet AYP on the Literacy Benchmark Exam.

Priority 1: To improve literacy skills.

Supporting Data:

1. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 3rd Grade Literacy Exam COMBINED POPULATION: In 2010, 34% scored proficient or advanced. In 2009, 21% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 33% scored Proficient or Advanced. In 2009, 24% scored proficient or advanced. In 2008, 4.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 34% scored Proficient or Advanced. In 2009, 20% scored proficient or advanced. In 2008, 18.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 45% scored Proficient or Advanced. In 2009, 17% scored proficient or advanced. In 2008, 0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
2. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 4TH Grade Literacy Exam COMBINED POPULATION: In 2010, 46% scored Proficient or Advanced. In 2009, 23% scored proficient or advanced. In 2008, 30.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 44% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 35% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the

lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation and Style. ECONOMICALLY DISADVANTAGED: In 2010, 46% scored proficient or advanced. In 2009, 20% scored proficient or advanced. In 2008, 31.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 48% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 28% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation, Content and Style.

3. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 5TH Grade Literacy Exam COMBINED POPULATION: In 2010, 47% scored Proficient or Advanced. In 2009, 35% scored proficient or advanced. In 2008, 25.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 28% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 22.2% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 47% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 24.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 28% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 17.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
4. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 6th Grade Literacy Exam COMBINED POPULATION: In 2010, 44% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 23% scored proficient or advanced. In 2009, 37% scored proficient or advanced. In 2008, 12.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 40% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 34% scored proficient or advanced. In 2009, 31% scored proficient or advanced. In 2008, 11.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style.
5. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark 3-6 COMBINED: In 2010, 41.7% scored proficient or advanced. In 2009, 32% scored proficient or advanced. In 2008, 24.3% scored proficient or advanced. HISPANIC: In 2010, 32.4% scored proficient or advanced. In 2009, 28.4% scored proficient or advanced. In 2008, 18.2% scored proficient or advanced. ECONOMICALLY DISADVANTAGED: In 2010, 41.7% scored proficient or advanced. In 2009, 31.2% scored proficient or advanced. In 2008, 24% scored proficient or advanced. LEP: In 2010, 34.1% scored proficient or advanced. In 2009, 25.6% scored proficient or advanced. In 2008, 14.6% scored proficient or advanced.
6. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade K: In 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 26% had an NPR score of 50, or above. .
7. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 1: In 2010, 12% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 44% had an NPR score of 50, or above.

8. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 2, in 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 19% had an NPR score of 50, or above.
9. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 3, in 2010, 33% had an NPR score of 50, or above. In 2009, 17% had an NPR score of 50, or above. In 2008, 22% had an NPR score of 50, or above.
10. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 4, in 2010, 46% had an NPR score of 50, or above. In 2009, 21% had an NPR score of 50, or above. In 2008, 27% had an NPR score of 50, or above. .
11. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 5 in 2010, 46% had an NPR score of 50, or above. In 2009, 30% had an NPR score of 50, or above. In 2008, 24% had an NPR score of 50, or above.
12. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 6 in 2010, 42% had an NPR score of 50, or above. In 2009, 46% had an NPR score of 50, or above. In 2008, 20% had an NPR score of 50, or above.
13. Attendance Rate: In 2010, the attendance rate for the school was 94.6 %. In 2009, the attendance rate for the school was 94%. In 2008, the attendance rate for the school was 94.8%.
14. ELDA Spring 2010: LEP total number of students K-6 tested was 157. In Third grade, 0 out of 19 students tested scored proficient; 1 at level 4, 5 at level 3, 6 at level 2, and 7 at level 1. In Fourth grade, 0 out of 27 students tested scored proficient; 11 at level 4, 5 at level 3, 10 at level 2, 1 at level 1. In Fifth grade, 0 out of 22 students tested scored proficient; 10 at level 4, 7 at level 3, 3 at level 2, and 2 at level 1. In Sixth grade, 0 out of 21 students tested scored proficient; 7 at level 4, 8 at level 3, 6 at level 2, 0 at level 1. ELDA Spring 2009: LEP total number of students K-6 tested was 163. In Third grade, 0 out of 23 students tested scored proficient; 0 at level 4, 3 at level 3, 12 at level 2, and 1 at level 1. In Fourth grade, 0 out of 25 students tested scored proficient; 4 at level 4, 10 at level 3, 8 at level 2, 3 at level 1. In Fifth grade, 1 out of 24 students tested scored proficient; 9 at level 4, 9 at level 3, 5 at level 2, and 0 at level 1. In Sixth grade, 1 out of 18 students tested scored proficient; 4 at level 4, 8 at level 3, 2 at level 2, 3 at level 1.

Goal: All students will improve their performance in open response and multiple choice questions in the literary, content and practical reading passages, and their writing abilities in the areas of sentence formation, content, and style.

Benchmark: The following populations DID NOT meet the 2010 AYP target of 71.2% scoring Proficient/Advanced: HISPANIC: 32.4% Proficient/Advanced. It is expected that each of the populations will meet, or exceed, the 2011 AYP target of 78.4% scoring Proficient/Advanced, or make the necessary gains to invoke "Safe Harbor" or "Growth".

Intervention: Comprehensive Literacy Model

Scientific Based Research: The National Institute for Literacy, Put Reading First, The Partnership for Reading (2001); Alliance for Excellent Education, Reading Next (2004); Writing Next (2007).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers of English/language arts will implement Comprehensive Literacy Model components per grade specific protocols. Appropriate materials, supplies, training or subs will be purchased to support the program with Title I funds. Action Type: Alignment Action Type: Title I Schoolwide	Teachers of English/Language Arts	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers • Teaching Aids	Title I - Materials & Supplies: $9765.00 Title I - Employee Salaries: $185.00 Title I - Employee Benefits: $57.00 ACTION BUDGET: $10007
The instructional leader will monitor the level of implementation in classrooms according to the observation protocol and/or CWT and BWS. The instructional leader will confer with the teacher to discuss the level of implementation. Action Type: Alignment Action Type: Collaboration	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Every students' reading level will be assessed using the Developmental Reading Assessment (DRA) by the third week of school. Students will also be screened with the	Sarah Lavey, Principal; Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

Developmental Spelling Analysis (DSA) for placement of instruction and the DSA will be used as an end-of-year outcome assessment. Word study/spelling will be progress monitored with a weekly spelling assessment. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education				
The DIBELS (PSF) task will be administered to all Kindergarten students at mid-year and grades 1-3 students who show a need for an IRI. DIBELS (WUF) task and (ORF) will be administered to identify those students who are on track for reading success or at risk of reading failure. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. Progress will be monitored until the student reaches expected levels of performance. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Classroom Teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: $
On-going, site-based professional development will continue to ensure all teachers have an understanding to enable them to provide high-quality instruction for all students by monitoring student achievement and guaranteeing an essential curriculum. Student test data and BWS data are used to develop professional data for teachers. Action Type: Professional Development Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
TEACHER MENTORING/YEAR 7 SCHOOL IMPROVEMENT: A Highly Qualified Literacy Facilitator will be scheduled to model for teachers, providing professional development and serving as teacher mentor in monitoring student achievement and guaranteeing an essential curriculum. Action Type: Alignment Action Type: Professional Development Action Type: Title I Schoolwide	Literacy Instructional Facilitator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
On a quarterly basis, the effectiveness of Literacy services will be formally assessed based upon a review of student performance data. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Sarah Lavey, Principal; Tracy Gilmore, Elementary Literacy Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Title I funds will be used to hire one highly qualified 1.0 FTE Reading Recovery teacher and one highly qualified .74 FTE Reading Recovery teacher. Reading Recovery teachers will provide one-to-one and small	Sarah Lavey,, Principal; Reading Recovery teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	Title I - Employee Benefits: $27065.00 Title I - Employee Salaries: $96659.00

group intervention for struggling learners. Action Type: Alignment Action Type: Title I Schoolwide				ACTION BUDGET: $123724
TEACHER MENTORING/YEAR 7 SCHOOL IMPROVEMENT Building Principals, classroom teachers, special education teachers, Literacy Instructional Facilitator, Literacy Interventionist and Reading Recovery Teachers will work together in literacy teams with the literacy coaches to support literacy strategies. Action Type: Alignment Action Type: Collaboration Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Provide on-going training in standards -based lesson planning, CWT to ensure instruction focus as needed, technology training, data analysis, departmental meetings to focus on Standards, poverty, classroom management, closing the achievement gap, bullying, and parental involvement. Action Type: Alignment Action Type: Professional Development Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: In 2009-2010, a building-based School Intervention Team analyzed formal and/or informal formative assessment results at least quarterly. SUMMARY: The cumulative results of these assessments indicate that our combined population, 3rd through 6th grade, increased from 65% to 75% in Literacy. In 2010-2011, a building-based School Intervention Team will analyze formal and informal formative assessment results at least quarterly. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide	Intervention Team	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
K-6 teachers will post standards in the classroom to ensure students know what they are learning. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide	Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: $
Teachers will write and implement IRI's for all K-2 grade students and AIP's for all 3-6 grade students who scored basic or below basic on the STAN 10 or Benchmark exam or exhibited a delay on the Qualls. Action Type: AIP/IRI	Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: $
A minimum of six hours of Professional Development in technology will be offered to staff members. Action Type: Professional	Dr. Kathleen Cates, Director of Professional Development; Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

Development Action Type: Technology Inclusion				
Supplemental Educational Services will be offered to eligible students at Trusty. Action Type: Equity	Title I Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $
PROFESSIONAL DEVELOPMENT/YEAR 7 SCHOOL IMPROVEMENT As part of a 2 year plan, Trusty Elementary will continue to implement the Fort Smith Schools district wide standards based on the Comprehensive Literacy Plan in order to teach Phonemic Awareness, Phonics, Word Study, Spelling, Vocabulary, Fluency, Comprehension and Writing. The plan addresses staff professional development needs and point-in-time intervention for students in the Combined Population, Hispanic Population, Caucasian Population, Economically Disadvantaged Population and the LEP Population who are identified as not proficient on the Benchmark Exam and/or STAN 10. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
PROFESSIONAL DEVELOPMENT/YEAR 7 SCHOOL IMPROVEMENT All subjects are aligned with the Arkansas Frameworks. Other subjects will be aligned with math and literacy improvement areas needed for Combined Population, Hispanic Population, Caucasian Population, Economically Disadvantaged Population and LEP Population students to receive reinforcement in areas of improvement need according to the Benchmark Exam Data. Action Type: Alignment Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: $
TEACHER MENTORING/YEAR 7 SCHOOL IMPROVEMENT Administration supports mentoring activities and programs to ensure that the Combined Population, Hispanic Population, Caucasian Population, Economically Disadvantaged Population and LEP Population improvement areas are addressed by all classroom teachers through collaboration, modeling and coaching. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

SCHOOL DAY/YEAR 7 SCHOOL IMPROVEMENT The daily schedule has been adjusted to allow regular intervals of time for collaboration between teachers and school leadership. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
ACSIP LEADERSHIP TEAM (LITERACY): Regular meetings of our Literacy ACSIP Committee will continue to be held. These meetings will focus on building capacity within our school. Each meetings agenda will include the following Core Principles: A. The selection of research-based, scientifically validated interventions designed to improve our ability to accelerate student literacy performance B. The ongoing monitoring of student progress in order to influence classroom instruction C. The utilization of formative and summative assessment data to make decisions that impact curriculum, instruction and professional development D. Coordination of resources in order to better meet the needs of all students Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
A PEER REVIEW of the Trusty ACSIP is conducted by the Title I Coordinator, with assistance from the Director of Student Achievement and Accountability, ELA/Migrant/Indian Supervisor, Early Childhood, Parent and Community Involvement Supervisor, Director of Professional Development and the literacy, math and ELA coordinators. This review begins in the spring, and includes consultation with the Trusty principal. The ACSIP rubric is used to guide this process. Each classroom is visited during the school year by the Central Office Support Team members to view ACSIP and program implementation. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Dr. Kellie Cohen, Director of Student Achievement and Accountability	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
As a part of the 2 YEAR ACSIP, all expectations of the District's Comprehensive Literacy Model will continue to be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $

Trusty School staff will participate in professional development to support the implementation of a research-based model of instructional delivery for English Language Learners. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
A Highly Qualtified Literacy Interventionist will work 100% of the time with small groups of struggling students in grades 3-6. An additional Interventionist will work 40% of the time. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Total Budget:				$133731

Intervention: Implementation of a Title I SCHOOLWIDE Program.

Scientific Based Research: Designing Schoolwide Programs, ed.gov, March 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Trusty will create a COMPREHENSIVE NEEDS ASSESSMENT by analyzing data from the Benchmark Examination, Stanford 10 and other student assessments which identify strengths and weaknesses that impact student achievement. Student progress data from BWS will be analyzed and tracked on an "Electronic Intervention Wall". Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments	ACTION BUDGET: $
SCHOOLWIDE REFORM STRATEGIES based on scientific research are used to strengthen the academic program and address the learning needs of all students. A comprehensive literacy program and standards-based mathematics instruction are being implemented and the literacy and math curriculum have been aligned to the State Standards. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
All student INSTRUCTION is provided BY HIGHLY QUALIFIED TEACHERS and paraprofessionals in Trusty's Title I schoolwide program. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: $
Teachers and staff in the Title I schoolwide program receive a minimum of sixty hours of ongoing PROFESSIONAL DEVELOPMENT yearly which equips them to help all students achieve. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $
STRATEGIES TO ATTRACT AND MAINTAIN HIGHLY QUALIFIED TEACHERS and paraprofessionals include demonstration of collegial support, opportunity for common planning time and evidence of on-going content specific professional development. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $
PARENT INVOLVEMENT is encouraged by including parents as member of planning and evaluating committees, by inviting parents to attend an Open House-Report to the Public, Parent-Teacher conferences, instructional/fun family night activities, and by providing every home with parenting information that will help the children. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

In order to create a smooth TRANSITION into the school setting, students enrolling in Kindergarten are invited to visit Trusty before the beginning of the school year to familiarize them with the building and staff. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
MEASURES will be taken TO INCLUDE TEACHERS IN DECISIONS REGARDING USE OF ACADEMIC ASSESSMENTS. All teachers will collaborate in the disaggregation of test data. Participation in The Learning Institute will provide teachers with frequent student performance test data along with professional development designed to increase teacher knowledge of the use of assessment results to improve instruction. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Students identified as in need of academic assistance will receive POINT - IN - TIME INTERVENTION during or as an addition to the school day. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments • Teachers	ACTION BUDGET: $
Title and local funds will be used for COORDINATION AND INTEGRATION OF PROGRAMS that constitute Trusty's Title I schoolwide program. Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • District Staff	ACTION BUDGET: $
PROGRAM EVALUATION: In 2009-2010, a building-based School Intervention Team analyzed formal and/or informal formative assessment results at least quarterly. SUMMARY: The cumulative results of these assessments indicate that our combined population, 3rd through 6th grade, increased from 40% to 55% in Literacy. There was an increase from 43% to 55% in Math. On average, our K-2nd grade showed an increase from 27% to 57%. In 2010-2011, a building-based School Intervention Team will analyze formal and informal formative assessment results at least quarterly. Action Type: Program Evaluation Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Intervention: PARENTAL ENGAGEMENT:

Scientific Based Research: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory; "A New Wave of Evidence. The Impact of School, Family, and Community Connections of Student Achievement", A.Henderson & K. Mapp, 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
A Headstart/Kindergarten transition day is held each year to aid in a seamless transition from preschool to kindergarten. Kindergarten meetings will be held to welcome new parents to the school Refreshments and/or materials will be purchased with Title I funds. Other parent night activities are planned. Title I funds will be used to provide the take home activities. Parents will increase their knowledge of reading strategies through attendance at state or regional conferences using Title I funds. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	Title I - Materials & Supplies: $3728.00 ACTION BUDGET: $3728
PARENT NOTIFICATION OF SCHOOL IMPROVEMENT STATUS/YEAR 7 SCHOOL IMPROVEMENT An Open House/Report to the Public will be held at the beginning of the	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: $

school year. All parents will receive written notice in multiple languages of Trusty's school improvement status. The district sends a letter in multiple languages to every Trusty home which includes explains school improvement status and the option of school Choice. A second letter is sent direct mail to every eligible Trusty family explaining Supplemental Services and the sign up procedure. A Parent-School Compact will be developed by parents and faculty to define responsibilities and needs of parents, students and the school. Additional strategies to promote parental involvement will be welcome. Action Type: Parental Engagement Action Type: Title I Schoolwide			• Teachers	
PROGRAM EVALUATION: 2010-2011 STRATEGIES TO PROMOTE PARENT INVOLVEMENT/YEAR 7 SCHOOL IMPROVEMENT Parents will be informed of student progress. Parents will engage in activities to support literacy at Parent Night. A list of suggested activities will be provided to parents to solicit help in the promotion of student achievement. The number of parents participating and parental feedback of this activity will determine the effectiveness of this program. Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
STRATEGIES TO PROMOTE PARENT INVOLVEMENT/YEAR 7 SCHOOL IMPROVEMENT Members of the Combined Population, Hispanic Population, Caucasian Population, Economically Disadvantaged Population and LEP Population who were not proficient on the Benchmark Exam and/or ITBS have been identified by the counselor and are given opportunities to visit with the counselor. The counselor also communicates with the parents by phone calls, emails and meetings. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Counselor	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Trusty Elementary will comply with the Parental Engagement requirements as outlined in ACT 307, of 207, and Title 1-A of No Child Left Behind. The Parental Involvement Plan will include the following activities: There will be an annual review and update of our Title I School/Parent Compact. The Compact will be distributed to each parent with the student handbook. The parents are required to sign off confirming their receipt of the Handbook and Compact. There will be a meeting, in the fall, to encourage parents to have input into the Title I program. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In order to encourage communication with parents as outlined in ACT 307, our school will prepare an INFORMATIONAL PACKET to be distributed annually to the parents of each child in the school. These packets will describe: the school's parental involvement program; the recommended role of the parent, student, teacher and school; ways for parents to become involved in the school and their child's	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $

education; a survey for the parent regarding their interests concerning volunteering at the school; a schedule of activities planned throughout the school year to encourage parental involvement; and procedures to allow the parents and teachers to communicate in a regular, two-way, and meaningful manner with the child's teacher and principal. Action Type: Equity Action Type: Parental Engagement				
To help our parents in assisting their children as outlined in ACT 307, our school shall: Schedule regular PARENTAL INVOLVEMENT MEETINGS at which parents are given a report on the state of the school and an overview of: what students will be learning; how students are assessed; what parents should expect for their child's education; and how a parent can assist and make a difference in their child's education. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In order to welcome parents, our school shall use the volunteer surveys to compile a VOLUNTEER RESOURCE BOOK listing the interests and availability of In order to welcome parents as outlined in ACT 307, our school shall use the volunteer surveys volunteers so that school staff may determine how frequently a volunteer would like to participate; including options for those who are available to help at home and help match school needs with volunteer interests. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In order to encourage parents to participate as a full partner in the decisions that affect their child and family as outlined in ACT 307, our school will include in our school's student handbook the SCHOOL'S PROCESS FOR RESOLVING PARENTAL CONCERNS, including how to define a problem, who to approach first and how to develop solutions. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
In order to take advantage of community resources as outlined in ACT 307, our school will ENABLE THE FORMATION OF A PARENT TEACHER ASSOCIATION, or ORGANIZATION, that will foster parental and community involvement within the school. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
As outlined in ACT 307, the Principal shall designate one certified staff member who is willing to serve as a PARENT FACILITATOR in order to help organize meaningful training for staff and parents; promote and encourage a welcoming atmosphere to foster parental involvement in the school and to undertake efforts to ensure that parental participation is recognized as an asset to the school. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: As an on-going practice, data collected as a result of parent participation in school events, including parent-teacher conferences, will be used to determine	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: $

the effectiveness of parent involvement initiatives. The cumulative results of these assessments indicate that our Parent Teacher Conferences showed 100% participation. In 2010-2011, a building-based School Intervention Team will analyze data from parent participation in school events and continue to encourage 100% participation in Parent Teacher Conferences. Action Type: Parental Engagement Action Type: Program Evaluation			• Teachers	
ACTION DESCRIPTION FOR BUILDING CAPACITY FOR PARENTAL INVOLVEMENT Our school is working towards building capacity for parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents and community, for the purpose of improving student academic achievement. Our entire school staff is dedicated to providing assistance to parents of OUR children whom we serve, as appropriate, in understanding such topics as the State's academic content standards and State academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor their child's progress and work with ALL members of our school staff in improving the achievement of OUR children. We are accomplishing this mission by providing materials and training to help parents to work with OUR children to improve OUR children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. It is the mission of our school to continue in the educating of OUR teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. We are aware of and continue to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. We further continue to insure that information related to school and parents programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand we also provide such other reasonable support for parental involvement activities as parents may request. Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 11/30/2009 End: 06/30/2011	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$3728

Priority 2: To improve mathematics skills.

Supporting Data: 1. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-3rd Grade Mathematics Exam COMBINED POPULATION: In 2010, 61% scored proficient or advanced. In 2009, 28% scored

proficient or advanced. In 2008, 34.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed overall that the lowest identified areas are measurement and geometry. AFRICAN AMERICAN: In 2010, 56% scored proficient or advanced. In 2009, 30% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC: In 2010, 40% scored proficient or advanced. In 2009, 36.0% scored proficient or advanced. In 2008, 26.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are geometry and measurement. ECONOMICALLY DISADVANTAGED: In 2010, 61% scored proficient or advanced. In 2009, 26% scored proficient or advanced. In 2008, 32.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and geometry. LIMITED ENGLISH PROFICIENT: In 2010, 48% scored proficient or advanced. In 2009, 33% scored proficient or advanced. In 2008, 22.7% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and geometry.

2. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-4th Grade Mathematics Exam COMBINED POPULATION: In 2010, 54% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 28.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis/probability. AFRICAN AMERICAN: In 2010, 33% scored proficient or advanced. In 2009, 39% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC: In 2010, 68% scored Proficient or Advanced. In 2009, 31.0% scored proficient or advanced. In 2008, 30.0% scored proficient or advanced. In 2007, 40.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations, geometry and measurement open response. ECONOMICALLY DISADVANTAGED In 2010, 52% scored proficient or advanced In 2009, 34.0% scored proficient or advanced. In 2008, 29.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement, and data analysis/probability. LIMITED ENGLISH PROFICIENT: In 2010, 66% scored proficient or advanced. In 2009, 45.0% scored proficient or advanced. In 2008, 24.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability.
3. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-5th Grade Mathematics Exam COMBINED POPULATION In 2010, 39% scored proficient or advanced. In 2009, 21.0% scored proficient or advanced. In 2008, 17.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. HISPANIC In 2010, 32% scored proficient or advanced. In 2009, 20.0% scored proficient or advanced. In 2008, 11.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. ECONOMICALLY DISADVANTAGED In 2010, 40% scored proficient or advanced. In 2009, 23.0% scored proficient or advanced. In 2008, 15.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. LIMITED ENGLISH PROFICIENT In 2010, 23% scored proficient or advanced. In 2009, 16.0% scored proficient or advanced. In 2008, 0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability.
4. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark-6th Grade Mathematics Exam COMBINED POPULATION In 2010, 28% scored proficient or advanced. In 2009, 66.0% scored proficient or advanced. In 2008, 25.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis/probability. AFRICAN AMERICAN: In 2010, 42% scored proficient or advanced. In 2009, 75.0% scored proficient or advanced. In 2008, N/A% scored proficient or advanced. HISPANIC In 2010, 23% scored proficient or advanced. In 2009, 47.0% scored proficient or advanced. In 2008, 18.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations and data analysis and probability. ECONOMICALLY DISADVANTAGED In 2010, 26% scored proficient or advanced. In 2009, 26.0% scored proficient or advanced. In 2008, 25.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are measurement and data analysis and probability. LIMITED ENGLISH PROFICIENT In 2010, 19% scored proficient or advanced. In 2009, 33.0% scored proficient or advanced. In 2008, 22.2% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematics areas revealed that the lowest identified areas are numbers/operations, measurement and geometry
5. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark 3-6 COMBINED In 2010, 44.9% scored proficient or advanced. In 2009, 37.6% scored proficient or advanced. In 2008, 26.0% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-

choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. AFRICAN AMERICAN In 2010, 45% scored proficient or advanced. In 2009, 41.2% scored proficient or advanced. In 2008, 25.0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. HISPANIC In 2010, 43.7% scored proficient or advanced. In 2009, 37.0% scored proficient or advanced. In 2008, 22.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. CAUCASIAN In 2010, 38.2% scored proficient or advanced. In 2009, 38.5% scored proficient or advanced. In 2008, 31.5% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. ECONOMICALLY DISADVANTAGED In 2010, 45% scored proficient or advanced In 2009, 37.0% scored proficient or advanced. In 2008, 25.7% scored proficient or advanced.. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. LIMITED ENGLISH PROFICIENT In 2010, 20.9% scored proficient or advanced. In 2009, 30.2% scored proficient or advanced. In 2008, 18.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are the weak areas. STUDENTS WITH DISABILITIES In 2010, 0% scored proficient or advanced. In 2009, 9.1% scored proficient or advanced. In 2008, 5.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the five mathematical strands reveal that measurement and geometry open response are weak areas.

6. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade K, In 2010, 39% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 45.7% had an NPR score of 50, or above.
7. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 1 In 2010, 18% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 6% had an NPR score of 50, or above.
8. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 2 In 2010, 29% had an NPR score of 50, or above. In 2009, N/A% had an NPR score of 50, or above. In 2008, 41.5% had an NPR score of 50, or above.
9. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 3 In 2010, 60% had an NPR score of 50, or above. In 2009, 25.0% had an NPR score of 50, or above. In 2008, 63.0% had an NPR score of 50, or above.
10. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 4 In 2010, 54% had an NPR score of 50, or above. In 2009, 34.0% had an NPR score of 50, or above. In 2008, 25.0% had an NPR score of 50, or above.
11. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 5 In 2010, 39% had an NPR score of 50, or above. In 2009, 24.0% had an NPR score of 50, or above. In 2008, 2.0% had an NPR score of 50, or above.
12. ITBS: (07) SAT-10 (08-09) SAT -10 (09-10): COMBINED POPULATION: Math Total, Grade 6 In 2010, 27% had an NPR score of 50, or above. In 2009, 55.0% had an NPR score of 50, or above. In 2008, 2.0% had an NPR score of 50, or above.

Goal: All students will improve their performance in solving open response and multiple choice questions in the areas of number sense,properties, operations and patterns, measurement, geometry, and algebraic functions.

Benchmark: All populations except for AFRICAN AMERICAN met the 2009 AYP Target for Mathematics through the application of "safe harbor". The AFRICAN AMERICAN population is on Alert with 45% Proficient/Advanced. It is expected that each of the populations will meet, or exceed, the 2011 AYP target of 77.5% scoring Proficient/Advanced, or make the necessary gains to invoke "Safe Harbor' or "Growth".

Intervention: Standards Based Mathematics				
Scientific Based Research: Principles and Standards, NCTM (2000); Curriculum Focal Points, A Quest for Coherence, NCTM (2006); Understanding By Design, Jay McTighe and Grant Wiggins (2000); Building Academic Vocabulary, Robert Marzano and Debra Pickering (2005).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers of math will implement the components of standards-based instruction: use of grade-appropriate technology including calculators and computers, hands-on mathematics including manipulatives, lessons that correlate and connect learning to the Arkansas Mathematics Curriculum Framework, textbooks as a resource to guide instruction, vocabulary consistent with the Arkansas Mathematics Curriculum Framework, cooperative, collaborative and individual classroom instruction. Title I funds will be	Teachers of math	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

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used to buy material and supplies to support the program. Professional Development may be provided to encourage implementation of the components of standards-based instruction. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide				
On a quarterly basis, implementation effectiveness will be evaluated based upon student performance and growth targets will be established. Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Classroom teachers will administer quarterly student performance assessments, including TLI Interim Assessments. Action Type: Alignment Action Type: Program Evaluation Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: In 2009-2010, a building-based School Intervention Team analyzed formal and/or informal formative assessment results at least quarterly. SUMMARY: The cumulative results of these assessments indicate that our combined population, 3rd through 6th grade, increased from 40% to 55% in math. In 2010-2011, a building-based School Intervention Team will analyze formal and informal formative assessment results at least quarterly. Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education Action Type: Title I Schoolwide	Intervention Team	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
A math night will be held to teach parents about the difference between standards-based mathematics instruction and traditional math instruction. Action Type: Parental Engagement Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Students scoring below proficiency on the mathematics sections Benchmark exam will be remediated by Accelerated Math in grades 2-6 and by student portfolio in grade K -1. Achievement improvement will be assessed through accelerated Math test reports. Action Type: Alignment Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
K-6 teachers will post standards in the classroom to ensure students know what they are expected to learn. Action Type: Alignment	Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: $
Teachers will write and implement AIP's for all K-6 students who scored basic or below basic on the STAN 10 and/or Benchmark exam. AIP's will be used as a progressive measurement tool for individual children's progress in specific deficit areas. Action Type: AIP/IRI Action Type: Equity	Classroom teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: $
ACSIP LEADERSHIP TEAM (MATH): Regular meetings of our Math ACSIP Committee will continue to be held. These meetings will focus on building capacity within our school. Each meetings agenda will include the	Sarah Lavey, Principal	Start: 07/01/2010	• Administrative Staff • Central Office	ACTION BUDGET: $

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following Core Principles: A. The selection of research-based, scientifically validated interventions designed to improve our ability to accelerate student math performance B. The ongoing monitoring of student progress in order to influence classroom instruction C. The utilization of formative and summative assessment data to make decisions that impact curriculum, instruction and professional development D. Coordination of resources in order to better meet the needs of all students Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation		End: 06/30/2011	• Teachers	
As a part of the 2 YEAR ACSIP, all expectations of the District's Standards-based mathematics instruction will continue to be implemented. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Title I Schoolwide	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Highly Qualified Math and Science Instructional Facilitators will be scheduled to model for teachers, providing professional development, serving as teacher mentors to assist teachers in mastering the monitoring of student achievement and guaranteeing the essential curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Trusty will create a COMPREHENSIVE NEEDS ASSESSMENT by analyzing data from the Benchmark Examination, BWS, Stanford 10 and other student assessments which identify strengths and weaknesses that impact student achievement. Student progress will be tracked on an "Assessment/Intervention Wall". Action Type: Equity Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 3: To promote responsible student behavior.

Supporting Data:

1. Total number of suspensions: in 2007-2008, 24; in 2008-2009, 27; in 2009-2010, 9.
2. Total number of suspensions for Drug and Alcohol Use: in 2007-2008, 0; in 2008-2009, 1; in 2009-2010, 0.
3. Total number of suspensions for Tobacco Use: in 2007-2008, 0; in 2008-2009, 0, in 2009-2010, 0.
4. Total number of suspensions for Bringing Weapons on Campus: in 2007-2008, 0; in 2008-2009 2, in 2009-2010, 1.
5. Total number of suspensions for student assault: in 2007-2008, 1; in 2008-2009 0, in2009-2010, 1.

Goal: The Fort Smith Public School District will provide support, guidance, and evaluation of Title IVA activities designed to ensure all schools are safe, disciplined, and drug free.

Benchmark: A reduction in the number of disipline referrals in the 2010-2011 school year.

Intervention: Create Collaborative Learning Environments				
Scientific Based Research: "Great Places to Learn," Search Institute, Neal Starkman, Peter Scales, Clay Roberts, 1999, p.42.				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Utilize Core Team to review the results of the Arkansas Prevention Needs Assessment Student Survey to design and implement the Student Assistance Progam. Action Type: AIP/IRI Action Type: Parental Engagement	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Provide Helping Hand newsletter monthly Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	George Lieux, Student Assistance Specialist	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Provide student leadership training, as well as teacher training in bullying and classroom management. Action Type: Collaboration Action Type: Equity	Sarah Lavey, Principal; Cathy Cassingham, Counselor	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
The Arkansas Needs Assessment Student Survey will be conducted in November, 2009. Action Type: Professional Development Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Fully implement Second Step: A Violence Prevention Curriculum Action Type: Collaboration Action Type: Equity Action Type: Professional Development	George Lieux, Student Assistance Specialist	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
School-based mental health services are provided for those students deemed to be most at-risk. Action Type: Alignment	Dr. Kathleen Cates, Director of Professional Development	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants	ACTION BUDGET: $
Internet Safety will be addressed with students and parents. Action Type: Equity Action Type: Parental Engagement	Sarah Lavey, Principal; Counselor	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION 2009-2010: A building-based School Intervention Team analyzed discipline data results. SUMMARY: The cumulative results of this data indicate that behavior incidents decreased by 19 from last school year. The School Intervention Team also analyzed formal and/or informal formative assessments including CWT data and NSCD Survey. Decisions were made for professional development to include a review of the 9 High Yield Strategies and Differentiation of Instruction training for teachers in monitoring student achievement and guaranteeing an essential curriculum. For 2010-2011 a building-based School Intervention Team will analyze discipline data results and professional development needs at least quarterly. Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
All Trusty staff members will receive training from Todd Whittaker in What Great Teachers Do Differently. Action Type: Equity	All staff members	Start: 08/19/2009 End: 06/30/2011	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
All Trusty staff members will steer families of students to organizations such as the Clearinghouse, that can help with support issues. Action Type: Collaboration Action Type: Equity	All staff members	Start: 08/19/2009 End: 06/30/2011	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $

			• Title Teachers	
The Arkansas Prevention NEEDS ASSESSMENT Student Survey will be conducted in November, 2010. SUMMARY; Results indicated a need for help in low neighborhood attachment and community disorganization of drugs and violence. Data will be collected from surveys and student behavior reports and a group of stake holders will analyze the data for trends before creating next steps. Trusty will use the Arkansas Prevention NEEDS ASSESSMENT to monitor student progress in 2010-2011. Action Type: Collaboration Action Type: Technology Inclusion Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2019	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 4: To improve student wellness.

Supporting Data:

1. In 2009-2010, BMI results indicated that 41.49% of males and 50% of females were at risk of being overweight or were overweight.
2. In 2009-2010, BMI results indicated that 23% of the student population was at risk of being overweight or were overweight and 22.4% were classified as obese.
3. In 2007-2008, BMI results indicated that 40.94% of the student population was at risk of being overweight or were overweight.
4. In 2007-2008, School Health Index completion indicated the need for improvement in Family and Community Involvement and in Elementary Health Education. In 2008-2009, School Health Index completion indicated the need for improvement in Student and Family Involvement in planning meals.

Goal: Implement school-based activities that are designed to promote student wellness.

Benchmark: Healthier BMI results will be evident by June 30, 2011.

Intervention: Trusty School will implement strategies and activities that encourage a healthy lifestyle.

Scientific Based Research: Guidelines for School Health Programs to Promote Lifelong Healthy Eating (June 14, 1996/Vol. 45/No. RR-9); Guidelines for School Health Programs to Promote Lifelong Physical Activity (March 7, 1997/Vol. 46/No. RR-6).

Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to implement the 150 minutes of physical activity per week rule. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Continue to limit access to foods that are of minimal nutritional value during the school day. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Use the Community Resource Guide provided by United Way placed in the Parent Center for parental access. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Implement and encourage participation in extracurricular programs that support physical activity. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/06/2005 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Search for and provide parent education in the areas of nutrition and the benefits of physical activity. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office	ACTION BUDGET: $

			• Teachers	
Implementation of the Kids for Health Program in all elementary schools. This will include Professional Development for physical education and classroom teachers. Action Type: Professional Development Action Type: Wellness	Mike Farrell, Student Services Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Marketing efforts in the area of nutrition to be displayed in or near all school cafeterias. Posters and frames are being purchased by the Food Service Department Child Nutrition Budget. Action Type: Wellness	Mike Farrell, Student Services Coordinator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $
COMMPREHENSIVE NEEDS ASSESSMENT: The BMI results will be charted and analyzed annually. Action Type: Program Evaluation Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Annually, fourth grade students participate in the Body Walk. Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION 2010-2011: A building-based School Intervention Team analyzed formal and/or informal assessment results. SUMMARY: It was determined that we should encourage student to be more physically active during P.E. and recess. Data show that the percentage of students who were at risk for or were overweight was reduced. 2010-2011: A building-based School Intervention Team will analyze formal and informal formative assessment results. Action Type: Program Evaluation Action Type: Wellness	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 5: The staff at Trusty Elementary will refine implement recommendations made by the Scholastic Audit team in November, 2009, to enhance student learning.

Supporting Data:
1. Augmented Benchmark and SAT 10 data are available in Literacy and Math priorities.
2. CWT data
3. Interim Assessment data

Goal: Implement next steps identified in Trusty's Scholastic Audit findings.

Benchmark: Identify sub-populations not meetings proficiency. Each of these sub-populations will make the necessary gains to meet or exceed the 2011 AYP target or meet "Safe Harbor" or "Growth".

Intervention: Scholastic Audit

Scientific Based Research: Scientific Based Research: Teachers as Researchers in the Classroom, Craig A. Mestler, 2006; Strategies that Work, Stephanie Harvey and Anna Goudvis.

Actions	Person Responsible	Timeline	Resources	Source of Funds
SCHOLASTIC AUDIT STANDARD 2: All teachers K-6 will differentiate instruction to ensure individual student success in literacy and math. Action Type: ADE Scholastic Audit	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
SCHOLASTIC AUDIT STANDARD 6: All meetings will be documented with agendas and minutes which will be focused on student achievement. ACSIP will be reviewed and updated quarterly. Action Type: ADE Scholastic Audit	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: $
PROGRAM EVALUATION: BWS data, district and building level professional development documentation and meeting agendas will be used to monitor the on-going training and implementation of best practices.	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • District Staff	ACTION BUDGET: $

Assessment data will be reviewed quarterly. Summative data will be analyzed and decisions based on that data. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation			• Teachers	
SCHOLASTIC AUDIT STANDARD 4: The school leadership team should develop a School Culture Plan to create a positive school culture of high expectations for all students. The plan should address diversity of students, high-yield instructional strategies, and increased parent and community involvement. Procedures should be developed to monitor the development, implementation, and assessment of the School Culture Plan. Action Type: ADE Scholastic Audit	Sarah Lavey, Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Public Library	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: EVALUATION 2009-2010 The school leadership team continued to analyze the results of the 2008-2009 Scholastic Audit. 2010-2011 EVALUATION will be used to assess the integration of technology, high-yield strategies, and rubrics in classrooms to improve school culture and meet the needs of a diverse student population. Parent and community involvement meeting sign-ins, agendas and minutes will be kept to document efforts to involve parents and community members. The school will hold staff and stakeholder meetings where the focus is student achievement. Sign-ins, agendas, and minutes will document discussions and decisions made about student achievement. Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 09/24/2009 End: 05/30/2010	• Administrative Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
EVALUATION 2008-2009 The school leadership team analyzed the results of the 2008-2009 Scholastic Audit. SUMMARY: The next steps from the audit determined that the most urgent needs for Morrison could be met with the development of a school culture plan that includes the integration of technology, high-yield strategies, and rubrics to instruction and assessment to meet the needs of a diverse population. The plan developed will also include strategies for increased parental and community involvement in decision-making at the school. 2010-2011 EVALUATION BWS will be used to assess the integration of technology, high-yield strategies, and rubrics in classrooms. Parent meeting agendas and minutes will be kept of meetings where the mission statement and other school-based decision are made. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Sarah Lavey, Principal	Start: 10/01/2009 End: 06/01/2010	• Administrative Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Priority 6: Restructuring

Supporting Data:

1. CORRECTIVE ACTION: A new principal was hired at TRUSTY Elementary in the 2008-2009 school year. The daily schedule was adjusted to allow regular intervals of time for collaboration between teachers and school leadership. Administration supported mentoring activities and programs to ensure that the Combined, Caucasian, Economically Disadvantaged, Hispanic Population and the LEP Population improvement areas are addressed by all classroom teachers through collaboration, modeling and coaching. Literacy Team Meetings, Grade Level Meetings and Literacy Professional Development such as ELLA and Effective Literacy, and consulting work by JBHM allowed Trusty Elementary to mentor classroom teachers on the use of specific instructional strategies. All subjects were aligned with the Arkansas Frameworks. Other subjects were be aligned with math and literacy improvement areas needed for Hispanic Population and LEP Population students to receive reinforcement in areas of improvement need according to the Benchmark Exam Data. PARENT NOTIFICATION OF SCHOOL IMPROVEMENT STATUS: A written notice from the school will be sent to

all parents informing them of Trusty's school improvement identification and explaining Choice. The district will send a letter direct mail to the homes of each Trusty family notifying them of Trusty's school improvement status and explaining their school Choice option. The district sent a letter direct mail to the homes of each eligible Trusty family explaining Supplemental Services and the sign up procedure. Trusty Elementary School has worked over the last 3 years to help all subpopulations become proficient on benchmark tests. During the 2007 school year, Trusty Elementary used district-developed curriculum maps in Literacy and Mathematics to align curriculum and instruction. Interim assessments designed by The Learning Institute and aligned with the maps were given quarterly to help students prepare for the benchmark in literacy and math. Teachers used results from the interim assessments to develop interventions for struggling students. In 2008, Trusty teachers began to use district-developed protocols to align instructional practices in literacy and standards-based math strategies in mathematics. In 2009, district-developed objectives based on Total Instructional Alignment were implemented at Trusty. The 2010 school year brings new changes and challenges. Objectives have been re-written in literacy, mathematics, science, and social studies using "kid-friendly" language. JBHM Educational Consultants have been contracted with to work alongside the Trusty administration and teachers to deepen and reinforce the use of Best teaching practices in the classroom. JBHM's Struggling Learner component will also continue to be implemented for students who are struggling to achieve.

2. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 3rd Grade Literacy Exam COMBINED POPULATION: In 2010, 34% scored proficient or advanced. In 2009, 21% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 33% scored Proficient or Advanced. In 2009, 24% scored proficient or advanced. In 2008, 4.3% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 34% scored Proficient or Advanced. In 2009, 20% scored proficient or advanced. In 2008, 18.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 45% scored Proficient or Advanced. In 2009, 17% scored proficient or advanced. In 2008, 0% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 4TH Grade Literacy Exam COMBINED POPULATION: In 2010, 46% scored Proficient or Advanced. In 2009, 23% scored proficient or advanced. In 2008, 30.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 44% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 35% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation and Style. ECONOMICALLY DISADVANTAGED: In 2010, 46% scored proficient or advanced. In 2009, 20% scored proficient or advanced. In 2008, 31.8% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 48% scored Proficient or Advanced. In 2009, 16% scored proficient or advanced. In 2008, 28% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Sentence Formation, Content and Style. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 5TH Grade Literacy Exam COMBINED POPULATION: In 2010, 47% scored Proficient or Advanced. In 2009, 35% scored proficient or advanced. In 2008, 25.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 28% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 22.2% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing

domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 47% scored proficient or advanced. In 2009, 35% scored proficient or advanced. In 2008, 24.4% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 28% scored proficient or advanced. In 2009, 36% scored proficient or advanced. In 2008, 17.6% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ACSIP CRT Data Source for TRUSTY ELEMENTARY Benchmark- 6th Grade Literacy Exam COMBINED POPULATION: In 2010, 44% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. HISPANIC: In 2010, 23% scored proficient or advanced. In 2009, 37% scored proficient or advanced. In 2008, 12.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ECONOMICALLY DISADVANTAGED: In 2010, 40% scored proficient or advanced. In 2009, 51% scored proficient or advanced. In 2008, 20.5% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Literary and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. LEP: In 2010, 34% scored proficient or advanced. In 2009, 31% scored proficient or advanced. In 2008, 11.1% scored proficient or advanced. The 3 year trend analysis of the open response and multiple-choice questions, in the three types of reading passages, revealed that the lowest identified areas are Practical and Content. The 3 year trend analysis of the open response questions in the five writing domains revealed that the lowest identified areas are Content and Style. ACSIP CRT Data Source for TRUSTY ELEMENTARY SCHOOL Benchmark 3-6 COMBINED: In 2010, 41.7% scored proficient or advanced. In 2009, 32% scored proficient or advanced. In 2008, 24.3% scored proficient or advanced. HISPANIC: In 2010, 32.4% scored proficient or advanced. In 2009, 28.4% scored proficient or advanced. In 2008, 18.2% scored proficient or advanced. ECONOMICALLY DISADVANTAGED: In 2010, 41.7% scored proficient or advanced. In 2009, 31.2% scored proficient or advanced. In 2008, 24% scored proficient or advanced. LEP: In 2010, 34.1% scored proficient or advanced. In 2009, 25.6% scored proficient or advanced. In 2008, 14.6% scored proficient or advanced. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade K: In 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 26% had an NPR score of 50, or above. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 1: In 2010, 12% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 44% had an NPR score of 50, or above. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 2, in 2010, 36% had an NPR score of 50, or above. In 2009, NA% had an NPR score of 50, or above. In 2008, 19% had an NPR score of 50, or above. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 3, in 2010, 33% had an NPR score of 50, or above. In 2009, 17% had an NPR score of 50, or above. In 2008, 22% had an NPR score of 50, or above. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 4, in 2010, 46% had an NPR score of 50, or above. In 2009, 21% had an NPR score of 50, or above. In 2008, 27% had an NPR score of 50, or above.ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 5 in 2010, 46% had an NPR score of 50, or above. In 2009, 30% had an NPR score of 50, or above. In 2008, 24% had an NPR score of 50, or above. ITBS (07) SAT (08-09) SAT (09-10): COMBINED POPULATION Reading Total, Grade 6 in 2010, 42% had an NPR score of 50, or above. In 2009, 46% had an NPR score of 50, or above. In 2008, 20% had an NPR score of 50, or above. Attendance Rate: In 2010, the attendance rate for the school was 94.6 %. In 2009, the attendance rate for the school was 94%. In 2008, the attendance rate for the school was 94.8%.

