

Arkansas' Interventions by Status Level

		<i>TI Year 1</i>	<i>WSI Year 1</i>	<i>TII Year 4</i>	<i>WSII Year 4</i>	<i>State Directed</i>
		<i>TI Year 2</i>	<i>WSI Year 2</i>	<i>TII Year 5</i>	<i>WSII Year 5</i>	
		<i>TI Year 3</i>	<i>WSI Year 3</i>			
Arkansas Standards and Indicators for School Improvement	SCHOOL INTERVENTIONS (Interventions from previous categories or labels can be assessed and continued if progress is being made.)					
Academic Performance	Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Framework	X	X			
	<i>*Analyze test data and secondary indicators to determine school improvement plans</i>	X	X			
	Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy “Assessment Wall” to track grade level, classroom and student growth	X	X			
	Implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy	X				
	Implement targeted research-based practices that address the specific needs of all students identified as below proficient		X			
	Assess student learning frequently with standards-based assessments		X			
	Provide additional time on task by implementing quality after school, before school, and/or summer school for the purpose of alternative instruction, small group intervention, one-to-one intervention or acceleration for schools		X – Year 3			
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	

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Learning Environment	<i>*Provide state-approved SES or offer PSC to all students</i>	X – Year 1	X – Year 1			
	<i>*Provide state-approved SES and offer PSC to all students at the school</i>	X- Year 2 & 3	X- Year 2 & 3	X	X	X
	Require schools to post math and/or literacy AIP or IRI on-line	X	X			
	Participate in professional development on how to analyze and effectively use data	X	X			
	Implement a quality instructional coaching model with trained educators for math and/or literacy	X – Year 3	X – Year 3			
	<i>*Require teachers to make individual professional development plans based on student data and classroom observations</i>	X	X			
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	
Efficiency	Require documentation of daily “classroom walk through” observations by the building administrator to monitor classroom instruction	X	X			
	Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board	X	X			
	<i>*Notify parents that the school is identified in school improvement</i>	X	X	X	X	X
	Review policies, procedures and practices that may present barriers to all students’ achievement	X	X			
	Conduct an audit of time resource allocation for the principal and increase the amount of time for instructional leadership		X			
	Provide assistance in development and implementation of a school leadership team that		X			

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		<i>TI Year 3</i>	<i>WSI Year 3</i>			
	focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data and making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.					
	Develop a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014		X			
	<i>*Schedule and participate in a scholastic audit</i>			X	X	
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X	X	
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>			X	X	

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Arkansas Standards and Indicators for School Improvement	STATE and/or REGIONAL INTERVENTION ASSISTANCE (ADE staff and/or experts around the state (State Specialty Teams) shall provide on-site technical assistance and assist schools in enhancing the quality and effectiveness of the school improvement system.)					
Academic Performance	Provide information and direction on best practices as noted in Scientific Based Reading Research (SBRR) and clearinghouses	X	X			
	Implement a Response-to Intervention Plan (Arkansas' Closing the Gap Model) that address curriculum, instruction, assessments and appropriate student interventions			X	X	
	Implement an ongoing, systematic and coherent assessment system			X	X	
	Implement with high-fidelity, proven academic programs that will enable all students to meet academic objectives			X	X	
	Analyze a complete data set that examines both early childhood services and higher education entry and retention				X	
	<i>Assess progress and continue implementation of best instructional strategies listed in Targeted Improvement</i>			X		
	<i>Assess progress and continue implementation of best instructional strategies listed in Whole School Improvement</i>				X	
Learning Environment	Provide opportunities for leadership training to school leadership teams	X	X			
	Provide professional development on how to analyze and effectively use data to build school capacity and improve student performance	X	X			
	Provide professional development for all faculty members focusing on high expectations for all		X – Year 3	X	X	

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		<i>TI Year 3</i>	<i>WSI Year 3</i>			
	students					
	Provide leadership training and facilitate the leadership team process for all faculty members		X – Year 3	X	X	
	Provide training based on the scholastic audit results for all faculty members			X	X	
	Assist with the design of a comprehensive instructional coaching plan that addresses classroom needs in deficit areas of math and/or literacy			X	X	
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	
Efficiency	Provide assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.	X	X			
	Assist in developing a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014	X	X			
	Provide assistance in analyzing the “classroom walk through” data			X		
	Assist with the reallocation of available funding, to include state and federal funds, to implement the school improvement plan			X		
	Assist in the development of a three-year school			X	X	

