Explain the needs assessment process used to identify the focus of the school level improvement plan(s).

The annual spring administration of the ACT Aspire was used to assess students in core content areas. Data was collected and analyzed to identify deficit areas. Approximately 85% of students who have been remanded to the custody of The Division of Youth Services (DYS) scored below average on the 2019 spring ACT Aspire assessments.

DYS students are residents at a juvenile treatment center. It is a highly mobile population. Most students stay less than six months which makes it difficult to gather and analyze longitudinal data for the purpose of gauging growth and identifying patterns.

We have evidence to prove that a large percentage of students have learning and reading difficulties associated with dyslexia. Extensive efforts are being put into screening, identifying, and serving students who would benefit from explicit, systematic, direct instruction that helps students learn to decode words, chunk words into syllables, and comprehend the meaning of sentences and passages.

The Woodcock-Johnson, Fourth Edition and the Wide-Range Achievement Test 5 (WRAT5) are being used as dyslexia screeners. Students identified through the screeners are then assessed further using BrainSpring's Structures Layers 1, 2, 3, and 4 assessments to determine a student's appropriate placement on the continuum of dyslexia services.

The district plans to also train teachers in Scientific Instruction. We will offer Scientific Instruction professional training to teachers in March 2020. We firmly believe that with both the dyslexia training and the Scientific Reading training, we can significantly increase students' ability to read and comprehend.

Explain how the district will monitor the fidelity of implementation of the school-level improvement plan(s).

Teachers have layers of supervision and are monitored on the effectiveness of their teaching, classroom management, and professional growth.

DYS Lead Teachers and Lori Altschul will conduct classroom walkthroughs and informal observations. Chance Light (hires certified teachers for YOI facilities) will also conduct classroom walkthroughs. Formal evaluations will take place once a year. Informal evaluations will take place once per semester. Classroom walkthroughs will be conducted randomly, but at least once per nine-week grading period.

Youth Opportunities Investment (YOI); Private company that manages 4 facilities.

Rite of Passage (ROP); Private company that manages 1 facility.

Chance Light (Agency that manages YOI staff members).

Monitoring will include, but may not be limited to: teacher informal evaluations, summative evaluations, teacher observations, and classroom walkthroughs.
Explain how the district will evaluate the school-level improvement plan for progress. This explanation should include clearly defined expectations.

The district will monitor the effectiveness of the reading support plan in a variety of ways:

- Dyslexia assessments
- ASPIRE reading scores
- Edmentum's Accucess scores in reading
- Star360 reading reports
- Student progress reports
- Report cards
- Student review data
- Treatment plan reviews

It is the goal and expectation of DYS to lower the percentage of students performing below average on the annual ACT Aspire assessment from 85% to 60% or less by the end of 2020.

Dr. Marcella DallaRosa, DYS Superintendent, and Lori Altschul, DYS Principal, will monitor reading progress every nine weeks via Virtual Arkansas grade reports, interim reports, report cards, online Plato/Edmentum or STAR360 reading scores, and student review forms.

APPROVED by the Arkansas Department of Education on 12/04/2019