Goal: Hispanic subpopulation will meet AYP on the Literacy Benchmark Exam.

Benchmark: The following population DID NOT meet the 2010 AYP target of 71.2% scoring Proficient/Advanced or make the necessary gains to invoke "Safe Harbor" or "Growth" in Literacy. HISPANIC - 32.4% in Proficient/Advanced in Literacy; It is expected that each of these populations will meet, or exceed, the 2011 AYP target of 78.4% scoring Proficient/Advanced, or make the necessary gains to invoke "Safe Harbor" or "Growth".

Intervention: ACADEMIC PERFORMANCE: Trusty Elementary will implement high-yield strategies for working with all students in literacy and math based on guidance from JBHM.

Scientific Based Research: Scientific Based Research: Scientific Based Research: Annual Growth for All, Catch UP Growth for Those Who Need It- Fielding, Kerr, & Rosier; Best Practice Instructional Strategies- Zemelman; Best

Practice: New Standards for Teaching and Learning in America's Schools- Zemelman, Daniels, and Hyde, Classroom Instruction that Works - Marzano; The Art and Science of Teaching - Marzano; The First Days of School, How to Be an Effective Teacher - Wong; What Works in Schools, Translating Research into Action - Marzano.

Actions	Person Responsible	Timeline	Resources	Source of Funds
YEAR 7 STATE DIRECTED (Plan for Restructuring) Trusty will continue in a contract with JBHM, a private consulting firm, to improve the skills of the school leadership and develop targeted research-based instructional practices with teachers. Meetings will be held between the administration, instructional facilitators, Interventionist, teachers, and special education teachers to discuss results of formative assessment, individual student achievement, and instructional strategies. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Sarah Lavey, Principal	Start: 08/20/2009 End: 04/30/2010	• Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
YEAR 7 STATE DIRECTED: Trusty Elementary staff will be able to participate in after-school S.I.O.P. training. S.I.O.P training will give teachers the skills needed for differentiating instruction for Hispanic and LEP populations. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Sarah Lavey, Principal; Martha Howell, Supervisor of Title III	Start: 09/02/2010 End: 04/30/2011	• Administrative Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
The Trusty Elementary plan is a three year plan. In 2010, Trusty staff worked with JBHM consultants to learn and implement best practices for working with each group of students in the school. In 2011 and 2012, Trusty staff will continue to refine best practices, monitoring student achievement, and guaranteeing the essential curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Teachers, Sarah Lavey, Principal	Start: 08/10/2009 End: 05/30/2010	• Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
Trusty staff will implement the "Struggling Learners" initiative from JBHM for students who are not achieving. Action Type: Collaboration Action Type: Equity Action Type: Special Education	Sarah Lavey, Principal; Teachers	Start: 09/01/2009 End: 04/30/2010	• Administrative Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ASSESSMENT: Trusty Elementary Leadership and District staff analyzed the test scores from 2008, 2009 and 2010 administrations of the Benchmark and SAT 10 Exams. We analyzed the success of district and school initiatives. We examined the routines, customs, and norms in Trusty Elementary. The data revealed that Trusty is not meeting the needs of all populations in literacy especially in the area of open response to content and literary reading. In mathematics, Trusty is not meeting the needs of all subpopulations in math. Open response questions in Data Analysis/Probability, Measurement, and Geometry are the lowest areas. Consultants were hired to view current practices in Trusty Elementary School. Feedback indicated that	Sarah Lavey, Principal; Trish Stanton, Interventionist, Kim Rahi, District Literacy Coordinator; Lisa Gray, Literacy Ins	Start: 10/01/2009 End: 06/01/2010	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $

research-based Best Practices for teaching were not being used. During the 2011 school year, data will be collected using BWS and ILeRT to inform decisions on use of Best Practice for meeting student needs. We will coordinate our various state and federal funding sources to address these issues using JBHM Consultants. In addition, we will meet in grade level teams, monthly and as an entire faculty quarter so that we can review formative, classroom performance data for the purpose of making decisions regarding the direction and focus of our Classroom Instruction. We will chart our progress on our "Assessment/Intervention" Action Type: Alignment Action Type: Equity Action Type: Program Evaluation				
PROGRAM EVALUATION: The "Struggling Learner" initiative will be implemented, as well as instructional and curricular changes in general classroom instruction. Student Progress will be monitored monthly. Student data will be collected and analyzed at the end of each quarter and at the end of the school year. Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 08/19/2009 End: 06/30/2011	• Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
YEAR 7 STATE DIRECTED: Trusty will provide additional time on task by implementing a quality after school and /or summer school for small group intervention. Action Type: Alignment Action Type: Equity	Sarah Lavey, Principal	Start: 01/09/2010 End: 06/30/2011	• Administrative Staff • Central Office • Community Leaders • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: EFFICIENCY: JBHM, a school performance consultant group, will work with the elementary school to enhance capacity in preparing children for success.

Scientific Based Research: "The 90/90/90 Schools: A Case Study," Accountability in Action; The Peanut Butter and Jelly Guide to Teaching - Rice

Actions	Person Responsible	Timeline	Resources	Source of Funds
The JBHM consultant will work throughout the school year with the building principal and teachers to implement essential practices such as 1) guaranteeing an essential curriculum and 2) monitoring student achievement. The 2010-2011 school year will be the SECOND YEAR for JBHM to be working with TRUSTY Elementary. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Sarah Lavey, Principal	Start: 09/02/2010 End: 04/30/2011	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
COMPREHENSIVE NEEDS ANALYSIS: Consultants were hired to view current practices in Trusty Elementary School. Feedback indicated that research-based best practices for teaching were not being used. Data will be collected using CWT and ILeRT to inform decisions about if instruction is meeting student needs for engagement, student understanding of objectives and performance in reaching the objective during 2009/2010 school year. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 08/19/2010 End: 05/30/2011	• Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $

INTERVENTION EVALUATION: YEAR 7 STATE DIRECTED School leadership will monitor classroom use of Best Practice for instruction by conducting daily BWS or ILERTs and documenting observations. The JBHM consultant and building principal will do classroom walk throughs to observe Best Practices on days the consultants are in the building. The data will be collected and analyzed during the school year. Action Type: ADE Scholastic Audit Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 08/19/2010 End: 06/04/2011	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Reports will be generated each week detailing the work of the JBHM consultant. Building walkthroughs will include: student engagement; teacher lead instruction; paraprofessional engagement with students; interruptions by students, teacher, intercom, or office; objectives that are from the approved curriculum; student-friendly objectives; state-released sample test items; positive student-teacher interaction; students engaged bell-to-bell; effective classroom management; student work displayed with rubric and objective; and technology use. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 09/01/2009 End: 04/30/2010	• Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
YEAR 7 STATE DIRECTED: Teachers will develop individual professional growth development plans based on student data and classroom observations. Consultants from JBHM will customize the embedded professional development based on observation of teacher needs. Action Type: Collaboration Action Type: Professional Development	Sarah Lavey, Principal	Start: 09/02/2009 End: 05/02/2010	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
YEAR 7 STATE DIRECTED: Trusty School Leadership will report school improvement plan progress to the superintendent and Central Office Support Team at least quarterly. The Superintendent will report progress to the school board. Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 09/01/2010 End: 05/30/2011	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

Intervention: LEARNING ENVIRONMENT: Trusty Elementary will establish a Leadership Team.

Scientific Based Research: Scientific Based Research: Scientific Based Research: Effective Schools Research - Lezotte; The First Days of School, How to be an Effective Teacher - Wong.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Trusty Elementary will establish a school Leadership Team which will consist of building level administrators, district level administrators, literacy interventionists, and teachers. The leadership team will meet regularly to observe best practices in the classrooms, discuss what was observed, and to compile data to show the observation results. The building level administrators will meet with the staff to review and discuss the results in order to increase best practices throughout the building Action Type: Alignment Action Type: Collaboration Action Type: Equity	Sarah Lavey, Principal; Teachers	Start: 10/01/2010 End: 04/15/2011	• Administrative Staff • District Staff • Teachers • Title Teachers	ACTION BUDGET: $
Trusty Elementary will invite staff, parents, and the community to a meeting where the restructuring priority will be introduced. Those present will be provided with an explanation of the school improvement process as well as the reason for the school's improvement state. A letter in multiple	Sarah Lavey, Principal	Start: 09/25/2009 End: 12/10/2010	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $

languages will also be mailed home to Trusty parents explaining the same information. At the meeting, a list of restructuring options for the school will be explained and analyzed by all to determine the best and most effective course of action. All parties will have the opportunity to evaluate and discuss the options, and to serve on the ACSIP restructuring committee which will meet throughout the year. Action Type: Parental Engagement			• Title Teachers	
PROGRAM EVALUATION: 1) Leadership Team will be formed. 2) Leadership Team will do classroom walk throughs to observe Best Practices of instruction. 3) Data will be collected and analyzed during the school year. Action Type: Program Evaluation	Sarah Lavey, Principal	Start: 09/01/2010 End: 05/29/2011	• Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers	ACTION BUDGET: $
Total Budget:				$0

- Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amber Thomason	Member	Literacy
Classroom Teacher	Betty Smallwood	member	Math
Classroom Teacher	Brandi Summerhill	Member	Wellness
Classroom Teacher	Danielle McAllister	Member	Math
Classroom Teacher	Devonny Grinder	Member	Wellness
Classroom Teacher	Jennie Beshears	Member	Responsible Behavior
Classroom Teacher	Kendra Jones	Member	Literacy
Classroom Teacher	Lindsey Fielder	Member	Literacy
Classroom Teacher	Lynne Ward	Member	Wellness
Classroom Teacher	Melissa Gillespie	Member	Responsible Behavior
Classroom Teacher	Melissa Knight	Chair	Math
Classroom Teacher	Patricia Stanton	Member	Literacy
Classroom Teacher	Phil Rickman	Member	Responsible Behavior
Classroom Teacher	Rachel Perkinson	Member	Literacy
Classroom Teacher	Robyn Bates	Member	Math
Classroom Teacher	Sandra McKeown	Special Education and Member	Literacy
Classroom Teacher	Summer Harrison	Member	Literacy
Classroom Teacher	Vicki Terry	Member	Literacy
Community Representative	Terri Bockelman	Member	Leadership
District-Level Professional	Dr. Kellie Cohen	Member	Leadership
Non-Classroom Professional Staff	Brenda Mikel	Reading Recovery	Literacy
Non-Classroom Professional Staff	Cathy Cassingham	Chair	Responsible Behavior
Non-Classroom Professional Staff	Karen Bradney	Chair	Wellness
Non-Classroom Professional Staff	Lynne Ward	Member	Literacy
Non-Classroom Professional Staff	Natalie Hughes	Member	Responsible Behavior
Non-Classroom Professional Staff	Patricia Stanton	ACSIP Chair	Leadership
Non-Classroom Professional Staff	Phyllis McClure	Member	Sally Perry
Non-Classroom Professional Staff	Phyllis McClure	Member	Wellness
Non-Classroom Professional Staff	Phyllis McClure	Media Specialist and Writing Chair	Literacy
Non-Classroom Professional Staff	Sandra Kutait	Member	Literacy
Parent	Amanda Collingworth	Member	Responsible Behavior
Parent	Debra Linzy	Member	Math
Parent	Melissa Bolin	Member	Safe-Drug Free Schools
Parent	Tasha Johnson	Member	Literacy
Principal	Sarah Lavey	Member	Leadership

School Performance Rubric Rating Sheet

School _____

Consultant _____

ıdicators Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. Guaranteed, Viable Curriculum (Planning). The state curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the frameworks. **First** _____ **Mid-year** _____ **End of year** _____	• **ALL** daily lesson plans are **connected** to state assessment objectives, having assessment blueprints and sample test items as the **primary source of instructional planning.** • **ALL** daily lesson plans **are comprehensive, include appropriate attachments, evidence careful planning,** and **are available for review.** • **ALL** teachers know the **assessment emphasis** of the day's lesson.	• **Most** daily lesson plans are **connected** to state assessment objectives, having assessment blueprints as the **primary source of instructional planning.** • **Most** daily lesson plans **are comprehensive, carefully planned,** and **available for review.** • **Most** teachers know the **assessment emphasis** of the day's lesson.	• **Some** lesson plans are **connected** to state assessment objectives, and assessment blueprints are not necessarily the **primary source of instructional planning.** • **Some** lesson plans **are comprehensive, carefully planned,** and **available for review.** • **Some** teachers know the general **assessment emphasis** of the day's lesson.	• **Few** lesson plans are **connected** to state assessment objectives; the assessment blueprints are not the **primary source of instructional planning.** • **Few** lesson plans **are comprehensive, carefully planned,** and **available for review.** • **Few** teachers know the **assessment emphasis** of the day's lesson.
. Culture, Climate, and Classroom Management. The climate of the school and each classroom reflects the protection of instructional time and high expectations for all students. Students are on-task and actively engaged in meaningful learning. **First** _____ **Mid- year** _____ **End of year** _____	• **ALL** students are **on-task** and **deeply engaged** in appropriate learning for the entire class period in an **atmosphere supportive of student achievement** (relaxed but work oriented). • Systems are in place for effective classroom management of **discipline** and **daily procedures** (routines are evident). • **Instructional time is protected** with few classroom interruptions to learning and when these occur, transitions are managed to speedily get students back to task. • **ALL** teachers **solicit and respect** student input. • **ALL** teachers demonstrate through conversation and instructional strategies **high expectations for ALL students.**	• **Most** students are **on-task** and **deeply engaged** in appropriate learning for the entire class period in a **supportive atmosphere.** • Systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is protected** with few classroom interruptions. • **Most** teachers **solicit and respect** student input. • **Most** teachers demonstrate through conversation and instructional strategies **high expectations for students.**	• **Some** students are **on-task** and/or **engaged** in appropriate learning in a **supportive atmosphere.** • **Some** systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is not well protected** with more than a few classroom interruptions. • **Some** teachers **solicit and respect** student input. • **Some** teachers demonstrate **high expectations for students.**	• **Few** students are **on-task** and/or **engaged** in appropriate learning in a **supportive atmosphere.** • **Few** systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is not protected**; classroom interruptions (including field trips, assemblies, and intercoms) are part of the normal school day. • **Few** teachers **solicit and respect** student input. • **Few** teachers demonstrate **high expectations for students.**

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Indicators / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. Academic Engagement (Instructional Delivery). The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences. **First** _____ **Mid- year** _____ **End of year** _____	• **ALL** teachers utilize learning activities that are **appropriately introduced** and **relevant** to students. • **ALL** teachers utilize the principles of **differentiated instruction** and give **sufficient time to each topic**. • **ALL** teachers have **positive, appropriate relationships** with students. • **ALL** teachers utilize learning activities that are **planned to engage students**, are **hands-on and involved**, and **exhibit best practice strategies** and **varied levels of complexity**. • **ALL** teachers use **effective questioning techniques** and **checks for understanding**, adjusting instruction based on student needs.	• **Most** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Most** teachers utilize the principles of **differentiated instruction** and gives **sufficient time to each topic**. • **Most** teachers have **positive, appropriate relationships** with students. • **Most** teachers utilize learning activities that are **planned to engage students**, are **hands-on and involved**, and **exhibit best practice strategies**, and **varied levels of complexity**. • **Most** teachers use **effective questioning techniques** and **check for understanding regularly**.	• **Some** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Some** teachers utilize of the principles of **differentiated instruction** or need to re-evaluate giving **sufficient time to each topic**. • **Some** teachers have **positive, appropriate relationships** with students. • **Some** teachers utilize learning activities that are **planned to engage students**, at least attempting to have **hands-on and involved**, **best practice strategies**, and **varied levels of complexity**. • **Some** teachers use **some effective questioning techniques** and periodically (but not daily) **check for understanding**.	• **Few** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Few** teachers utilize principles of **differentiated instruction** and/or do not give **sufficient time to each topic**. • **Few** teachers have **positive, appropriate relationships** with students. • **Few** teachers utilize learning activities that are **planned to engage students** in **hands-on, involved, best practice strategies** at **varied levels of complexity**. • **Few** teachers use **effective questioning techniques** and **rarely check for understanding**.
. Student Achievement Monitoring (Assessment). Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments. Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities. **First** _____ **Mid- year** _____ **End of year** _____	• Assessments **are tied to state testing objectives** or assessment strands. • Assessments are **appropriate for the expected outcome**. • Daily classroom assessments **mirror the complexity and format of state assessments**. • **ALL** teachers use State **sample test items appropriately** (i.e. not solely pulling them out the week before the test for a quick review). • **ALL** teachers use daily classroom assessment results to **inform further instructional planning**.	• **Most** assessments **are tied to state testing objectives** or assessment strands are **appropriate for the expected outcome**, and **mirror the complexity and format of state assessments**. • **Most** teachers use State **sample test items appropriately**. • **Most** teachers use daily classroom assessment results to **inform instructional planning**.	• **Some** assessments are **tied to state testing objectives** or assessment strands, are **appropriate for the expected outcome**, and **mirror the complexity and format of state assessments**. • **Some** teachers use state **sample test items, but could do so more appropriately**. • **Some** teachers use daily classroom assessment results to **inform instructional planning**.	• **Few** assessments are **tied to state testing objectives** or assessment strands, are **appropriate for the expected outcome**, and/or **mirror the complexity and format of state assessments**. • **Few** teachers **use** State sample test items appropriately. • **Few** teachers **use** daily classroom assessment results to **inform instructional planning**.

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Indicators / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. **Resource Utilization.** The school utilizes ALL resources (i.e., time, personnel, scheduling, technology, media, knowledge, etc.) in an appropriate manner, focusing efforts on the activities that will most directly influence positive student achievement results. **First** _____ **Mid- year** _____ **End of year** _____	• The school leadership is fully aware of **ALL** resources available (including funding, teacher units, equipment, etc.). • **ALL** school resources are focused on strategies that are directly aligned with building instructional and organizational capacity.	• The school leadership is aware of **most** resources available (including funding, teacher units, and equipment) and supervises and directs utilization. • **Most** school resources are focused on strategies that are directly aligned with building instructional and organizational capacity.	• The school leadership has knowledge of **some** resources available, but may not take responsibility for implementation. • **Some** school resources are focused on strategies that appear to be aligned with building instructional and organizational capacity.	• The school leadership has limited knowledge of resources available and leaves control and oversight of resources to others. • **Few** school resources are focused on strategies aligned with building instructional and organizational capacity.
. **Supervision of Instruction.** The administrative team (principal, assistant Principals, lead teachers, district-level staff, etc.) appropriately and effectively evaluates the classroom effectiveness of the entire school staff on a consistent, organized basis and takes ownership in the process with the goal of improving professional practice and increasing student achievement. **First** _____ **Mid-year** _____ **End of year** _____	• **ALL** administrative team members evaluate classrooms daily, utilizing an **established evaluation** format based on the JBHM observation instrument that **ALL staff have been trained to meet** and provide **constructive feedback and assistance** on identified areas for improvement (20 per week). • **ALL** members of the administrative team are involved in **instructional and organizational** effectiveness evaluations. • Members of the administrative team **always** take ownership, embrace, and lead the school performance process with positive results. • Administrative team members **always** provide quality and consistent post-observation feedback and effective support (job-embedded professional development) resulting in improvement of staff professional practice.	• Administrative team evaluates **most** classrooms daily, utilizing an **established format** based on the JBHM observation instrument and providing **feedback** (10 to 15 per week). • **Most members** of the administrative team evaluate program and instructional effectiveness. • Members of the administrative team take **much** ownership, **mostly** embracing and leading the school performance process with **many** positive results. • Administrative team members provide **much** post-observation feedback and effective support (job-embedded professional development) resulting in improvement of staff professional practice.	• Administrative team evaluates **some** classrooms at some point in the week, but without pattern, format, and/or on a limited basis (less than 10 per week). • **Some** members of the administrative team evaluate program and instructional effectiveness. • Members of the administrative team are taking **some** ownership and **somewhat** embracing and leading the school performance process with **some** positive results. • Administrative team members provide **some** post-observation feedback and effective support (job-embedded professional development) resulting in **some** improvement of staff professional practice.	• Administrative team evaluates **few** classrooms at some point in the week, but without pattern, format, and/or on a limited basis (less than 5 per week). • **Only** one administrator, usually the principal or designee, evaluates program and instructional effectiveness. • Members of the administrative team take little or no ownership, **with little or no** embracing and leading the school performance process. • Administrative team members provide **little or no** post-observation feedback and effective support (job-embedded professional development) for improvement of staff professional practice.

** For each indicator, **Advanced** requires 100% of teachers/staff (including non-tested areas) meeting the criteria; **Proficient**, more than 75%; **Basic**, 50 to 75%; and **Minimal**, less than 50%.