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	improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014					
	<i>*Implement a state-approved school turn-around model/plan.</i>				X	
	Assist with the analysis of the “classroom walk through” data and design of effective intervention strategies				X	
	Assist with establishing a progress monitoring plan developed to track quarterly achievement with a monthly meeting of the schools’ leadership team to plan and review progress in meeting goals				X	
	Assistance with analyzing the needs of the school and reallocating funds, resources, time, personnel, materials, and etc) to meet improvement plans and a comprehensive turn around model of school reform				X	
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	

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Arkansas' Interventions by Status Level

OPTIONAL INTERVENTIONS (In addition to the required interventions, the LEA shall select at least one additional intervention (during the appropriate year and category) based on multi-year progress and data based identified needs in a manner consistent with Arkansas law:.)		<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
	Schedule and participate in a scholastic audit	X – Year 3	X – Year 3			
	Provide preschool opportunities within the district and/or campus	X – Year 3	X – Year 3			
	Hire a parent & community specialist to assist in community and parental support	X – Year 3	X – Year 3			
	Extend learning time for students on topics and skills that lack sufficient progress in math and/or literacy	X – Year 3	X – Year 3			
	Reallocate funds for additional professional development in math and/or literacy	X – Year 3	X – Year 3			
	Accelerate community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interest together to focus on systemic improvements		X - Year 3			
	Subcontract with recognized educators, such as National Board Certified Teachers, Milken Winners and/or Arkansas State Teacher of the Year Finalists to assist in data analysis, observations, and mentoring		X – Year 3			
	<i>*Extend the school year or school day for the school</i>			X	X	
	<i>*Restructure the internal organization of the school</i>			X	X	
	Create a school within a school to address the needs of the targeted subpopulation (must be approved by the ADE)			X		
	<i>*Reopen the school as a public charter school or multiple charters</i>			X	X	
	<i>*Replace all or most of the school staff, including the building administrator</i>			X	X	
	<i>*Enter into a contract to have an outside entity operate the school (must be approved by the ADE)</i>			X	X	
	<i>*Any other major restructuring of the school's governance arrangement (approved by the ADE)</i>			X	X	
	The LEA shall replace the principal of the school in improvement if that principal has been at the school during the entire time of increasing school improvement status OR hire a school improvement specialist (as approved by ADE) who shall				X	

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	oversee the work of the principal on a full or part-time basis at the schools expense.					
	The ADE may, at anytime during this phase, determine how federal and state school improvement funds will be designated. The ADE may defer programmatic funds or reduce administrative funds, if necessary.				X	
	<i>*Arrange for the ADE to take over operation of the school</i>				X	

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STATE DIRECTED The ADE shall, in a manner consistent with Arkansas law:		<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
STATE DIRECTED	Direct a school team to participate in a leadership institute during the summer					X
Academic Performance, Learning Environment and Efficiency Standards are infused into the instructional plan.	Determine how federal and state school improvement funds will be used. The ADE may defer programmatic funds or reduce administrative funds, if necessary.					X
	Replace school staff relevant to the failure of students meeting their AMO's, if necessary					X
	Reallocate resources and provide professional development to fulfill the school's mandated plan using school district funds, if necessary					X
	Determine the future of the schools status (charter, consolidation, closure, etc)					X
	At the discretion of the Commissioner of Education, the state may assign School Improvement (SI) Director who shall report to the Commissioner of Education (or designee) to oversee the administration of the school(s) learning environment. The SI Director shall be paid out of school district funds and will share progress reports to the district Superintendent and School Board. The SI Director shall direct the: <ul style="list-style-type: none"> • Implementation of any actions under <i>Targeted</i> and/or <i>Whole School Intensive Improvement</i> as deemed necessary. • Development of partnerships (internally and externally) to assist the school with any <i>State Directed</i> actions. • Implementation of a teaching design that encompasses most effective practices defined in research. • Development of comprehensive data sets with training on root cause analysis within areas such as demographics, student 					X

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	<p>achievement, perception, and school processes across feeder patterns.</p> <ul style="list-style-type: none"> • Implementation of professional development for personnel, as needed. • Implementation of an ADE-approved personnel evaluation system. • Presentation of a quarterly progress report to the Commissioner of Education (or designee). • Development of a short-term (45-60 day) action plan to achieve school improvement results. • Implementation of a scholastic audit as needed to monitor progress. 					
	<i>Assess progress and continue implementation of best instructional strategies listed in Targeted and/or Whole School Improvement and Targeted and/or Whole School Intensive Improvement</i>					X

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