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Sarah Davis

School Leadership Performance Rubric

Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
1. Guaranteed, Viable Curriculum (Planning). School leadership ensures that the state curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with curriculum and assessment standards.	• School leadership implements and provides guidance for standards-based common planning that is ongoing, consistent, organized, systematic, collaborative, documented, and allows for vertical and horizontal planning. • School leadership **consistently** requires and monitors teachers' standards-based lesson plans that are comprehensive, include appropriate attachments, evidence careful planning, and are available for review. • School leadership demonstrates understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and guides all instructional staff in the creation and implementation of assessment-driven instructional plans. • School leadership adheres to an established routine for consistently reviewing lesson plans, providing corrective support and feedback to teachers regarding their plans and requires that changes are made when necessary.	• School leadership provides guidance for planning through a systematic structure of documented common planning with **much** collaboration, vertical, and horizontal alignment but **improvements can be made** in the implementation of this practice. • School leadership requires and monitors teachers' lesson plans and ensures that plans are **mostly** standards-based, comprehensive, include appropriate attachments, evidence careful planning, and are available for review. • School leadership demonstrates understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and guides **most** teachers in the creation and implementation of assessment-driven instructional plans. • School leadership **mostly** adheres to an established routine for reviewing lesson plans and provides corrective support and feedback to **most** teachers regarding their plans and **usually** requires that changes are made when necessary.	• School leadership provides **some** guidance for planning but planning is not fully standards-based or as consistent and systematic as it should be. • School leadership requires and monitors teachers' lesson plans but plans **do not fully** reflect state assessment and curriculum standards. • School leadership demonstrates **some** understanding of assessment-driven lesson planning but does not fully understand and internalize the range and complexity of state and national assessment or guide teachers in the creation and implementation of assessment-driven instructional plans. • School leadership engages in **somewhat** routine reviewing of lesson plans, but provides **limited corrective support** and feedback to teachers regarding their plans.	• School leadership **does not** implement and provide guidance for standards-based common planning. • School leadership **may require** and monitor teachers' lesson plans **but not** in a manner that is consistent and systematic or based on state assessment and curriculum standards. • School leadership **does not** demonstrate understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and **does not** guide teachers in the creation and implementation of assessment-driven instructional plans. • School leadership **does not** adhere to an established routine for consistently reviewing lesson plans and **does not** effectively provide corrective support and feedback to teachers regarding their plans.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
2. Culture, Climate, and Classroom Management. School leadership ensures that the school and classroom climates and culture reflect the protection of instructional time and high expectations for ALL students. School leadership ensures that students are on-task and actively engaged in the learning process.	• School leadership monitors building and classroom management for consistent implementation of discipline policies, high expectations, and protection of instructional time and communicates clearly with teachers regarding disciplinary action taken. • School leadership **consistently implements** the district and school discipline policies and procedures establishing an environment that is safe, orderly, and that communicates **high** learning expectations. • School leadership implements practices that ensure the timely implementation and communication of disciplinary action with appropriate school and district personnel as well as with parents. • School leadership **consistently** monitors engagement rate of students and provides **effective** support to teachers **resulting in improved professional practice** that in turn results in **consistently high rates** of student engagement.	• School leadership monitors building and classroom management for implementation of the discipline policies, high expectations, and protection of instructional time **most** of the time and **generally** communicates clearly with teachers regarding disciplinary action taken. • School leadership implements the district and school discipline policies and procedures consistently **most** of the time establishing an environment that is **mostly** safe, orderly, and that communicates **fairly high** learning expectations. • School leadership implements strategies that **mostly** ensure the timely implementation and communication of disciplinary action **most** of the time with appropriate school and district personnel as well as with parents. • School leadership **often** monitors engagement rate of students and provides support to teachers that **mostly** results in **improvement** of student engagement rates.	• School leadership **has a process** for monitoring building and classroom management but the process **does not** result in consistent implementation of the school discipline policies, high expectations, and protection of instructional time. • School leadership makes **some** attempt to consistently implement the district and school discipline policies and procedures but the school environment is **not** as safe, **not** as orderly, and **not** as representative of high expectations for students and staff as it should be. • School leadership **has a practice** of communicating disciplinary action with appropriate school and district personnel or with parents but the practice **is not** consistent or timely. • School leadership **sometimes** monitors engagement rate of students but feedback and support to teachers does not result in **sufficient** improvement in student engagement rates.	• School leadership **has no systematic process** for monitoring building and classroom management. • School leadership **does not** consistently implement the district and school discipline policies and procedures resulting in an environment that is **not** safe, **not** orderly, and **not** representative of high expectations for students **or** staff. • School leadership **does not** practice timely implementation and communication of disciplinary action with appropriate school and district personnel or with parents. • School leadership **does not** demonstrate sufficient knowledge of or skill in monitoring student engagement rate and provides **little or no support** to teachers to improve student engagement rates.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
3. **Academic Engagement (Instructional Delivery).** School leadership ensures that school-wide practices (including classroom) reflect the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions, an understanding of student learning needs and differences and the effective instructional delivery of the Guaranteed Viable Curriculum.	• School leadership implements **practices that ensure** the implementation of the Guaranteed Viable Curriculum that offers **all** students appropriate opportunity to learn information and skills for which they will be held accountable. • School leadership establishes **consistent, effective, and ongoing school-wide practices** that support teachers' development and implementation of standards-based best practice instructional plans. • School leadership demonstrates **extensive** knowledge of best practice researched-based instruction and **effectively transfers** that knowledge to the instructional staff. • School leadership practices **consistent laser-like focus** on effective processes that lead and support teachers in expanding and applying their knowledge of and use of effective research-based instructional practices.	• School leadership implements **many** practices to ensure implementation of the standard-based Guaranteed Viable Curriculum. Practices are effective but **expansion could improve** student achievement further. • School leadership establishes school-wide practices that support teachers' development and implementation of standards-based best practice instructional plans. **Benefit could be gained** from improvements in effectiveness, consistency, and frequency. • School leadership demonstrates **adequate** knowledge of best practice researched-based instructional practice and **works to transfer** that knowledge to the instructional staff. • School leadership has **many** practices and processes in place to lead and support teachers in expanding and applying their knowledge of and use of effective research-based instructional practices.	• School leadership implements **some** practices to ensure the implementation of a standard curriculum **but not necessarily** the Guaranteed Viable Curriculum. • School leadership implements **some** practices that support teachers' development of standards-based best practice instructional plans but **practices lack** thorough knowledge and **are inconsistent.** • School leadership demonstrates **some** knowledge of standards-based instructional practice but **does not always** apply the knowledge appropriately. • School leadership implements **some** processes and practices to lead and support teachers in expanding their knowledge of and use of effective research-based instructional practices but **improvements should be** made in appropriateness, consistency, and frequency of these practices.	• School leadership **does not** implement practices that ensure the implementation of the Guaranteed Viable Curriculum. • School leadership **does not** establish consistent and effective school-wide practices that support teachers' development of standards-based best practice instructional plans. • School leadership demonstrates **limited knowledge** of best practice researched-based instructional practice. • School leadership **does not** have effective processes and practices in place to lead and support teachers in expanding their knowledge of and use of effective research-based instructional practices.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
4. Student Achievement Monitoring (Assessment). School leadership ensures that student progress is monitored frequently, using assessment strategies that reflect those used in state and national assessment, that assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities, and that needs of all students are met through an effective system of intervention.	• School leadership works with staff to analyze student data including AYP determinations and individual student proficiency in an **ongoing** fashion to **effectively** identify, analyze, and make needed changes to instructional programs and resources **resulting in** increased student achievement. • School leadership emphasizes and conveys the importance of state and national assessment systems to faculty, students, parents and the community. • School leadership **clearly demonstrates thorough** understanding of the degree of difficulty of state and national assessment and **effectively implements and monitors** school-wide practices that reflect this understanding and focus. • School leadership **insists upon and implements** the practice of back-loading instruction from assessment and instructional standards to ensure that instruction reflects the degree of difficulty of state and national assessments. • School leadership **establishes, monitors, and makes needed changes** to intervention programs and processes and ensures that intervention strategies are implemented effectively in and outside of the classroom. • School leadership guides and supports teachers in an **ongoing urgent** fashion in analyzing daily classroom assessment results and **continually supports** teachers in utilizing analysis for further instructional planning and practice.	• School leadership implements **many** practices to analyze student data with the goal of increasing student achievement but **improvements can be made** in frequency, collaboration with all staff, and thorough understanding. • School leadership takes initiative in emphasizing the importance of state and national assessment with **most** members of the school community and with a **fairly** well developed plan of implementation. • School leadership demonstrates understanding of the degree of difficulty of state and national assessment and implements and monitors **many** school-wide practices that reflect this understanding. • School leadership implements the practice of back-loading instruction from assessment and instructional standards **most** of the time which results in **most** instructional practices reflecting the degree of difficulty of state and national assessments. • School leadership establishes and monitors **many** strategies for interventions in and outside of the classroom but **improvements should be made** in ensuring that processes are resulting in increased student achievement in a timely manner. • School leadership **often** guides and supports teachers in analyzing daily classroom assessment results and **generally** supports teachers in utilizing analysis for further instructional planning and practice.	• School leadership implements **some** practices to analyze student data with the goal of increasing student achievement but **efforts are sporadic and without pattern, ongoing** focus, and/or **understanding.** • School leadership takes **some** initiative in conveying the importance of state and national assessment on a **sporadic** basis with **no fully developed** plan and with **limited involvement** from members of the school community. • School leadership demonstrates **some** understanding of the degree of difficulty and the necessity to focus on state and national assessment standards but **does not demonstrate through practice thorough knowledge** of level of difficulty. • School leadership may implement **some** practice of back-loading instruction from assessment and instructional standards but implementation is **not focused or systematic.** • School leadership establishes **some** strategies and processes for student intervention in and outside of the classroom but **does not fully** plan, monitor, or lead the efforts. • School leadership has **some** understanding regarding classroom assessment results for further instructional planning but **does not** effectively lead teachers to analyze and use the results.	• School leadership **does not** fully understand and implements **few** practices to analyze student data. • School leadership **does not** fully understand or covey the importance of state and national assessment systems to faculty, students, parents and the community. • School leadership demonstrates **little or no** understanding of the degree of difficulty of state and national assessment. School-wide practices reflect that **lack of understanding.** • School leadership **does not** effectively implement the practice of back-loading instruction from assessment and instructional standards. • School leadership **does not** fully understand, implement, assist teachers with, or monitor effective systems of intervention in and outside of the classroom. • School leadership **does not** fully understand or support teachers in analyzing daily classroom assessment results for further instructional planning.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
5. **Resource Utilization.** School leadership utilizes ALL resources (i.e., time, personnel, scheduling, technology, media, knowledge) in an appropriate manner, focusing efforts on the activities that will most directly influence positive student achievement results and improved professional practice.	• The school leadership is **fully aware** of and **effectively utilizes all** resources available (including funding, teacher units, equipment, etc.) **resulting in** improved student achievement. • School leadership **implements practices** that align and focus **all** resources on improved building instructional and organizational capacity. • School leadership organizes daily, monthly, and yearly schedules that protect instructional time and effectively utilize **all** personnel, resulting in meeting **all** students' needs, **high** student achievement, and **superior** professional practice. • School leadership **implements and monitors effective** policies, processes, and practices in place that **result in exceeding requirements** of state and federal accountability and accreditation **from year to year.**	• The school leadership is aware of and utilizes **most** resources available (including funding, teacher units, and equipment) to focus on increased student achievement. • School leadership **focuses most** resources on strategies that are **directly aligned** with building instructional and organizational capacity. • School leadership organizes **most** daily, monthly, and yearly schedules to protect instructional time and **effectively utilizes most** personnel resulting in **meeting most** students' needs, high student achievement, and improved professional practice. • School leadership has **sufficient** policies, processes, and practices in place that result in **meeting** requirements of state and federal accountability and accreditation **from year to year.**	• The school leadership has knowledge of **some** resources available, but **not all resources are focused** toward increased student achievement. • School leadership focuses **some** resources on strategies that are **sometimes aligned** with building instructional and organizational capacity. • School leadership **attempts** to organize **some** schedules with **limited success** in protecting instructional time and the best use of all personnel and other resources. • School leadership has **some** policies, processes, and practices in place to meet requirements of state and federal accountability and accreditation but practices are **not** systematic and systemic and **do not always** result in annual improvement.	• The school leadership has **limited knowledge** of resources available or **ineffectively focuses** resources toward increased student achievement. • School leadership efforts **are not focused** on strategies aligned with building instructional and organizational capacity. • School Leadership **does not** effectively or appropriately organizes daily, monthly, and yearly schedules that protect instructional time and **does not** effectively utilize resources. • School leadership has **insufficient** policies, processes, and practices in place to ensure meeting requirements of state and federal accountability and accreditation from year to year.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
6. **Supervision of Instruction.** The administrative team (principal, assistant Principals, lead teachers, district-level staff, etc.) led by the principal appropriately and effectively evaluates the classroom effectiveness of the entire school staff on a consistent, organized basis and takes ownership in the process with the goal of improving professional practice and increasing student achievement.	• The building principal and all administrative team members evaluate classrooms daily, utilizing an established evaluation format based on the JBHM observation instrument. (20 evaluations per week). • The building principal and all members of the administrative team are involved in instructional and organizational effectiveness evaluations. • The building principal and **all** members of the administrative team take **personal and thorough** ownership of, embrace, and lead the school performance process with positive results. • The building principal and **all** administrative team members **always** provide **quality, consistent** and timely post-observation feedback and **effective** support (job-embedded professional development) **resulting** in improvement of instructional professional practice and increased student achievement.	• The building principal and **most** of the administrative team evaluate **most** classrooms daily, utilizing an **established** format based on the JBHM observation instrument and providing feedback (**10 to 15** evaluations per week). • The building principal and **most** members of the administrative team evaluate program effectiveness **most** of the time. • The building principal and **most** members of the administrative team take **adequate** ownership and **sufficiently** embrace and lead the school performance process with **adequate** positive results. • The building principal and **most** administrative team members **often** provide timely post-observation feedback and effective support (job-embedded professional development) resulting in improvement of instructional professional practice and increased student achievement.	• The building principal and some members of the administrative team **sometimes** evaluate **some** classrooms at **some** point in the week, but **without** pattern, format, and/or on a limited basis (**less than 10** per week). • The building principal and **some** members of the administrative team **sometimes** evaluate program effectiveness. • The principal and **some** members of the administrative team are taking **some** ownership, **somewhat** embracing and leading the school performance process but **without much sense of urgency.** • The principal and administrative team members provide **some** post-observation feedback and support with **limited affect** on improving practice.	• The building principal and administrative team **do not** evaluate or evaluate **few** classrooms without pattern, format, and consistency (**less than 5** per week). • The building principal and administrative team **seldom or do not** evaluate program effectiveness. • The building principal and administrative team **do not** take ownership nor embrace or lead the school performance process. • The building principal and administrative team provide **little or no** post-observation feedback and support (job-embedded professional development) for improvement of teacher professional practice.

For each indicator, Advanced requires 100% compliance; Proficient, more than 75%; Basic, 50 to 75%; and Minimal, less than 50%

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School/Teacher Performance Rubric

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
1. Guaranteeing an Essential Curriculum. The board-approved, essential curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the Guaranteed, Essential Curriculum (GEC).	In addition to the Fundamental Practices: • The teacher demonstrates evidence of behavior-changing practices based on assessment data, which include but are not limited to – o Differentiated instruction, o Cognitive rigor, and o Scaffolding. • The teacher exemplifies the characteristics of a mentor-level teacher.	• Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. • IEPs are consistently a source of planning, instruction, and assessment.	• Lesson plans are not consistently comprehensive, carefully planned, or available for review. • Although the GEC documents are available, they are not consistently used as the primary source of instructional planning, classroom activities, and formal or informal assessment. • While lesson plans are aligned to state assessment objectives, the plans are not consistently implemented. • While there is some knowledge of the assessment emphasis of the day's lesson and some form of daily assessment, it does not reflect the rigor of the state assessment. • Although IEPs are a source of planning, accommodations are not in place in classroom activities.	• No evidence of lesson plans. • The GEC is not the primary source of instructional planning, classroom activities, and formal or informal assessment. • IEPs are not a source of planning or instruction.
2. Providing a School Culture and Climate Conducive to Learning.	In addition to the Fundamental Practices: • The teacher analyzes data to – o Determine if classroom management procedures and discipline are effective and are behavior-changing, and o Maintain or change plans as necessary. • The learning climate is rigorous, student-centered, and one of a community of learners.	• Systems and procedures are consistently implemented for effective classroom management and discipline. • Student input is consistently solicited and respected. • Student behavior reflects the teacher's high expectations for conduct. • All students are consistently respected.	• Although systems and procedures are in place for effective classroom management and discipline, they are not consistently implemented. • Student input is not consistently solicited and respected. • High expectations for student conduct are not consistently demonstrated. • Students are not consistently respected.	• Systems or procedures for appropriate and effective classroom management and discipline are not evident. • If a discipline plan is in place, no effort is made to direct behavior, and no feedback is given to students. • Student input is not solicited and respected. • High expectations for student conduct are not demonstrated. • Students are not respected.

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School/Teacher Performance Rubric

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
3. Maximizing Academic Learning Time The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	In addition to Fundamental Practices, the teacher must analyze data to – • Most effectively utilize instructional time, and • Work with administration to recommend revision of allocated instructional time as needed to improve student achievement.	• Instructional time is consistently protected and maximized. • Administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary. • Best practice strategies are consistently planned and utilized for learning activities.	• The protection of instructional time is fragmented and inconsistent. • Administrative tasks delay instructional time. • Student engagement and redirection are minimal. • Learning activities that exhibit best practices are not consistently planned and used during instructional time.	• The allocated time for the lesson is neither protected nor maximized. • Time used for classroom administrative tasks is excessive. • Students are not actively engaged and off-task behavior is not redirected.
4. Monitoring Student Achievement Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.	In addition to Fundamental Practices, the teacher must analyze assessment data to revise instruction to ensure that every student learns at rigorous levels.	• Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome. • Daily classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently. • Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments. .	• Although assessments are used, they are not consistently aligned to state testing objectives (GEC), are not consistently appropriate for the expected outcome, and do not consistently mirror the complexity and format of state assessments. • State sample test items are not used consistently. • Classroom assessment results are rarely used to inform instructional planning.	• No assessments are used or they are not aligned to state assessment objectives (GEC), appropriate for the expected outcome or aligned to the complexity and format of state assessments. • No state sample test items or released items are utilized.

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School/Teacher Performance Rubric

Essential Practices ⇩	Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
5. Promoting Professional Practice		In addition to Fundamental Practices: the teacher exhibits continuous professional growth and actively engages in the professional growth of colleagues, resulting in improved student learning.	• The teacher meets professional training requirements and professional practice improves as a result. • The teacher collaborates with peers to improve professional practice through – o common planning, o professional learning communities, and o other organized teacher groups. • The teacher pursues additional opportunities to improve professional practice.	• Although the teacher meets professional training requirements, professional practice does not consistently improve.	• The teacher does not fulfill professional training requirements. • The teacher does not implement professional practice improvement in classroom performance. • The teacher does not take personal initiative to improve professional practice.

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SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities

STRATEGIES FOR IMPLEMENTATION

In order to implement the Transformational Intervention Model, the district/school selected JBHM/SetPoint as the external provider. The district partnered with JBHM in nine schools during the 2009-2010 school year. In each there was an increase in the consistent delivery of research-based effective instructional practices, as well as an increase in students' performance on standardized tests. Although there was marked improvement in teacher and administrator efficacy at Trusty, it is not as accelerated as it must be to benefit all students. Therefore, the district seeks to contract with JBHM for SetPoint and Renaissance Learning services. SetPoint and Renaissance central office staff will provide intensified support for the staff and students at Trusty. There will be a significant increase in the number of days that the School Improvement Specialist will be on-site at Trusty, hence teachers' instruction and the principal's leadership will be more consistently and intensely observed, monitored and supported. Through Renaissance, teachers will have access to electronic point-in-time formative assessment so that instructional practices can be modified. Additionally, every student will benefit from access to a laptop which will be loaded with specially designed, supplemental software which will allow for individualized mastery of state standards. Each teacher will incorporate technology into instruction through the use of Elmos and computerized student calculators.

Students will benefit from extended learning time via the extended day and extended week (Saturday) programs. In each of these programs students will engage in technology-based learning, including access to Internet resources. The laptops used during these programs will be loaded with purchased software and will/can be used at home with their parents. One type of software that will be included will address acquisition of English language for both parents and students. Additionally, each student that participates in either of the extended learning opportunities will receive take-home books each session.

The district will sustain the changes that will occur at Trusty through the continuation of the accountability and support system that will have been established over the three SIG years. Throughout the three grant years select central office staff will receive weekly work reports which will be discussed monthly. A part of this discussion will be to determine who and how we will maintain the supported accountability that Trusty will have experienced. We plan to have a schedule of observations and data review-sessions with the principal so that gains made in teacher and principal performance will be sustained.

regardless of whether any money or funds are ever appropriated or provided from any government agency or entity to pay for the services of JBHM.

If a breach described in subparagraph (c) above occurs and the reasons therefore are cured within the thirty (30) day period, such event shall be deemed not to have occurred and this Agreement shall not be terminated for such reasons. In the event such reasons are not cured, this Agreement shall be terminated thirty (30) days from the date the notice of breach was provided. Upon termination of this Agreement, JBHM shall be entitled to receive the compensation accrued but unpaid as of the date of termination.

6. **Relationship Between the Parties.** The relationship of JBHM and the School is that of an independent contractor or consultant. Nothing contained in this Agreement shall be construed to create a joint venture, partnership, association, or other affiliation or like relationship between the parties, it being specifically agreed that their relationship is and shall remain that of independent parties to a contractual relationship as set forth in this Agreement. The School shall not have any claim under this Agreement or otherwise against JBHM for employee benefits of any kind, including but not limited to, health and accident insurance plans and retirement plans sponsored by JBHM for the benefit of its employees. In the event the Internal Revenue Service or any other governmental agency should question or challenge the independent contractor status of the School, the parties hereby agree that both the School and JBHM shall have the right to participate in any discussion or negotiation occurring with such agency or agencies.

7. **Notice.** All notices, demands and requests which may or are required to be given by any party to another shall be in writing, and each shall be deemed to have been properly given when served personally on an individual party or on an executive officer of the party to whom such notice is to be given, or when sent postage prepaid by first class mail, registered or certified, return receipt requested, as follows:

   If to JBHM:

   Attn: Mrs. Staci Curry
   JBHM Education Group, LLC
   2525 Lakeward Drive, Suite 200
   Jackson, Mississippi 39216

   If to the District:

   Attn: Kelly Cohen
   Fort Smith School District
   3205 Jenny Lind Road
   Fort Smith, Arkansas 72902

8. **School-Provided Information**. The School shall provide JBHM with any available and requested data access and student-level assessment information files. The School shall also provide JBHM with any requested student level test data, any achievement and growth reports, annual progress reports, and annual subgroup progress reports. JBHM will keep this information confidential and will not identify individual student identities when using this information.

9. **Governing Law**. This Agreement and all rights, remedies, and obligations hereunder, including, but not limited to, matters of construction, validity, and performance shall be governed by the laws of the State of Arkansas conflicts of laws principals notwithstanding.

10. **Assignability.** This Agreement shall be binding upon, and shall inure to the benefit of the parties and their subsidiaries and affiliates, together with their successors and assigns. No party may assign or transfer its rights or obligations hereunder without the express written consent of all other parties.

11. At all times during and after the expiration of this Agreement, and for a one year period thereafter, the School or School District shall not:
    a. Induce, advise, or counsel employees, contractors, representatives, or agents of the Company to leave the employ of the Company or its affiliates;
    b. Otherwise interfere in any way with the relationship between the Company and its customers, employees, representatives, contractors, agents, licensees, or franchisees.

12. **Sole Source.** JBHM Education Group, LLC, is the sole source for the JBHM standards-based instructional (SBI) materials and coaching/mentoring as supported with the JBHM proprietary *School Performance Initiative* processes, resources, and tools. In addition, JBHM's products and services were developed utilizing research-based best practices.

Exhibit A - Scope of Services

Working collaboratively, JBHM Education Group, LLC, and Renaissance Learning™, Inc., have received approval from the Arkansas Department of Education as external vendors of school improvement strategies. Our school transformation model—SetPoint™—is a process for providing comprehensive, data-driven school improvement strategies to the lowest-performing schools. The SetPoint initiative combines the experience and efforts of two nationally recognized education organizations, Renaissance Learning, the world's leading provider of computer-based assessment technology for pre-K–12 schools, and JBHM Education Group, a team of noted specialists in changing low-performing schools. The resulting consortium offers a research-based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnover to charters or outside management organizations—a model that works in part because it maximizes buy-in from all stakeholders. SetPoint is built on decades of experience in thousands of schools around the country and a belief that turning around chronically low-performing schools requires systemic change that touches all systems and personnel involved in the process, from classroom teachers to board members. It pairs proven classroom technology with intensive coaching in best practices to build capacity for real, sustainable change within the local district.

The Details That Make SetPoint Unique

SetPoint is not based on a new educational theory, but on ten proven and practical strategies that result in sustainable school transformation.

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners – including striving learners, struggling learners, and learners with special needs
4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom
5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making
6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing
7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective
8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment
9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement
10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation

School change is not easy, and it is not simple. But it can be and has been done. The information below will explain in more depth how the process works to transform under-performing schools–and build the long-term capacity so that public schools can become, and remain, schools of choice.

SetPoint Costs, Year One (2010-11):

The per school cost for implementing the SetPoint Transformation Model for 2010-11 is outlined below; pricing should decrease as school instructional teams develop the capacity to sustain the improvement efforts.

$495,000.00, Contractual Services for Capacity Building $54,952.80, Equipment (Capital Outlay)

$549,952.80 Total for Year One

Description of SetPoint Services

Specialists will provide **on-site, job-embedded consultation,** for approximately 235 days per school during the 2010-11 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

School Improvement Support

Specialist(s) will coach and mentor the instructional leaders through **on-site, job-embedded consultation,** in addition to liaison oversight and support and a license to use JBHM's *School Performance Tools*, during the 2010-11 school year, in the following activities:

- Support, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:
  - Ensuring the teachers' effective use and delivery of **essential curriculum** (state content standards, instructional interventions, and assessments)
  - Protecting **instructional time** (assembly programs, intercom policy, parent/teacher conferences, classroom time, school organizational time, school activity time)
  - Monitoring the school's efforts to **provide a safe and orderly environment that is conducive to learning**
  - **Assessing student achievement** daily, weekly, monthly, and yearly with state content standards and objectives
  - **Promoting professional practice** to ensure the instructional team members build their capacity for student success
- Monitor and evaluate the successful implementation of the Accountability Plan.
- Conduct focused faculty meetings and grade meetings when appropriate.
- Strengthen the instructional leadership at the school by
  - Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.
  - Advising and directing on needed procedural modifications discovered during the course of the consultation.
  - Observing classrooms and providing post observation conferencing with teachers and administrators.
  - Coaching and mentoring building administrators in classroom observation and conferencing.
- Monitor and evaluate the successful implementation of school's plans to include the following:
  - Implementation of the district discipline plan.
  - Implementation of staff performance expectations.
  - Documenting the due process requirements under state law.
  - Development of teacher and staff professional improvement plans.
  - Planning professional development activities.
  - Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.
- Provide specialized support, as needed, upon agreement and approval of the Superintendent or designee and the JBHM project manager (to include, but not limited to, special education and/or content area teacher specialists)
- Provide weekly work reports to the Superintendent and reports to the School Board as requested.

Special Education Support

Specialist(s) will coach and mentor district staff in the following activities, through on-site consultation during the 2010-11 school year:

- Provide consultative services for district staff to ensure proper implementation of legislative requirements of *the No Child Left Behind Act of 2001* as the law applies to students with disabilities and the *Individuals with Disabilities Education Act of 2004*
- Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff
- Facilitate the development and use of standard-based IEPs
- Review placement and services for students with disabilities
- Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
- Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
- Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
- Provide work reports to the Superintendent and the Special Education Director

Systems for Increased Time and Formative Assessment

The sustainable transformation process starts with review of previous scores on state assessments, and sets goals for improvement based on those assessments. But state tests cannot improve student results. That is not their function. What is needed to improve student achievement is better formative assessment, assessment for learning–testing integrated into classroom routine so that the results are promptly used to inform instruction. Formative assessments include screening and progress-monitoring assessments that test and keep track of student outcomes, but they should also include "mastery measurements," which measure students' successive mastery of objectives that will contribute to growth in the outcome measures.

The leading technology tools are Renaissance Learning's STAR Constellation assessments (STAR Early Literacy, STAR Reading, and STAR Math), and the practice management tools Accelerated Reader, Accelerated Math, and MathFacts in a Flash. The STAR Constellation assessments employ computer-adaptive testing and item response theory (CAT/IRT) to keep tests short (around ten minutes) but statistically rigorous and consistent across grades. Using classroom-embedded technology for regular assessment confers two big advantages. It is very time-effective, improving not reducing instructional time; and it feeds a database that makes achievement information instantly available to each stakeholder according to role. This information comes in a variety of useful reports, and is also available online in the form of dashboards that can be drilled into for more details.

These efforts for increased time and formative assessment will be supported through the following activities:

- Participating in intensive schoolwide professional development for evidence-based strategies
- Conducting intensive year-long training for teachers and principals
- Using reading and math coaches to provide professional development to teachers
- Improving teaching, learning, and results for children with disabilities
- Investing in state-of-the-art assistive technology devices and training in their use
- Investing in teacher development that ensures commitment to the program even when leaders change or funding expires

Teacher Coaching

Specialists will provide on-site support and one-on-one consultation for teachers during the 2010-11 school year, shared among the four core subject areas, to include the following activities:

- Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement
- Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
- Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions
- Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing
- Updating the superintendent and school board through weekly written reports, as appropriate

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by the School and JBHM as of the date first set forth above.

JBHM Education Group, LLC

BY: _____
Michael J. McGrevey, President

DATE: _____

Fort Smith School District

BY: _____
Superintendent

DATE: _____

Purchase Order Number: _____

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities

STRATEGIES FOR IMPLEMENATION

SetPoint has established 5 Essential Practices for creating a culture of learning and transforming schools.

1. Guaranteeing an Essential Curriculum
A research-based curriculum, aligned with district, state, and national standards, will be taught with fidelity to all students to provide for success on state and national assessments, and to ensure readiness for college and career. Particular emphasis is placed on the core skills of reading, mathematics, and writing, but the focus on achievement extends to all instructional areas.

2. Providing a School Culture and Climate Conducive to Learning.
Staff and facilities will be organized around providing a safe, secure, and orderly environment for learning, throughout the building and in each classroom. Within such an environment, universally high expectations are set for teachers and all students, including those struggling and those who can benefit from expanded learning opportunities.

3. Maximizing Academic Learning Time
Both the amount and quality of instructional time will be expanded for all students, with special emphasis on the core subjects. Schedules will be restructured to protect academic learning time, and to provide additional time for students who need the most support. Instructional time includes ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

4. Monitoring Student Achievement
Assessments will be woven into classroom practice, using technology that produces a steady stream of achievement information without impinging on teacher time. Teachers are regularly coached and supported in using that information to inform and individualize instruction for every child.

5. Promoting Professional Practices
Policies and procedures support all personnel in activities that implement educational best practices. Professional development is not confined to isolated classes or seminars, but embedded throughout the school year and the school day. An important aspect of this process is formal public recognition of successes.

The school will request a three year SIG to augment the state and federal funds already being spent through the activities listed in ACSIP to assist in funding SetPoint and other Transformation activities. After the three years the school will have built capacity and will be able to sustain the continued activities implemented by SetPoint with no further funds than the funds provided through our regular state and federal funds to be included in the school ACSIP plan.

Characteristics that make SetPoint unique:

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools

2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders

3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners – including gifted learners, struggling learners, and learners with special needs

4. Detailed rubrics spelling out requirements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standards for performance from the boardroom to the classroom

5. Access to highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision making
6. Increased Academic Learning Time in core areas, with particular attention to the core skills of reading, math, and writing

7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective

8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment

9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement

10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation.

School change is not easy, and it is not simple. But it can be and has been done. The information below will explain in more depth how the process works to transform under performing schools–and build the long-term capacity so that public schools can become, and remain, schools of choice.

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PART B Section 4

Based on the data review and intervention model selected; provide a detailed description of actions the LEA has taken, or will take, to ensure the school receives ongoing technical assistance and support. Include **information** and **evidence** for the following areas: 1. Design and implement interventions consistent with the final requirements; 2. Recruit, screen, and select external providers, if applicable to ensure their quality; 3. Align other resources with the interventions; 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and 5. Sustain the reforms after the funding period ends. Design and implement interventions consistent with the final requirements (i.e., strategies for implementation, funding for each strategy, timelines for each strategy, evaluation process, responsible staff member(s), process for LEA oversight).

STRATEGIES FOR IMPLEMENATION

SetPoint has established 5 Essential Practices for creating a culture of learning and transforming schools.

1. Guaranteeing an Essential Curriculum

A research-based curriculum, aligned with district, state, and national standards, will be taught with fidelity to all students to provide for success on state and national assessments, and to ensure readiness for college and career. Particular emphasis is placed on the core skills of reading, mathematics, and writing, but the focus on achievement extends to all instructional areas.

2. Providing a School Culture and Climate Conducive to Learning.

Staff and facilities will be organized around providing a safe, secure, and orderly environment for learning, throughout the building and in each classroom. Within such an environment, universally high expectations are set for teachers and all students, including those struggling and those who can benefit from expanded learning opportunities.

3. Maximizing Academic Learning Time

Both the amount and quality of instructional time will be expanded for all students, with special emphasis on the core subjects. Schedules will be restructured to protect academic learning time, and to provide additional time for students who need the most support. Instructional time includes ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

4. Monitoring Student Achievement

Assessments will be woven into classroom practice, using technology that produces a steady stream of achievement information without impinging on teacher time. Teachers are regularly coached and supported in using that information to inform and individualize instruction for every child.

5. Promoting Professional Practices

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Policies and procedures support all personnel in activities that implement educational best practices. Professional development is not confined to isolated classes or seminars, but embedded throughout the school year and the school day. An important aspect of this process is formal public recognition of successes.

The school will request a three year SIG to augment the state and federal funds already being spent through the activities listed in ACSIP to assist in funding SetPoint and other Transformation activities. After the three years the school will have built capacity and will be able to sustain the continued activities implemented by SetPoint with no further funds than the funds provided through our regular state and federal funds to be included in the school ACSIP plan.

TIMELINES
Timelines for each strategy:

Before School Begins

- general audit of school through Program Management
- Goal settting and development of Year 1 strategic plan
- Technical set-up
- Librarian training and library set-up
- Staff kick-off

Fall Semester

- STAR training and assessment days
- Renaissance Learning coaches for reading and math
- On-going web-seminars and remote training for mentor teachers
- On-site training for Math Facts in a Flash
- On-site training for STAR Assessments
- On-site consulting days for Reading and Math
- Ongoing data reporting for all staff
- End of semester data review for all products

Spring Semester

- Overview of new products to be implemented, if needed
- Continued remote training as needed for each product
- On-site data reviews
- On-site training for new products, if needed
- Preparation for summer school
- Ongoing data reporting for all staff
- End of semester data review for all products

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- Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., (1) LEA request for proposals, (2) memorandum(s) of understanding, (3)provider contracts, and(4) evaluation procedures).
- (1) The district has used other reform models. Based on past experience and level of success with JBHM Services this district and school has chosen SetPoint as an external provider. The district has determined JBHM Services coupled with Renaissance Learning with full efficacy to be the best choice for our current needs. SetPoint has built in high quality and ongoing evaluations for in the classroom daily instruction, Renaissance Learning evaluations, student achievement, instruction leadership, process evaluations etc. The Transformation will be a constant monitoring and adjustment process with changes made based on current need and success level and rate of implementation. SetPoint was also chosen for its unique charateristics.

  Meeting and exceeding the specifications for the "transformation" model under the federal School Improvement Grant and Race to the Top programs, SetPoint is a step-by-step implementation of the elements of effective instruction and school management, along with a laser focus on the foundational skills of reading, math, and writing. Transformational models can be powerful drivers of permanent change, as long as they focus on the right things, are rigorously implemented, and include practical and proven systems that remain in place after the formal transformation period is over. The SetPoint program does all of these things. Since school change starts at the top, the senior specialist on the sustainable transformation project works directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching the person whose title originally meant – and means in SetPoint schools – "principal teacher." The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on the use of rubrics and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and identifying needs for further professional development.

  Characteristics that make SetPoint Unique:

  1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools

  2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders

  3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners – including striving learners, struggling learners, and learners with special needs

4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom

5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making
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7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective

8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment

9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement

10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation.

School change is not easy, and it is not simple. But it can be and has been done. The information below will explain in more depth how the process works to transform underperforming schools–and build the long-term capacity so that public schools can become, and
remain, schools of choice.

- Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., LEA request for proposals, memorandum(s) of understanding, provider contracts, and evaluation procedures).

(4)EVALUATION PROCESS

The main tools used to guide the transformation process in these five essential practices area are rigorous rubrics that evaluate each practice on a 4-point scale from 'insufficient' to 'best practice'. These rubrics are applied throughout the transformational process – at all levels, from boardroom to classroom.

In applying these rubrics to their daily work with school leadership and faculty, JBHM specialists use a reporting tool system called the ILRT (Instructional Leadership Reporting Tool). ILRT collects input from building walk-throughs, classroom observations, and discussions of professional development needs and other issues, and renders all this information in a series of reports and dashboards that keep all personnel involved and informed about progress.

In addition to quantitative data, ILeRT maintains an "issues list" that continues to

prompt participants to address issues until they are marked as resolved. Specialists also write daily reports to school and district leadership, recording important activities, decisions made, targets set and actions agreed upon, whether previously agreed actions are still complete or pending.

RESPONSIBLE STAFF MEMBERS

Since school change starts at the top, the senior specialist on the sustainable transformation project will work directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on use of rubric and ILRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists will spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and indentifying further professional development. The goal is to build staff capacity to sustain highly effective instructional leadership and classroom instruction.

The objective is to get everyone in the school – and those in district roles supporting the school – focused on the five essential Practices and the tools that help bring them about.

- SIG funds will be aligned with other fiscal and personnel resources, including but not limited to Title I, Title II-A, Title III, Title VI-B, State NSLA, ELL and PD funds, local operating funds and ERZ (Educational Renewal Zone), PIE (Partners in Education) and district Central Office support staff partnerships. (Universities/Cooperatives/ERZ/STEM), other community and educational resources).
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (i.e. LEA policies and practices that have or will be modified, possible impact of any changes, contractual agreements).

For schools to change, behaviors must change – for adults as well as students. SetPoint sustainable transformations start with a detailed Memorandum of Understanding specifying binding obligations on the consortium, the school, and the LEA. Experienced specialists work throughout the transformation engagement building capacity to support and maintain academic improvement, from the classroom to the boardroom.

The main tools used to guide the transformation process in these five areas are rigorous rubrics that evaluate each practice on a four-point scale from "insufficient" to "best practice." These rubrics are applied throughout the transformation process – at all levels, from the classroom to the boardroom. Agreement from the school district that everyone concerned will work toward "best practice" in every area is one of the conditions required before SetPoint will accept an engagement.

JBHM specialists employ multiple sets of rubrics, in each of the Five Essential Practices and covering all key roles in the school and district, to move the entire school system to the "best practice" level over time. Based on the rubrics, the ILeRT tool reports progress toward the "SetPoint" of "best practice."

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In applying the rubrics to their daily work with school leadership and faculty, JBHM specialists use a web-based reporting tool called ILeRT ("Instructional Leadership Reporting Tool"). ILeRT collects input from building walk-throughs, classroom observations, and discussions of reports and dashboards that keep all personnel involved and informed about progress – from professional development needs and other issues, and renders all this information in a series of teachers to school board members.

In addition to quantitative data, ILeRT maintains an "issues list" that continues to prompt participants to address issues until they are marked as resolved. Specialists also write daily reports to school and district leadership, recording important activities, decisions made, targets set, and actions agreed upon, and whether previously-agreed actions are complete or still pending.

The SetPoint process begins with a Memorandum of Understanding (MOU) between the school district and the members of the SetPoint consortium. The MOU sets expectations on both sides and must assure the level of district commitment to make the changes necessary to implement the full SetPoint program, including changes in district and board level support for the school. The MOU also makes clear areas where SetPoint will assist the district and the board in this process with model policies and procedures, and with coaching as necessary.

SetPoint will conduct a general audit of the school and will work with district leadership, administrators and teachers to establish practices and policies for a successful school implementation. SetPoint will work collaboratively to

- review and analyze data and school plans
- develop actions
- establish time lines
- monitor and guide implementation
- determine follow up steps

- Sustain the reforms after the funding period ends (i.e. ADE support, Stakeholder and Community Support). SIG funds provide LEAs with funding to implement and support selected interventions for the first three years. The expectation is that LEAs will develop plans to sustain reform efforts beyond these years. Describe how reform efforts will be sustained beyond year three.

SetPoint is not based on new educational theory, but on ten proven and practical strategies that result **in sustainable school transformation**. SetPoint strategies include:

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools.

2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders.

3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners.

In order to promote professional practices for teachers, SetPoint uses job-embedded

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professional development and the implementation of learning teams in which teachers and leadership collaborate regarding instructional practices. Prompted by the JBHM ILert (Instructional Leadership Reporting Tool), SetPoint specialists, model, support, and train teachers in a customized manner to remove any barriers to student performance. The specialists also work with Renaissance's Learning DEEP (Developing Enduring Excellence through Partnership) Capacity Process to create a multi-year process to develop best-practice implementation of technology. These processes are designed to institutionalize improvements and establish internal structures to maintain fidelity over time.

YEAR BY YEAR DESCRIPTION OF DEEP CAPACITY

The DEEP Capacity professional development model reflects our belief that effective and engaged leaders are critical to the success of any school improvement initiative, including successful implementation of Renaissance Learning products and Renaissance Best Practices™. The foundation of Renaissance Learning professional development strategy is to provide ongoing leadership training and support for school and district leaders. This plan includes the following supports to enhance leadership:

- Developing a shared vision of the use of Renaissance Learning products as part of a school improvement strategy and instructional improvement system.
- Communicating the district instructional improvement vision and specific expectations to teachers.
- Reviewing the staff development strategy and ensuring that time is available for teachers to participate in activities to promote their professional growth.
- Ensuring teachers have access to materials and resources (books, paper, hardware, etc.) needed to implement the programs effectively.
- Using the data tools made readily available by Renaissance Learning, including the Renaissance Dashboard, to quickly and proactively monitor the fidelity of the implementation of Renaissance Learning products and best practices.
- Supporting teachers through classroom observations using rubrics to ensure that concepts and practices presented and modeled are being implemented in classrooms.
- Communicating clear goals to the community and fostering support and involvement through Home Connect.
- Interpreting data from Renaissance Learning assessment and practice-monitoring products to address diverse student needs.
- Guiding collaborative discussions using data from Renaissance assessment and practice-monitoring products to plan effective instruction and make informed decisions.

Additionally, DEEP Capacity is Renaissance Learning's initiative to help schools and districts build an internal support structure that will create job-embedded experts and will ensure ongoing fidelity of implementation of Renaissance Learning products, even when leaders change or funding expires.

Renaissance Learning DEEP Capacity Initiative

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Year 1: Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate goals for the year. Members of the leadership team use Renaissance Learning software and Renaissance Place Real Time Web-based, hosted programs to monitor the progress of implementation. Renaissance staff provides onsite and remote training opportunities, along with yearlong support for designated champions at each site. Training opportunities include on-site seminars, online training and coaching sessions, and self-study materials to train all staff at each school. Data reviews are provided throughout the year, culminating in a year-end data analysis and consultation.

Year 2: An onsite or remote consultant will work with the leadership team to facilitate the use of data for resource allocation and program improvement. The consultant will provide seminars on key educational strategies for building effective and responsive classrooms. Renaissance Learning will continue with coaching and data consulting throughout the year to assist mentors in supporting their peers in strengthening implementation. In-depth training will begin to create a district team of trainers via a Training of Trainers model.

Year 3: An onsite or remote consultant will work with the leadership team and the district training team to create a culture in which administrators, teachers, parents, and students can articulate the principles of effective practice; administrators use data to drive continual improvement in student achievement and indentify how plans align to new reforms; teachers use data to communicate and plan for students across tiers and across disciplines; and teachers integrate key, research-based instructional and assessment strategies to support the core curriculum. Coaching throughout the year will provide continued assistance to embedded trainers for ongoing staff development and program support.

Renaissance Learning also offers Training of Trainers, a four-day program designed to equip a key individual or team from a school or district with the knowledge, skills, and materials they need to provide customized professional development for their entire staff. Over the course of this four-day session, educators will explore Renaissance Learning assessment software and best practices in depth, gaining an understanding of both the strategies and the research behind them. Throughout the session, educators and administrators are provided with activities that will help deliver effective professional development catered to the unique needs of the school or district, in order to create a strategic implementation plan. Schools and districts gain the internal capacity to build and sustain an effective implementation over time and ensure that processes which promote success for all learners become an integral part of the education culture.

Integrated within the DEEP Capacity plan to establish performance benchmarks and improve staff motivation is Renaissance Learning's proven Model Educator program. This program provides recognition for staff, from teachers to leadership, for achieving objective standards starting with program knowledge and extending, at the Master Educator level, to hitting specific percentage goals of improvement in student performance.

Additionally, implementation coaching is provided by Renaissance Learning to help them become "embedded experts" who can assist their peers with both the products and essential strategies in their classrooms.

4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom

SetPoint rubrics examine all practices that relate to student performance, from how well teachers follow principals to effective instruction and how well the board and district policies work to support the school. The rubrics identify opportunities and means for improvement. In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district, and board to help resolve any issues and implement procedures that improve their working relationships with the school. The rigorous rubrics evaluate each practice on a four-point scale from 'insufficient' to 'best practice'.

5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making

The SetPoint sustainable transformation process stars with review of previous scores on state assessments, and sets goals for improvement based on those assessments. However, in order to improve student achievement SetPoint will integrate formative assessment – assessment for learning- into classroom routines so that the results are promptly used to inform instruction. SetPoint employs classroom embedded technology for regular assessment utilizing Renaissance Learning's leading technological tools for formative assessment including, interim assessments and practice monitoring.

STAR Assessments and Practice Management tools (AR, AM, MFF)
Formative Assessment - Better formative assessment is imperative if educators are to capitalize on the standardized, high-stakes testing movement and achieve school reform. Renaissance Learning's proven computer-adaptive formative assessments provide educators with data that leads to school improvement. The STAR assessments include:

- STAR Early Literacy™ for grades K–2, for emergent readers in any grade, and for diagnostic use with older struggling readers;
- STAR Reading™ for independent readers through grade 12; and
- STAR Math™ for screening and tracking math achievement level in grades 1–12.

Each STAR test can measure the same outcomes as a standardized, summative assessment. As formative assessments, however, they can be administered periodically or more frequently and integrated into classroom routines, providing teachers with the data they need to inform instruction that ensures academic growth for each student.

STAR Early Literacy and STAR Math provide diagnostic information, thereby suggesting approaches that will achieve the most pronounced and rapid growth. STAR assessments are quick and easy to administer (requiring about ten minutes each for groups of students); produce immediate, easy-to-interpret results; and are repeatable and affordable.

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STAR tests can likewise be used for screening and benchmarking when given two to four times per year. In this capacity they can monitor the growth of groups toward goals.

The data produced by the STAR assessments and Renaissance practice-monitoring programs, made intelligible and accessible by a variety of immediately generated reports, facilitates team planning for teaching staff. Each STAR program includes a Goal-Setting Wizard, and STAR Early Literacy and STAR Math both produce a Diagnostic Report that offers interpretive explanations of the data as well as strategies for targeting instruction. In addition, diagnostic reporting capabilities are under development for the STAR assessments, with the first of these—a new Student Skills and Diagnostic Report for STAR Early Literacy—available in fall of 2010. Similarly, Renaissance practice-monitoring programs yield specific data to inform teachers of objectives mastery and progress toward goals. Equipped with these tools, teachers are better able to collaborate with other teachers and plan strategies to maximize student learning.

Progress monitoring.
Renaissance Learning's suite of practice-monitoring tools, used daily, measure and monitor learning tasks or how well a student comprehends direct instruction. When given monthly or more frequently they can be used for progress monitoring, measuring growth, and monitoring the effects of specific interventions. For these reasons teachers and administrators are able to integrate frequent assessment into their instructional practices and use the data generated to zero in on each student's areas of weakness and tailor instruction and interventions to maximize growth. Educators can also subsequently monitor the effects of those efforts to differentiate instruction, making additional adjustments as necessary and continuously monitoring the effects of those new instructional approaches over time. As opposed to measuring outcomes (as is often the case with summative and formative assessment) these instruments provide estimates of student engaged time or academic learning time (ALT):

- **Accelerated Reader™** measures comprehension and reading levels on authentic literature (trade books), as well as measuring literacy skills, vocabulary acquisition, and success on reading assignments in basal reading series. When STAR Reading indicates that a student in grade 4 or above is reading below grade level,
- **Successful Reader™** provides research-based intervention. This program includes a daily guided independent reading component powered by Accelerated Reader, ensuring that practice occurs at the optimal level for growth.
- **MathFacts in a Flash™** administers and measures tasks that lead to computational fluency.
- **Accelerated Math™** administers and measures practice to develop mastery of mathematical objectives and problem-solving skills.

The STAR assessments and Renaissance practice-monitoring programs quickly and efficiently collect data on student performance. Turning this data into information that can be used to more effectively plan for individual students as well as ensure continuous school improvement is a core element of the DEEP Capacity professional development plans. Renaissance Learning has consulted with leading national experts in Response to Intervention to define strategies for using our data as a part of a model decision-making framework. Through ongoing professional development and data consulting we—

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- Guide principals and grade-level teams in using screening data from STAR assessments to allocate intervention resources effectively and to ensure that core instruction (Tier 1) highly effective.
- Help teachers and principals use growth model data available through the STAR assessments to set effective goals for students in intervention and to monitor their progress.
- Analyze diagnostic information to plan for individual needs.
- Include practice-monitoring data as part of a robust student profile.
- Review data to determine whether or not students are highly engaged in reading and math practice to determine whether or not the school is meeting the goals for student performance defined in the implementation plan.

With the comprehensive and ongoing professional development provided by Renaissance Learning, educators are trained to use Renaissance daily practice software (Accelerated Reader, Successful Reader, Accelerated Math, and MathFacts in a Flash) with core instructional best practices to enhance student engagement in reading and math. They are also trained to use Renaissance assessments (STAR Reading, STAR Math, and STAR Early Literacy) and progress-monitoring tools to generate a continuous stream of feedback on the effectiveness of instructional approaches and interventions. These assessments provide data on how students are progressing in relation to proficiency standards with outcome measurements—much like the measurements used in high-stakes standardized tests—and they may be used to predict performance on summative tests. Teachers and school leaders are trained specifically on the interpretation of data and the use of that data to differentiate and adapt their instruction to maximize the growth of all learners.

6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing

Both the amount and quality of instruction will be expanded for all students, with special emphasis on the core skills of reading, math and writing. SetPoint will assist schools in restructuring schedules to protect academic learning time, and to provide additional time for students who need the most support. Instructional time will include ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

The SetPoint transformation team will work to institute adjustments in time allocations and scheduling to give heightened emphasis on the three core subjects of reading, mathematics, and writing.

- READING: Determining up to 75% of academic achievement, reading will make up a large portion of the school day. The SetPoint model strives to create a culture of reading with the goal for all students to read at or above grade level. This serves as the foundation of acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts.

- MATH: The foundations for all mathematics is computational fluency which starts with developing automaticity in math facts at appropriate

levels for the student's grade, and remediating students who have not achieved those levels. Conceptual understanding, another essential element in mathematical fluency, will be achieved by solid instruction and a sound curriculum selected and demonstrated with strong participation from the SetPoint team. Additionally time will be allotted to procedural and problem-solving fluency which will be achieved through practice working problems linked to objectives and standards.

- WRITING: Closely connected to reading, writing competence contributes to academic success across the content areas. School activities will be selected from the strategies identified by the Carnegie Corporation's Writing Next study (2007) as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers.

7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective.

SetPoint specialists will work side by side with teachers to improve lesson planning and classroom management, eliminating wasted time and emphasizing an element of Academic Learning Time usually underemphasized in most curricula – time for practice of acquired skills. Research on Academic Learning Time clearly indicates that practice time is as important as time for explicit instruction. Additionally recent brain research has reinforced this point by discovering that neural pathways broaden and become more efficient with repeated practice of skills and processes.

- In reading, the initial tasks to practice are those that develop the skills required for independent reading. After that, the key task is reading books at appropriate levels and with high comprehension (90% or more), monitored by regular quizzing.

- In math, the initial priority is practicing math facts (addition, subtraction, multiplication and division) to the point of automaticity, the practicing problem-solving skills linked to standards.

- In writing, the initial priority is practice in keyboarding, followed by practice using various strategies that have been proven by research to build effective written communications.

In reading, mathematics and writing, practice will be frequent (short daily sessions), at appropriate levels of challenge, and monitored. The Renaissance Learning technology employed in these three key curricular areas manages practice process and collects data that permit direct measurement of practice time.

RLI Practice Management Software Description and/or Z-Plans
Renaissance Learning products and services provide educators the necessary technology tools and professional development for the purpose of creating research-based, data-focused instructional improvement systems. Renaissance Learning offers customized plans for schools, districts, and regional and state agencies to set targets and goals that support a

data-driven model for learning. Renaissance Learning products, when implemented with fidelity, will impact the essential skills of reading, mathematics, and writing—accelerating learning for all students.

The following plans detail Renaissance Learning's recommended implementation for data-driven schools. Called 35Z90 (reading), Z4 (math), and NEO™ (writing) all three plans stress differentiated instruction and practice to help each student reach individualized goals. The plans are summarized as follows:

35Z90 (Reading)

Determining up to 75% of academic achievement, reading must make up a large portion of the school day, especially in elementary years but even through grade 12. The goal is for all students to read at or above grade level, which then serves as the foundation for acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts. The reading goals outlined in the 35Z90 plan include:

- **K-2:** Explicit instruction, frequent assessment of early literacy skills, and time for read-to and read-with activities, to get each student to independent reader status as early as possible.
- **1-12:** Appropriate instruction and substantial independent reading practice time (at least 35 minutes/day) to ensure that each student maintains or exceeds grade-level reading comprehension.

Z4 (Math)

The Z4 math plan follows the three elements defined by the National Math Panel as the basis for higher mathematical literacy that supports achievement in the physical and social sciences, as well as preparation for college and a career. The foundation for all mathematics is computational fluency. That starts with developing automaticity in math facts at appropriate levels for the student's grade, and remediating students who have not yet achieved those levels. The other two elements are conceptual understanding—achieved through good instruction using a sound district curriculum—and procedural and problem-solving fluency—which is achieved through practice working problems linked to objectives and standards. The goals of the Z4 plan are:

- **K-1:** Explicit instruction in early numeracy skills.
- **2-5:** Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with focus in the first part of each year on achieving automaticity in math facts.
    - Suggested grade-level targets are:
        - 2nd: Addition
        - 3rd: Subtraction
        - 4th: Multiplication
        - 5th: Division
- **5-12:** Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with remediation if necessary and continued proof of mastery of math facts mastery.

NEO (Writing)

Closely connected to reading, writing competence contributes to academic success across the content areas. Activities are selected from the strategies identified by the Carnegie Corporation's Writing Next study as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers. The NEO plan also adds enabling technology that will benefit all subject areas, and most importantly, all students. The goals of the NEO plan for writing include:

- Use portable wireless laptops, begin keyboarding instruction by 3rd grade and continue to improve skills, speed, and accuracy through grade 12.
- Commence and continue word-processing instruction and practice in parallel with keyboarding practice, throughout all grades.
- Devote sufficient time throughout all grades to writing to prompts, writing with peer and teacher feedback, sharing writing, and writing through the content areas.
- Use throughout the school day and across the curriculum, providing technological support for formative assessment, assessment for learning.

Each plan is a well delineated piece of the larger Data-Driven School plan that connects the STAR assessments to relevant applied reading and math skills practice, along with technology-assisted writing practice.

Professional development will be supplied throughout the district or school to equip faculty to integrate 35Z90, Z4, and NEO plan practice into the school day, and to make the best use of data from the technology systems to monitor students' practice, provide interventions where necessary, and ensure that all students succeed.

8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing and other subject areas, and greater flexibility in regular formative assessment

NEOs

The SetPoint program includes a NEO 2™ laptop for every student in grades 2–12. NEOs contribute in a variety of ways to school improvement: They significantly increase "academic learning time" (ALT) for reading and math skills practice as well as provide every student with instant, unlimited access to word processing for writing practice.

Specially designed for schools, NEO 2 laptops are easy for students to use, and they run up to a full year on three AA batteries. The NEO 2s can connect wirelessly to Renaissance Place versions of Accelerated Reader and MathFacts in a Flash for just-in-time quizzing and math practice, and they can be used to submit work to Accelerated Math. This wireless connectivity to Renaissance programs can immediately increase academic learning time (ALT)—that vital commodity that maximizes student achievement by delivering practice at the right level of difficulty (ZPD) to accelerate student learning and motivation. A NEO for every child means that a student need never wonder what to do next, never wait to engage in Accelerated Reader quizzing or math-facts practice. And with built-in keyboarding and word processing software students will never need to wait for computer lab time to practice their keyboarding skills or begin creating documents up to research-paper length. NEOs also include quiz-building software so that teachers can increase formative assessment with

their own teacher-made tests, and quizzes can easily be differentiated for groups of learners or individual students. Each NEO can also function as a responder, so students can give real-time feedback to teachers on what's being learned and whether there are gaps that need to be addressed, further increasing the efficiency and effectiveness of instruction.

9. Comprehensive and continuous reporting both written and online, to all stakeholders on the status of improvement and student achievement.

Each SetPoint specialist writes a work report for each day of work in the school. The content of this report are aligned to the five essential practices, and it includes a weekly update of the fidelity of implementation of Renaissance Learning products being used in the school. This report provides a summary of all important activities that took place on that date. It enumerates strengths and weaknesses; the specialist begins immediately to select strategies to address weaknesses found. The specialist ends each day reporting his or her findings in the school. Each week, these reports are sent to the superintendent of schools.

Renaissance Place is a cohesive system that houses all Renaissance software and student information. At any time and from any Web-enabled computer, educators, administrators, and parents can log in to access vital data relevant to their needs. Administrators also have access to the Renaissance Place Dashboard, a single screen within Renaissance Place, with easy-to-read graphs and other metrics that show school- or district-wide reading and math performance and progress, by grade level or demographic group. This offers a snapshot of plan implementation, making it easier for principals and district administrators to stay apprised of successes that should be communicated and celebrated - making overall communication with all stakeholders more immediate and accurate. Renaissance Home Connect facilitates home and school communications by providing a direct link to parents, allowing them access to their student's daily progress, home practice, and activity. Parental involvement is recommended in Response to Intervention settings and required under the federal IDEA. The data is provided by Renaissance Learning's daily use products and therefore does not require additional teacher time to enter.

Renaissance assessment and practice-monitoring programs also facilitate communication with all stakeholders—including students and parents—about individual student performance and growth toward personalized goals. Each STAR assessment features a proprietary Goal-Setting Wizard that provides on-the-spot guidance for setting student goals. The software then automatically plots progress toward that goal on the Student Progress Monitoring Report. Teachers can select a moderate or ambitious goal for the student (based on national data), or they can create a customized goal. Either way, students and parents are able to see and articulate academic expectations in reading and math and know what is required to attain proficiency. A number of reports generated by the STAR assessments, most notably the Parent Report and the Diagnostic Report, help educators communicate the performance standards and individual progress toward proficiency to

parents. Parent reports are available in multiple languages to facilitate parent and teacher communications.

One of the SetPoint goals is to provide opportunities for communication with parents and caregivers. The Renaissance Place Real Time Enterprise version of Accelerated Reader subscriptions are included in the 35Z90 plan at no extra fee for parents, grandparents, and caregivers, so generations of family can be fully engaged in the children's reading program. Renaissance Learning also encourages events called Community Reading Nights, which have been successful in many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect™, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math facts or reading practice online.

Weekly communication through the Renaissance assessment and practice-monitoring programs also facilitate communication with all stakeholders—including students and parents—about individual student performance and growth toward personalized goals. Each STAR assessment features a proprietary Goal-Setting Wizard that provides on-the-spot guidance for setting student goals. The software then automatically plots progress toward that goal on the Student Progress Monitoring Report. Teachers can select a moderate or ambitious goal for the student (based on national data), or they can create a customized goal. Either way, students and parents are able to see and articulate academic expectations in reading and math and know what is required to attain proficiency. A number of reports generated by the STAR assessments, most notably the Parent Report and the Diagnostic Report, help educators communicate the performance standards and individual progress toward proficiency to parents. Parent reports are available in multiple languages to facilitate parent and teacher communications.

With Renaissance Home Connect™, our Web-based parent portal, the student has access to extended practice opportunities in Accelerated Math and MathFacts in a Flash and can share progress in both math and reading with parents, getting that extra support and motivation at home that is often the missing element needed to maximize achievement. Renaissance Learning also encourages events called Community Reading Nights, which have been successful at many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math-facts practice online.

In addition to all of the Renaissance Learning products and tools, with SetPoint, the School Improvement Consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three

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meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments. Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn from parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

The reading, math and writing data that is provided throughout the school year will be used to guide the school and district on summer school implementation.

10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiency in delivering differentiated instruction, practice, and remediation.

RLI RTI information and approach

Renaissance Learning's STAR tests are rigorous formative assessments that are recognized as valid and reliable. Each is highly rated for both screening and progress monitoring by the U.S. Department of Education's National Center on Response to Intervention (NCRTI). STAR Reading, STAR Math, and STAR Early Literacy received the highest rating of "Convincing Direct Evidence" in eight of nine categories for progress-monitoring tools reviewed by NCRTI. All three assessments also received the highest ratings in three individual categories for screening, the most of any reviewed products in their respective categories.

School Performance Rubric Rating Sheet

School _____

Consultant_____

Indicators / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. Guaranteed, Viable Curriculum (Planning). The state curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the frameworks. **First** _____ **Mid-year** _____ **End of year** _____	• ALL daily lesson plans are **connected** to state assessment objectives, having assessment blueprints and sample test items as the **primary source of instructional planning.** • ALL daily lesson plans **are comprehensive, include appropriate attachments, evidence careful planning,** and **are available for review.** • ALL teachers know the **assessment emphasis** of the day's lesson.	• **Most** daily lesson plans are **connected** to state assessment objectives, having assessment blueprints as the **primary source of instructional planning.** • **Most** daily lesson plans **are comprehensive, carefully planned,** and **available for review.** • **Most** teachers know the **assessment emphasis** of the day's lesson.	• **Some** lesson plans are **connected** to state assessment objectives, and assessment blueprints are not necessarily the **primary source of instructional planning.** • Some lesson plans are **comprehensive, carefully planned,** and **available for review.** • **Some** teachers know the general **assessment emphasis** of the day's lesson.	• **Few** lesson plans are **connected** to state assessment objectives; the assessment blueprints are not the **primary source of instructional planning.** • **Few** lesson plans **are comprehensive, carefully planned,** and **available for review.** • **Few** teachers know the **assessment emphasis** of the day's lesson.
. Culture, Climate, and Classroom Management. The climate of the school and each classroom reflects the protection of instructional time and high expectations for all students. Students are on-task and actively engaged in meaningful learning. **First** _____ **Mid- year** _____ **End of year** _____	• ALL students are **on-task** and **deeply engaged** in appropriate learning for the entire class period in an **atmosphere supportive of student achievement** (relaxed but work oriented). • Systems are in place for effective classroom management of **discipline** and **daily procedures** (routines are evident). • **Instructional time is protected** with few classroom interruptions to learning and when these occur, transitions are managed to speedily get students back to task. • ALL teachers **solicit and respect** student input. • ALL teachers demonstrate through conversation and instructional strategies **high expectations for ALL students.**	• **Most** students are **on-task** and **deeply engaged** in appropriate learning for the entire class period in a **supportive atmosphere.** • Systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is protected** with few classroom interruptions. • **Most** teachers **solicit and respect** student input. • **Most** teachers demonstrate through conversation and instructional strategies **high expectations for students.**	• **Some** students are **on-task** and/or **engaged** in appropriate learning in a **supportive atmosphere.** • **Some** systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is not well protected** with more than a few classroom interruptions. • **Some** teachers **solicit and respect** student input. • **Some** teachers demonstrate **high expectations for students.**	• **Few** students are **on-task** and/or **engaged** in appropriate learning in a **supportive atmosphere.** • **Few** systems are in place for effective classroom management of **discipline** and **daily procedures.** • **Instructional time is not protected;** classroom interruptions (including field trips, assemblies, and intercoms) are part of the normal school day. • **Few** teachers **solicit and respect** student input. • **Few** teachers demonstrate **high expectations for students.**

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Indicators / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. Academic Engagement (Instructional Delivery). The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences. **First** _____ **Mid- year** _____ **End of year** _____	• **ALL** teachers utilize learning activities that are **appropriately introduced** and **relevant** to students. • **ALL** teachers utilize the principles of **differentiated instruction** and give **sufficient time to each topic**. • **ALL** teachers have **positive, appropriate relationships** with students. • **ALL** teachers utilize learning activities that are **planned to engage students**, are **hands-on and involved**, and **exhibit best practice strategies** and **varied levels of complexity**. • **ALL** teachers use **effective questioning techniques** and **checks for understanding**, adjusting instruction based on student needs.	• **Most** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Most** teachers utilize the principles of **differentiated instruction** and gives **sufficient time to each topic**. • **Most** teachers have **positive, appropriate relationships** with students. • **Most** teachers utilize learning activities that are **planned to engage students**, are **hands-on and involved**, and **exhibit best practice strategies**, and **varied levels of complexity**. • **Most** teachers use **effective questioning techniques** and **check for understanding regularly**.	• **Some** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Some** teachers utilize of the principles of **differentiated instruction** or need to re-evaluate giving **sufficient time to each topic**. • **Some** teachers have **positive, appropriate relationships** with students. • **Some** teachers utilize learning activities that are **planned to engage students**, at least attempting to have **hands-on and involved, best practice strategies**, and **varied levels of complexity**. • **Some** teachers use **some effective questioning techniques** and periodically (but not daily) **check for understanding**.	• **Few** teachers utilize learning activities that are **appropriately introduced** and **relevant**. • **Few** teachers utilize principles of **differentiated instruction** and/or do not give **sufficient time to each topic**. • **Few** teachers have **positive, appropriate relationships** with students. • **Few** teachers utilize learning activities that are **planned to engage students** in **hands-on, involved, best practice strategies** at **varied levels of complexity**. • **Few** teachers use **effective questioning techniques** and **rarely check for understanding**.
. Student Achievement Monitoring (Assessment). Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments. Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities. **First** _____ **Mid- year** _____ **End of year** _____	• Assessments **are tied to state testing objectives** or assessment strands. • Assessments are **appropriate for the expected outcome**. • Daily classroom assessments **mirror the complexity and format of state assessments**. • **ALL** teachers use State **sample test items appropriately** (i.e. not solely pulling them out the week before the test for a quick review). • **ALL** teachers use daily classroom assessment results to **inform further instructional planning**.	• **Most** assessments **are tied to state testing objectives** or assessment strands are **appropriate for the expected outcome**, and **mirror the complexity and format of state assessments**. • **Most** teachers use State **sample test items appropriately**. • **Most** teachers use daily classroom assessment results to **inform instructional planning**.	• **Some** assessments **are tied to state testing objectives** or assessment strands, are **appropriate for the expected outcome**, and **mirror the complexity and format of state assessments**. • **Some** teachers use **state sample test items, but could do so more appropriately**. • **Some** teachers use daily classroom assessment results to **inform instructional planning**.	• **Few** assessments **are tied to state testing objectives** or assessment strands, are **appropriate for the expected outcome**, and/or **mirror the complexity and format of state assessments**. • **Few** teachers **use** State sample test items appropriately. • **Few** teachers **use** daily classroom assessment results to **inform instructional planning**.

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Indicators / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
. Resource Utilization. The school utilizes ALL resources (i.e., time, personnel, scheduling, technology, media, knowledge, etc.) in an appropriate manner, focusing efforts on the activities that will most directly influence positive student achievement results. **First** _____ **Mid- year** _____ **End of year** _____	• The school leadership is fully aware of **ALL** resources available (including funding, teacher units, equipment, etc.). • **ALL** school resources are focused on strategies that are directly aligned with building instructional and organizational capacity.	• The school leadership is aware of **most** resources available (including funding, teacher units, and equipment) and supervises and directs utilization. • **Most** school resources are focused on strategies that are directly aligned with building instructional and organizational capacity.	• The school leadership has knowledge of **some** resources available, but may not take responsibility for implementation. • **Some** school resources are focused on strategies that appear to be aligned with building instructional and organizational capacity.	• The school leadership has limited knowledge of resources available and leaves control and oversight of resources to others. • **Few** school resources are focused on strategies aligned with building instructional and organizational capacity.
. Supervision of Instruction. The administrative team (principal, assistant Principals, lead teachers, district-level staff, etc.) appropriately and effectively evaluates the classroom effectiveness of the entire school staff on a consistent, organized basis and takes ownership in the process with the goal of improving professional practice and increasing student achievement. **First** _____ **Mid-year** _____ **End of year** _____	• **ALL** administrative team members evaluate classrooms daily, utilizing an **established evaluation** format based on the JBHM observation instrument that **ALL staff have been trained to meet** and provide **constructive feedback and assistance** on identified areas for improvement (20 per week). • **ALL** members of the administrative team are involved in **instructional and organizational** effectiveness evaluations. • Members of the administrative team **always** take ownership, embrace, and lead the school performance process with positive results. • Administrative team members **always** provide quality and consistent post-observation feedback and effective support (job-embedded professional development) resulting in improvement of staff professional practice.	• Administrative team evaluates **most** classrooms daily, utilizing an **established format** based on the JBHM observation instrument and providing **feedback** (10 to 15 per week). • **Most members** of the administrative team evaluate program and instructional effectiveness. • Members of the administrative team take **much** ownership, **mostly** embracing and leading the school performance process with **many** positive results. • Administrative team members provide **much** post-observation feedback and effective support (job-embedded professional development) resulting in improvement of staff professional practice.	• Administrative team evaluates **some** classrooms at some point in the week, but without pattern, format, and/or on a limited basis (less than 10 per week). • **Some** members of the administrative team evaluate program and instructional effectiveness. • Members of the administrative team are taking **some** ownership and **somewhat** embracing and leading the school performance process with **some** positive results. • Administrative team members provide **some** post-observation feedback and effective support (job-embedded professional development) resulting in **some** improvement of staff professional practice.	• Administrative team evaluates **few** classrooms at some point in the week, but without pattern, format, and/or on a limited basis (less than 5 per week). • **Only** one administrator, usually the principal or designee, evaluates program and instructional effectiveness. • Members of the administrative team take little or no ownership, **with little or no** embracing and leading the school performance process. • Administrative team members provide **little or no** post-observation feedback and effective support (job-embedded professional development) for improvement of staff professional practice.

** For each indicator, **Advanced** requires 100% of teachers/staff (including non-tested areas) meeting the criteria; **Proficient,** more than 75%; **Basic,** 50 to 75%; and **Minimal,** less than 50%.

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Sarah Davis

School Leadership Performance Rubric

Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
1. **Guaranteed, Viable Curriculum (Planning).** School leadership ensures that the state curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with curriculum and assessment standards.	• School leadership implements and provides guidance for standards-based common planning that is ongoing, consistent, organized, systematic, collaborative, documented, and allows for vertical and horizontal planning. • School leadership **consistently** requires and monitors teachers' standards-based lesson plans that are comprehensive, include appropriate attachments, evidence careful planning, and are available for review. • School leadership demonstrates understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and guides all instructional staff in the creation and implementation of assessment-driven instructional plans. • School leadership adheres to an established routine for consistently reviewing lesson plans, providing corrective support and feedback to teachers regarding their plans, and requires that changes are made when necessary.	• School leadership provides guidance for planning through a systematic structure of documented common planning with **much** collaboration, vertical, and horizontal alignment but **improvements can be made** in the implementation of this practice. • School leadership requires and monitors teachers' lesson plans and ensures that plans are **mostly** standards-based, comprehensive, include appropriate attachments, evidence careful planning, and are available for review. • School leadership demonstrates understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and guides **most** teachers in the creation and implementation of assessment-driven instructional plans. • School leadership **mostly** adheres to an established routine for reviewing lesson plans and provides corrective support and feedback to **most** teachers regarding their plans and **usually** requires that changes are made when necessary.	• School leadership provides **some** guidance for planning but planning is not fully standards-based or as consistent and systematic as it should be. • School leadership requires and monitors teachers' lesson plans but plans **do not fully** reflect state assessment and curriculum standards. • School leadership demonstrates **some** understanding of assessment-driven lesson planning but does not fully understand and internalize the range and complexity of state and national assessment or guide teachers in the creation and implementation of assessment-driven instructional plans. • School leadership engages in **somewhat** routine reviewing of lesson plans, but provides **limited corrective support** and feedback to teachers regarding their plans.	• School leadership **does not** implement and provide guidance for standards-based common planning. • School leadership **may require** and monitor teachers' lesson plans **but not** in a manner that is consistent and systematic or based on state assessment and curriculum standards. • School leadership **does not** demonstrate understanding of assessment-driven lesson planning that addresses the range and complexity of state and national assessment and **does not** guide teachers in the creation and implementation of assessment-driven instructional plans. • School leadership **does not** adhere to an established routine for consistently reviewing lesson plans and **does not** effectively provide corrective support and feedback to teachers regarding their plans.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
2. Culture, Climate, and Classroom Management. School leadership ensures that the school and classroom climates and culture reflect the protection of instructional time and high expectations for ALL students. School leadership ensures that students are on-task and actively engaged in the learning process.	• School leadership monitors building and classroom management for consistent implementation of discipline policies, high expectations, and protection of instructional time and communicates clearly with teachers regarding disciplinary action taken. • School leadership **consistently implements** the district and school discipline policies and procedures establishing an environment that is safe, orderly, and that communicates **high** learning expectations. • School leadership implements practices that ensure the timely implementation and communication of disciplinary action with appropriate school and district personnel as well as with parents. • School leadership **consistently** monitors engagement rate of students and provides **effective** support to teachers **resulting in improved professional practice** that in turn results in **consistently** high rates of student engagement.	• School leadership monitors building and classroom management for implementation of the discipline policies, high expectations, and protection of instructional time **most** of the time and **generally** communicates clearly with teachers regarding disciplinary action taken. • School leadership implements the district and school discipline policies and procedures consistently **most** of the time establishing an environment that is **mostly** safe, orderly, and that communicates **fairly high** learning expectations. • School leadership implements strategies that **mostly** ensure the timely implementation and communication of disciplinary action **most** of the time with appropriate school and district personnel as well as with parents. • School leadership **often** monitors engagement rate of students and provides support to teachers that **mostly** results in **improvement** of student engagement rates.	• School leadership **has a process** for monitoring building and classroom management but the process **does not** result in consistent implementation of the school discipline policies, high expectations, and protection of instructional time. • School leadership makes **some** attempt to consistently implement the district and school discipline policies and procedures but the school environment is **not** as safe, **not** as orderly, and **not** as representative of high expectations for students and staff as it should be. • School leadership **has a practice** of communicating disciplinary action with appropriate school and district personnel or with parents but the practice **is not** consistent or timely. • School leadership **sometimes** monitors engagement rate of students but feedback and support to teachers does not result in **sufficient** improvement in student engagement rates.	• School leadership **has no systematic process** for monitoring building and classroom management. • School leadership **does not** consistently implement the district and school discipline policies and procedures resulting in an environment that is **not** safe, **not** orderly, and **not** representative of high expectations for students **or** staff. • School leadership **does not** practice timely implementation and communication of disciplinary action with appropriate school and district personnel or with parents. • School leadership **does not** demonstrate sufficient knowledge of or skill in monitoring student engagement rate and provides **little or no support** to teachers to improve student engagement rates.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
3. Academic Engagement (Instructional Delivery). School leadership ensures that school-wide practices (including classroom) reflect the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions, an understanding of student learning needs and differences and the effective instructional delivery of the Guaranteed Viable Curriculum.	• School leadership implements **practices that ensure** the implementation of the Guaranteed Viable Curriculum that offers **all** students appropriate opportunity to learn information and skills for which they will be held accountable. • School leadership establishes **consistent, effective, and ongoing school-wide practices** that support teachers' development and implementation of standards-based best practice instructional plans. • School leadership demonstrates **extensive** knowledge of best practice researched-based instruction and **effectively transfers** that knowledge to the instructional staff. • School leadership practices **consistent laser-like focus** on effective processes that lead and support teachers in expanding and applying their knowledge of and use of effective research-based instructional practices.	• School leadership implements **many** practices to ensure implementation of the standard-based Guaranteed Viable Curriculum. Practices are effective but **expansion could improve** student achievement further. • School leadership establishes school-wide practices that support teachers' development and implementation of standards-based best practice instructional plans. **Benefit could be gained** from improvements in effectiveness, consistency, and frequency. • School leadership demonstrates **adequate** knowledge of best practice researched-based instructional practice and **works to transfer** that knowledge to the instructional staff. • School leadership has **many** practices and processes in place to lead and support teachers in expanding and applying their knowledge of and use of effective research-based instructional practices.	• School leadership implements **some** practices to ensure the implementation of a standard curriculum **but not necessarily** the Guaranteed Viable Curriculum. • School leadership implements **some** practices that support teachers' development of standards-based best practice instructional plans but **practices lack** thorough knowledge and **are inconsistent.** • School leadership demonstrates **some** knowledge of standards-based instructional practice but **does not always** apply the knowledge appropriately. • School leadership implements **some** processes and practices to lead and support teachers in expanding their knowledge of and use of effective research-based instructional practices but **improvements should be** made in appropriateness, consistency, and frequency of these practices.	• School leadership **does not** implement practices that ensure the implementation of the Guaranteed Viable Curriculum. • School leadership **does not** establish consistent and effective school-wide practices that support teachers' development of standards-based best practice instructional plans. • School leadership demonstrates **limited knowledge** of best practice researched-based instructional practice. • School leadership **does not** have effective processes and practices in place to lead and support teachers in expanding their knowledge of and use of effective research-based instructional practices.

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Indicators ⇩ / Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
4. Student Achievement Monitoring (Assessment). School leadership ensures that student progress is monitored frequently, using assessment strategies that reflect those used in state and national assessment, that assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities, and that needs of all students are met through an effective system of intervention.	• School leadership works with staff to analyze student data including AYP determinations and individual student proficiency in an **ongoing** fashion to **effectively** identify, analyze, and make needed changes to instructional programs and resources **resulting in** increased student achievement. • School leadership emphasizes and conveys the importance of state and national assessment systems to faculty, students, parents and the community. • School leadership **clearly demonstrates thorough** understanding of the degree of difficulty of state and national assessment and **effectively implements and monitors** school-wide practices that reflect this understanding and focus. • School leadership **insists upon and implements** the practice of back-loading instruction from assessment and instructional standards to ensure that instruction reflects the degree of difficulty of state and national assessments. • School leadership **establishes, monitors, and makes needed changes** to intervention programs and processes and ensures that intervention strategies are implemented effectively in and outside of the classroom. • School leadership guides and supports teachers in an **ongoing urgent** fashion in analyzing daily classroom assessment results and **continually supports** teachers in utilizing analysis for further instructional planning and practice.	• School leadership implements **many** practices to analyze student data with the goal of increasing student achievement but **improvements can be made** in frequency, collaboration with all staff, and thorough understanding. • School leadership takes initiative in emphasizing the importance of state and national assessment with **most** members of the school community and with a **fairly** well developed plan of implementation. • School leadership demonstrates understanding of the degree of difficulty of state and national assessment and implements and monitors **many** school-wide practices that reflect this understanding. • School leadership implements the practice of back-loading instruction from assessment and instructional standards **most** of the time which results in **most** instructional practices reflecting the degree of difficulty of state and national assessments. • School leadership establishes and monitors **many** strategies for interventions in and outside of the classroom but **improvements should be made** in ensuring that processes are resulting in increased student achievement in a timely manner. • School leadership **often** guides and supports teachers in analyzing daily classroom assessment results and **generally** supports teachers in utilizing analysis for further instructional planning and practice.	• School leadership implements **some** practices to analyze student data with the goal of increasing student achievement but **efforts are sporadic and without pattern, ongoing** focus, and/or **understanding.** • School leadership takes **some** initiative in conveying the importance of state and national assessment on a **sporadic** basis with **no fully developed** plan and with **limited involvement** from members of the school community. • School leadership demonstrates **some** understanding of the degree of difficulty and the necessity to focus on state and national assessment standards but **does not demonstrate through practice thorough knowledge** of level of difficulty. • School leadership may implement **some** practice of back-loading instruction from assessment and instructional standards but implementation is **not focused or systematic.** • School leadership establishes **some** strategies and processes for student intervention in and outside of the classroom but **does not fully** plan, monitor, or lead the efforts. • School leadership has **some** understanding regarding classroom assessment results for further instructional planning but **does not** effectively lead teachers to analyze and use the results.	• School leadership **does not** fully understand and implements **few** practices to analyze student data. • School leadership **does not** fully understand or covey the importance of state and national assessment systems to faculty, students, parents and the community. • School leadership demonstrates **little or no** understanding of the degree of difficulty of state and national assessment. School-wide practices reflect that **lack of understanding.** • School leadership **does not** effectively implement the practice of back-loading instruction from assessment and instructional standards. • School leadership **does not** fully understand, implement, assist teachers with, or monitor effective systems of intervention in and outside of the classroom. • School leadership **does not** fully understand or support teachers in analyzing daily classroom assessment results for further instructional planning.

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Indicators ⇩	Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
5. **Resource Utilization.** School leadership utilizes ALL resources (i.e., time, personnel, scheduling, technology, media, knowledge) in an appropriate manner, focusing efforts on the activities that will most directly influence positive student achievement results and improved professional practice.		• The school leadership is **fully aware** of and **effectively utilizes all** resources available (including funding, teacher units, equipment, etc.) **resulting in** improved student achievement. • School leadership **implements practices** that align and focus **all** resources on improved building instructional and organizational capacity. • School leadership organizes daily, monthly, and yearly schedules that protect instructional time and **effectively utilize all** personnel resulting in meeting **all** students' needs, **high** student achievement, and **superior** professional practice. • School leadership **implements and monitors effective** policies, processes, and practices in place that **result in exceeding requirements** of state and federal accountability and accreditation **from year to year.**	• The school leadership is aware of and utilizes **most** resources available (including funding, teacher units, and equipment) to focus on increased student achievement. • School leadership **focuses most** resources on strategies that are **directly aligned** with building instructional and organizational capacity. • School leadership organizes **most** daily, monthly, and yearly schedules to protect instructional time and **effectively utilizes most** personnel resulting in **meeting most** students' needs, high student achievement, and improved professional practice. • School leadership has **sufficient** policies, processes, and practices in place that result in **meeting** requirements of state and federal accountability and accreditation **from year to year.**	• The school leadership has knowledge of **some** resources available, but **not all resources are focused** toward increased student achievement. • School leadership focuses **some** resources on strategies that **are sometimes aligned** with building instructional and organizational capacity. • School leadership **attempts** to organize **some** schedules with **limited success** in protecting instructional time and the best use of all personnel and other resources. • School leadership has **some** policies, processes, and practices in place to meet requirements of state and federal accountability and accreditation but practices are **not** systematic and systemic and **do not always** result in annual improvement.	• The school leadership has **limited knowledge** of resources available or **ineffectively focuses** resources toward increased student achievement. • School leadership efforts **are not focused** on strategies aligned with building instructional and organizational capacity. • School Leadership **does not** effectively or appropriately organizes daily, monthly, and yearly schedules that protect instructional time and **does not** effectively utilize resources. • School leadership has **insufficient** policies, processes, and practices in place to ensure meeting requirements of state and federal accountability and accreditation from year to year.

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Indicators ⇩	Levels of Performance ⇨	4: Advanced Implementation	3: Proficient Implementation	2: Basic Implementation	1: Minimal Implementation
6. **Supervision of Instruction.** The administrative team (principal, assistant Principals, lead teachers, district-level staff, etc.) led by the principal appropriately and effectively evaluates the classroom effectiveness of the entire school staff on a consistent, organized basis and takes ownership in the process with the goal of improving professional practice and increasing student achievement.		• The building principal and all administrative team members evaluate classrooms daily, utilizing an established evaluation format based on the JBHM observation instrument. (20 evaluations per week) • The building principal and **all** members of the administrative team are involved in instructional and organizational effectiveness evaluations. • The building principal and **all** members of the administrative team take **personal and thorough** ownership of, embrace, and lead the school performance process with positive results. • The building principal and **all** administrative team members **always provide quality, consistent,** and timely post-observation feedback and **effective** support (job-embedded professional development) **resulting** in improvement of instructional professional practice and increased student achievement.	• The building principal and **most** of the administrative team evaluate **most** classrooms daily, utilizing an **established** format based on the JBHM observation instrument and providing feedback (**10 to 15** evaluations per week). • The building principal and **most** members of the administrative team evaluate program effectiveness **most** of the time. • The building principal and **most** members of the administrative team take **adequate** ownership and **sufficiently** embrace and lead the school performance process with **adequate** positive results. • The building principal and **most** administrative team members **often** provide timely post-observation feedback and effective support (job-embedded professional development) resulting in improvement of instructional professional practice and increased student achievement.	• The building principal and some members of the administrative team **sometimes** evaluate **some** classrooms at **some** point in the week, but **without** pattern, format, and/or on a limited basis (**less than 10** per week). • The building principal and **some** members of the administrative team **sometimes** evaluate program effectiveness. • The principal and **some** members of the administrative team are taking **some** ownership, **somewhat** embracing and leading the school performance process but **without much sense of urgency.** • The principal and administrative team members provide **some** post-observation feedback and support with **limited affect** on improving practice.	• The building principal and administrative team **do not** evaluate or evaluate **few** classrooms without pattern, format, and consistency (**less than 5** per week). • The building principal and administrative team **seldom or do not** evaluate program effectiveness. • The building principal and administrative team **do not** take ownership nor embrace or lead the school performance process. • The building principal and administrative team provide **little or no** post-observation feedback and support (job-embedded professional development) for improvement of teacher professional practice.

For each indicator, Advanced requires 100% compliance; Proficient, more than 75%; Basic, 50 to 75%; and Minimal, less than 50%

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School/Teacher Performance Rubric

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
Guaranteeing an Essential Curriculum. The board-approved, essential curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the Guaranteed, Essential Curriculum (GEC).	**In addition to the Fundamental Practices:** • The teacher demonstrates evidence of behavior-changing practices based on assessment data, which include but are not limited to: o Differentiated instruction o Cognitive rigor, and o Scaffolding. • The teacher exemplifies the characteristics of a mentor-level teacher.	• Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. • IEPs are consistently a source of planning, instruction, and assessment.	• Lesson plans are not consistently comprehensive, carefully planned, or available for review. • Although the GEC documents are available, they are not consistently used as the primary source of instructional planning, classroom activities, and formal or informal assessment. • While lesson plans are aligned to state assessment objectives, the plans are not consistently implemented. • While there is some knowledge of the assessment emphasis of the day's lesson and some form of daily assessment, it does not reflect the rigor of the state assessment. • Although IEPs are a source of planning, accommodations are not in place in classroom activities.	• No evidence of lesson plans. • The GEC is not the primary source of instructional planning, classroom activities, and formal or informal assessment. • IEPs are not a source of planning or instruction.
Providing a School Culture and Climate Conducive to Learning.	**In addition to the Fundamental Practices:** • The teacher analyzes data to: o Determine if classroom management procedures and discipline are effective and are behavior-changing, and o Maintain or change plans as necessary. • The learning climate is rigorous, student-centered, and one of a community of learners.	• Systems and procedures are consistently implemented for effective classroom management and discipline. • Student input is consistently solicited and respected. • Student behavior reflects the teacher's high expectations for conduct. • All students are consistently respected.	• Although systems and procedures are in place for effective classroom management and discipline, they are not consistently implemented. • Student input is not consistently solicited and respected. • High expectations for student conduct are not consistently demonstrated. • Students are not consistently respected.	• Systems or procedures for appropriate and effective classroom management and discipline are not evident. • If a discipline plan is in place, no effort is made to direct behavior and no feedback is given to students. • Student input is not solicited and respected. • High expectations for student conduct are not demonstrated. • Students are not respected.

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School/Teacher Performance Rubric

Essential Practices ⇩ / Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
. Maximizing Academic Learning Time The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	**In addition to Fundamental Practices,** the teacher must analyze data to – • Most effectively utilize instructional time; and • Work with administration to recommend revision of allocated instructional time as needed to improve student achievement.	• Instructional time is consistently protected and maximized. • Administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary. • Best practice strategies are consistently planned and utilized for learning activities.	• The protection of instructional time is fragmented and inconsistent. • Administrative tasks delay instructional time. • Student engagement and redirection are minimal. • Learning activities that exhibit best practices are not consistently planned and used during instructional time.	• The allocated time for the lesson is neither protected nor maximized. • Time used for classroom administrative tasks is excessive. • Students are not actively engaged and off-task behavior is not redirected.
Monitoring Student Achievement Student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.	**In addition to Fundamental Practices,** the teacher must analyze assessment data to revise instruction to ensure that every student learns at rigorous levels.	• Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome. • Daily classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently. • Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments.	• Although assessments are used, they are not consistently aligned to state testing objectives (GEC), are not consistently appropriate for the expected outcome, and do not consistently mirror the complexity and format of state assessments. • State sample test items are not used consistently. • Classroom assessment results are rarely used to inform instructional planning.	• No assessments are used or they are not aligned to state assessment objectives (GEC), appropriate for the expected outcome or aligned to the complexity and format of state assessments. • No state sample test items or released items are utilized.

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School/Teacher Performance Rubric

Essential Practices ⇩	Levels of Performance ⇨	4: Best Practices (The school overall is at the Best Practices level if 100% of the teachers meet the requirements of this indicator.)	3: Fundamental Practices (The school overall is at the Fundamental Practices level if 76% to 99% of the teachers meet the requirements of this indicator.)	2: Minimal Practices (The school overall is at the Minimal Practices level if only 51% to 75% of the teachers meet the requirements of this indicator.)	1: Insufficient Practices (The school overall is at the Insufficient Practices level if less than 50% of the teachers meet the requirements of this indicator.)
Promoting Professional Practice		In addition to Fundamental Practices, the teacher exhibits continuous professional growth and actively engages in the professional growth of colleagues, resulting in improved student learning.	• The teacher meets professional training requirements and professional practice improves as a result. • The teacher collaborates with peers to improve professional practice through – o common planning, o professional learning communities, and o other organized teacher groups. • The teacher pursues additional opportunities to improve professional practice.	• Although the teacher meets professional training requirements, professional practice does not consistently improve.	• The teacher does not fulfill professional training requirements. • The teacher does not implement professional practice improvement in classroom performance. • The teacher does not take personal initiative to improve professional practice.

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ALL MODEL ELEMENTS WILL BE IMPLEMENTED AT THE BEGINNING OF THE 2010-2011 SCHOOL YEAR

Timeline Arkansas School Improvement Grant

YEAR 1-Trusty Elementary School–Ft. Smith

Analysis of school data and other pre-project information • student data audit • e-rate application for improving connectivity • current level of implementation of products and resources • technical readiness audit	Needs analysis—based on SetPoint rubrics, data, and other documentation
Kick off meeting administration and SetPoint team	Review contract and scope of work. Review materials and resources. Site visits.
Conduct Needs Assessment on-site including, but not limited to: • interviews and document/artifact review • classroom observations • review of student IEPs • Essential Practice rubrics • discipline and attendance data • professional development history and plans • school improvement plans • resource implementation audit and alignment • library audit	Gather data, review data, compile and report findings; utilize information for planning and development of Year 1 Action Step Accountability Plan. The plan will include data from the audits summarized and presented to the district/school as a basis for developing an integrated strategic plan (Action Step Accountability Plan) with training and implementation outcomes, short term goals, measures of success and timelines for year 1.
Set up for RLI resources including: 1. RDI (Renaissance Data Integrator) and training for school personnel responsible for technical support 2. NEO Manager software installation and set up of NEO carts with school personnel responsible for technical support 3. Ordering library resources to ensure adequate titles for school and classroom libraries 4. Curriculum alignment in preparation for Accelerated Math	RLI Technical Consultant(s) work with district staff to ensure software and hardware are ready for teacher use. 1. All installation and software set up is complete 2. RDI is working and school personnel responsible for technical support are trained 3. (if applicable) NEO Manager software installed and set up of NEO carts with school personnel responsible for technical support. 4. Set up checklist for prep for PD (everything downloaded and printers printing) Renaissance Consultant works with JBHM math coaches and school designees to align math objectives to any required state objectives or pacing guide. Standard objective lists will be developed for each grade level.

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All model elements will be implemented at the beginning of the 2010-2011 school year

Stage 1 Leadership Orientation & Training	Topics include: 1. Shared understanding of the long term school improvement strategy 2. Review goals for the year and the strategic plan for professional development (including the role of school "champions") and the responsibilities of school leadership. 3. Conduct self-evaluation on Essential Practice Performance Rubrics for classrooms and school leadership; reach consensus on ratings.
Librarian training and Library Set Up—Labeling books and organizing library	An RLI Librarian consultant will provide an overview of Accelerated Reader Best Practices, on strategies for maintaining a library that supports a culture of reading and will provide assistance and guidance in selecting (if necessary) and labeling books. This can be done during the first weeks of school training with teachers. If there are a number of schools, all librarians could be trained together in a single event, followed by two consecutive days for library set up at individual schools
Launch for entire staff	Articulation of first year improvement goals, staff expectations, professional development support strategy, what to expect in the improvement process, introduction of coaches and mentors
Begin mentoring school administration in the use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines.	Model collection of data on rubrics and observation tools to identify significant gaps in practice related to climate, time, instructional strategies, progress monitoring, and professional practice. Begin with the Building Walk-Through instrument and add the Student Engagement and Classroom Observation instruments as appropriate. Model accurate, timely, and specific feedback to teachers for administrators using coaching model in order to build capacity and confidence in providing feedback to teachers.
Introduce use of NEO 2 for Keyboarding practice	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in Keyboarding practice when other work is completed.
All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Administrative team sets screening window and defines process for getting all students tested. Teachers will need a basic introduction to STAR assessments including purpose, use of the software, hands on experience taking a test as a student and testing protocols. Requires 2-3 hours in a lab. Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.

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All model elements will be implemented at the beginning of the 2010-2011 School year.

Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and on-site consulting for basic use of AR, MFF and NEO 2. 2. First goals: - basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies - all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice. Training needed for beginning implementation of RLI products: • Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed. • Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately. RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

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All model elements will be implemented at the beginning of the 2010-2011 school year.

Implement strategies and resources for school wide and individual classroom improvement	• Review and revise as necessary the master schedule, student placement, staff assignment, etc. to maximize equity and quality of instruction for all students. • Alter scheduling as possible and necessary to include additional time for non-proficient students in core content areas and basic foundational reading and math skills. • Review and revise resource allocation including teaching resources to ensure alignment of curriculum, instruction, and assessment to state standards; discontinue use of resources and programs that are not aligned; revise procedures and practices in use of resources that are aligned; add as necessary where there are gaps in aligned and quality resources. • Alter scheduling as possible and necessary to allow common/collaborative planning time. • Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. • Establish partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. • Train and implement use of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). • Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. • Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. • Implement core components of Positive Behavior Intervention and Support with universal behavior screener. • Implement job expectations and personnel performance accountability plans for leadership and staff • Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). • Policy implementation or revision for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate • Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

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Services/Activities listed are on-going or progress monitoring-related

Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management
Conduct progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students.
Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
January testing of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be retested. Coaches available to ensure fidelity of testing environment and practices.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.

Services/Activities listed are on-going or progress monitoring-related

Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
Ongoing job embedded training on use of Accelerated math for first year implementers with on-site math consulting for first year math implementers throughout the semester	Consultant/coach will provide on-site and/or remote follow-up sessions for first year math implementers to systematically introduce teachers to Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
Leadership team review of year progress/planning for year 2	Specialists will review data, analyze successes and challenges of year 1 and work with school leadership to develop strategic plan for year 2.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps
Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.

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Services/Activities listed are on-going or progress monitoring-related

Stage 2 Leadership orientation/training	Consultant will conduct a full day leadership seminar on topics including: • Expanded use of the dashboard to monitor the implementation • Use of implementation rubrics for classroom observations • Tactics for communicating clear goals to the community. • Use of the reading Widget and Home Connect to enhance parent community involvement.
Training of Trainers for Reading	Consultants will work with a team of up to 10 teachers (literacy coaches and others) who are strong reading implementers and have leadership ability in an intensive 4-day training to build their capacity as internal experts to support their colleagues and help the school sustain the fidelity of the implementation over time.
Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

SERVICES/ACTIVITIES LISTED ARE ON-GOING OR PROGRESS MONITORING-RELATED

YEAR 2–Trusty Elementary School–Ft. Smith

Analyze student performance data and year 1 staff performance data.	Review data and begin planning for support to teachers for instruction and determine where training needs exist based on data.
Revise Action Step Accountability Plan.	Revise plan based on student performance data and the end-of-year status of performance on the Essential Practice rubrics.
Conduct year 2 kick off training .	Review process, strategies, and expectations for year 2; review progress in year 1 including outcome data for student performance and professional practice.
Continue school improvement activities of coaching and mentoring with school leadership and staff.	
All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.
Introduce use of NEO 2 for Keyboarding practice	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.

Services/Activities listed are on-going or progress monitoring-related

Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: - basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies - all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills. Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice. Training needed for beginning implementation of RLI products: • Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed. • Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately. RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

Services/Activities listed are on-going or progress monitoring-related

Continue to implement strategies and resources for school wide and individual classroom improvement	• Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. • Continue and revise partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. • Train and continue implementation of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). • Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. • Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. • Implement core components of Positive Behavior Intervention and Support with universal behavior screener. • Implement job expectations and personnel performance accountability plans for leadership and staff. • Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). • Review and revise as needed policies for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate. • Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

Services/Activities listed are ongoing or progress monitoring-related

Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management. Addition of Struggling Learner and other coaching services as needed based on student performance data, discipline and attendance data, and professional practice data
Conduct behavior screening and progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students
Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
January testing of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be retested. Coaches available to ensure fidelity of testing environment and practices.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
Ongoing job embedded training on use of Accelerated Math.	Consultant/coach will provide on-site and/or follow-up remote sessions for Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
Begin planning for Extended School Year.	

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Services/Activities listed are on-going or progress monitoring related

Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support
Student pre-registration notification and design of master schedule	
Plan course offerings for next school year	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
Leadership team review of year progress/planning for year 3	Specialists will review data, analyze successes and challenges of year 2 and work with school leadership to develop strategic plan for year 3.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

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SERVICE/ACTIVITIES LISTED ARE ON-GOING OR PROGRESS MONITORING-RELATED

YEAR 3–Trusty Elementary School–Ft. Smith

Analyze student performance data and year 2 staff performance data.	Review data and begin planning for support to teachers for instruction and determine where training needs exist based on data.
Revise Action Step Accountability Plan.	Revise plan based on student performance data and the end-of-year status of performance on the Essential Practice rubrics.
Conduct year 3 kick off training.	Review process, strategies, and expectations for year 3; review progress in year 2 including outcome data for student performance and professional practice
Continue school improvement activities of coaching and mentoring with school leadership and staff	
All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.
Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: - basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies - all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills. Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice. Training needed for beginning implementation of RLI products: • Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed. • Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately. RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.
Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.

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Services/Activities listed are ongoing or progress monitoring related

Continue to implement strategies and resources for school wide and individual classroom improvement.	• Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. • Continue and revise partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. • Train and continue implementation of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). • Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. • Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. • Implement core components of Positive Behavior Intervention and Support with universal behavior screener. • Implement job expectations and personnel performance accountability plans for leadership and staff. • Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). • Review and revise as needed policies for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate. • Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

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Services/Activities listed are ongoing or progress monitoring-related

Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
Conduct behavior screening and progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students.
Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
January testing of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be retested. Coaches available to ensure fidelity of testing environment and practices.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
Ongoing job embedded training on use of Accelerated math	Consultant/coach will provide on-site and/or follow-up remote sessions for Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
Begin planning for Extended School Year.	

Services/Activities listed are ongoing or progress monitoring related

Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support
Student pre-registration notification and design of master schedule	
Plan course offerings for next school year.	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
Leadership team review of year progress/planning for year 4	Specialists will review data, analyze successes and challenges of year 3 and work with school leadership to develop strategic plan for year 4.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps
Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

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SECTION B, PART 6 – 7:

B. DESCRIPTIVE INFORMATION: Services for Tier III schools

N/A

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SECTION B. PART 8:

B. DESCRIPTIVE INFORMATION: LEA Consultation

After careful review and consideration of all data including perceptual, all stakeholders felt that while the school should continue the partnership with JBHM, the efforts must be intensified. After the school was categorized as a Tier I school by the state the stakeholders decided more intensive School Improvement Assistance was needed. The Principal and District Office staff was made aware of the meticulous process the state went through in determining Tier I status. Upon review of that information coupled with the proven and past success of JBHM it was determined the school would write a SIG grant for a full School Improvement Transformation Model. We chose SetPoint as the model , as JBHM has proven successful over the past two years with Mrs.. Lavey and the staff at Trusty Elementary School.

Please review attached minutes/agendas from meetings held with district and stakeholders.

MEETING DOCUMENTATION

April 6, 2010

ACSIP Team Meeting Attending: ACSIP Team/JBHM/Admin

Discussed ACSIP Plan for next school year and work with JBHM

May 5, 2010

ACSIP Team Meeting Attending: ACSIP Team/JBHM/Admin

Discussed ACSIP Plan for next school year and work with JBHM

May 11, 2010

District Meeting Attending: JBHM/Central Office Staff

Year End Reporting of JBHM's work with District, barriers for next school calendar year and continuation of service

June 28, 2010

District Meeting Attending: JBHM/Central Office Staff

Discussion of Tier I status at Trusty Elementary School and moving from just JBHM To SetPoint with use of grant

July 14, 2010

District Meeting Attending: JBHM/Central Office Staff

Final decision to use SetPoint at Trusty Elementary and JBHM in 9 other district schools

July 22 & July 28, 2010

Grant Meeting Attending: JBHM rep/Parker Staff

Tech support offered during grant writing process

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Function codes ↓

	TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
2210	1. Developing teacher and school leader effectiveness	150,000	135,000	112,500	247,500	SIG
	Select a new principal					
	Make staff replacements					
2210	Support required, recommended and diagnostic strategies	45,000	45.000	30,000	120,000	SIG
1511	Change and sustain decision making policies and mechanisms/ grant manager	50,000	50,000	50,000	150,000	
2210	Change and sustain decision making policies and mechanisms	12,000	9,000	8,000	29,000	SIG
2210	Change and sustain operational practices	12,000	9,000	8,000	29,000	SIG
	Implement local evaluations of teachers and principal					
2210	Additional options (specify) Any of the required and permissible activities under the transformation model Math and Literacy Coaching for teachers	60,000	60,000	60,000	180,000	SIG
	Subtotal	329,000	308,000	268,500	905,500	SIG
	2. Reforming instructional programs					
2210	Develop data collection and analysis processes	30,000	30,000	30,000	90,000	SIG
2210	Use date to drive decision making	30,000	30,000	30,000	90,000	SIG
	Align curriculum vertically and horizontally					
1511	Additional options (specify) Any of the required and permissible activities under the transformation of new school model) NEO BOARDS/laptops/elmos/calculators/student take home books/software/printers/students lunches/snacks/ink cartridges/paper/supplies	377,774	25,000	0	402,774	SIG
	Subtotal	437,774	85,000	60,000	582,774	SIG
2210	3. Increasing learning team and creating community-oriented schools	10,000	13,500	12,000	35,500	SIG
	Increase learning time (extended day, week, or year)	120,361	87,365	0	207,726	
	Develop community partnerships that support the model					
2210	Implement parent and community involvement strategies for ongoing engagement and support	7,000	13,500	12,000	32,500	SIG
	Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
	Subtotal	137,361	114,365	24,000	275,726	SIG
	4. Flexibility and Sustained Support					
2210	Implement a comprehensive approach to school transformation	86,000	82,500	67,500	236,000	SIG
	Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
	Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
	Subtotal	86,000	82,500	67,500	236,000	SIG
	Total for Transformation Model	990,135	589,865	420,000	2,000,000	SIG

Trusty 293

☐ Initial Budget
☐ Amendment (No. _____)
☐ Revised Initial Budget
☐ Individual School Budget
☐ Regular

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date 06/30/2011

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Trusty Elementary 6601019		DISTRICT NAME AND NUMBER Ft. Smith Public Schools 6601000	
CONTACT PERSON Dr. Kellie Cohen		TELEPHONE NUMBER (Include Area Code) 479-784-8182	
EMAIL ADDRESS kcohen@fortsmithschools.org		FAX NUMBER (Include Area Code) 479-709-6001	

School Improvement Grant – 2010 – 2011 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ 129,032	$ 41,329	$ -	$ 76,674	$ 301,100	$ -	$ 548,135
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 442,000	$ -	$ -	$ -	$ 442,000
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 129,032	$ 41,329	$ 442,000	$ 76,674	$ 301,100	$ -	$ 990,135

Funds Available 2010-2013 $ _____

Funds Budgeted $ 990,135

Trusty 294

☐ Initial Budget
☐ Amendment (No. _____)
☐ Revised Initial Budget
☐ Individual School Budget
☐ Regular

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	*End Date 06/30/2012*

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Trusty Elementary 6601019		DISTRICT NAME AND NUMBER Ft. Smith Public Schools 6601000	
CONTACT PERSON Dr. Kellie Cohen		TELEPHONE NUMBER (Include Area Code) 479-784-8182	
EMAIL ADDRESS kcohen@fortsmithschools.org		FAX NUMBER (Include Area Code) 479-709-6001	

School Improvement Grant – 2011 – 2012 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ 103,254 -	$ 34,111 -	$ -	$ -	$ 25,000 -	$ -	$ 162,365 -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 427,500 -	$ -	$ -	$ -	$ 427,500 -
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 103,254 -	$ 34,111 -	$ 427,500 -	$ -	$ 25,000 -	$ -	$ 589,865 -

Funds Available 2010-2013 $ _____ **Funds Budgeted** $ 589,865

Trusty 295

☐ Initial Budget
☐ Amendment (No. _____)
☐ Revised Initial Budget
☐ Individual School Budget
☐ Regular

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	*End Date 06/30/2013*

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Trusty Elementary 6601019		DISTRICT NAME AND NUMBER Ft. Smith Public Schools 6601000	
CONTACT PERSON Dr. Kellie Cohen		TELEPHONE NUMBER (Include Area Code) 479-784-8182	
EMAIL ADDRESS kcohen@fortsmithschools.org		FAX NUMBER (Include Area Code) 479-709-6001	

School Improvement Grant – 2012 – 2013 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ 35,000 -	$ 15,000 -	$ -	$ -	$ -	$ -	$ 50,000 -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 370,000 -	$ -	$ -	$ -	$ 370,000 -
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 35,000 -	$15,000	$ 370,000 -	$ -	$ -	$ -	$ 420,000 -

Funds Available 2010-2013 $ _____ **Funds Budgeted** $ 420,000

Trusty 296

☐ Initial Budget
☐ Amendment (No. _____)
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☐ Individual School Budget
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Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

AT

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	*End Date 06/30/2011*

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME		DISTRICT NAME AND NUMBER	
CONTACT PERSON		TELEPHONE NUMBER (Include Area Code)	
EMAIL ADDRESS		FAX NUMBER (Include Area Code)	

School Improvement Grant – 2010 – 2011 Section 1003(g)
Budget Summary and Payment Schedule

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1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Funds Available 2010-2013 $ _____ **Funds Budgeted** $ _____

2010-2011 District Budget
$0 dollars - no budget expenditures to District

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SECTION D:

D. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

The Arkansas Department of Education has requested a waiver to extend the period of availability of school improvement funds to September 30, 2013.

Applicants must indicate which, if any, of the waivers below it intends to implement.

☐ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

N/A

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STATEMENT OF ASSURANCES

SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of Fort Smith Public Schools (district) the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Benny L Gooden — August 16, 2010
Superintendent's Signature — Date

Benny L. Gooden, Ed.D. — August 16, 2010
Superintendent's Printed Name — Date

LEA Application Checklist - SIG ARRA

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School Name: ~~Trusty Elementary School~~ LEA #: ~~6601019~~

SECTION A -1 **General Information**

X LEA Contact Information and Certification

SECTION A-2 **Schools to be Served**

X Selection of Identified Schools

X Identification of Intervention Models

SECTION B, PART 1 **Needs Assessment**

X Develop a Profile of the School's Contest

X Develop a Profile of the School's Performance

SECTION B, PART 2 **LEA Capacity**

X Determining Capacity – Self Assessment (Include Attachments)

X Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

X Annual Goals

SECTION B, PART 4

X Proposed Activities

SECTION B, PART 5

X Timeline

SECTION B, PART 6 – 7

_____ Services for Tier III Schools

SECTION B, PART 8

X LEA Consultation

SECTION C

X Budget

SECTION D

_____ Waiver

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ATTACMENT 3

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf

http://www2.ed.gov/programs/sif/faq.html

<http://www.centerii.org>.

http://www.centeroninstruction.org

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

&nodeID=1&DocumentID=300 <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel
Publications
http://www.nationalreadingpanel.org/Publications/publications.htm

Center on Instruction
http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates
Focus on Adolescent Literacy instruction
http://www.learningpt.org/literacy/adolescent/instruction.php

International Reading Association
Adolescent Literacy focus
http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English
A Research Brief on Adolescent Literacy available at
http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)

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Adolescent Literacy toolkit available at
http://www.arcc.edvantia.org/resources.php?toolkit=63

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at *http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf*

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html

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