

**Mid-Continent Comprehensive Center (MC3) Work Plan
for the Arkansas Department of Education (ADE)
for Year 7 (October 1, 2011, thru September 30, 2012)**

Arkansas State Priority NCLB Technical Assistance Area: Closing the Achievement Gap/School Improvement	
<p>Current State Initiative(s):</p> <ul style="list-style-type: none"> a. Focused monitoring of special education classes b. Monitoring on-site c. Special education integrated into school and district Arkansas School Improvement Program Planning (ACSIP) d. Educational co-ops (SEA intermediary agencies) e. Arkansas Department of Education (ADE) website has template for school improvement plan; other ASCIP information f. Support from SEA and Pygmalion Commission for alternative education g. Smart Start, elementary component of comprehensive program for Pre-K through 12th grade that focuses on high standards for students and increased opportunities for professional development for teachers h. Smart Step, second phase of the school improvement process (middle school) i. Next Step, third phase of the school improvement process focused on improving public high schools j. Support for alternate assessment for the 2% students k. ERZ-Educational Renewal Zones "working with higher education" to help districts and schools l. Reading First m. Literacy Teams (coaches) n. Leadership Academy for administrator and teacher training 	<p>Gap Analysis/Need(s):</p> <p>Note: This gap analysis was conducted in Year 1 (2005-2006). This remains a part of the work plan since it represents an initial baseline of where MC3 started.</p> <p>Collaboration Across the Arkansas Department of Education (ADE)</p> <ul style="list-style-type: none"> • Teaming among ADE staff members is difficult due to not having enough staff members to focus time and effort. • Need to find creative ways to monitor school and district progress. Challenges include <ul style="list-style-type: none"> ○ time, ○ resources, ○ too few staff members, and ○ distance to sites. <p>Teacher Quality</p> <ul style="list-style-type: none"> • Recruitment and retention of teachers in the Delta region is a significant problem despite a \$25,000 bonus for five years. <p>Professional Development</p> <ul style="list-style-type: none"> • It is difficult to reach educators in small, rural areas with professional development. <p>Quality Instruction</p> <ul style="list-style-type: none"> • Supplemental educational services (SES) are difficult to get to the rural areas of the state. • More evaluation of SES is needed. • ADE and intermediary agency/co-op staff members need additional knowledge, skills, and strategies to assist district and schools implement evidence/research-based practices in numeracy. • ADE needs more strategies and approaches to support program improvement districts and schools. • ADE and intermediary agency/co-op staff members need additional knowledge, skills, and strategies to assist district and schools implement scientifically based research and data-driven decision-making including at the classroom level. • Support teams need more training in how to assist teachers in meeting the needs of diverse learners. • ADE needs more knowledge, tools, skills, and strategies to assist districts and schools with Response to Intervention (RTI). • The alternative education program in Arkansas has 12,000 students, most of whom are "gap kids" with low

achievement scores. The director needs assistance in mapping out a strategic agenda to address the academic needs of students, including assessment and accountability issues, and professional development needs of teachers.

Capacity Building Goal 1: Build ADE’s capacity to support districts and schools most in need of improvement and close the achievement gaps among diverse student populations.

Capacity Building Objective 1: Provide ADE and its co-ops (intermediary professional development agencies) with the knowledge, tools, and skills to educate districts and schools about the Response to Intervention (RtI) Model as an approach for early intervention for students experiencing academic difficulties.

TA Delivery Methods and Strategies: Consultation, online resources, professional development (PD), teleconferencing, videoconferencing, webcasts, and work groups

Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/ Services	The Four Areas of Reform
Year 7: October 1, 2011 – September 30, 2012					
1. Continue to provide technical assistance (TA) to ADE leadership staff members in implementation of Standards-Based Individualized Education Programs (IEPs), which includes the development of alternate course curriculum guides based on Common Core State Standards.	October 2011 Ongoing	Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Martha Asti, ADE Special Education Associate Director Gayle Potter, ADE Assessment Associate Director Tracy Tucker, ADE Curriculum and Instruction Director Deborah Coffman, ADE Professional Development (PD) Associate Director	Darla Griffin, Southeast Regional Resource Center (SERRC) National Center on Response to Intervention (NCRTI) Center on Instruction (COI) - Special Education Strand	N/A	Implement College and Career-Ready Standards Great Teachers and Great Leaders in Every School
Benchmark: Completed alternate course curriculum guides based on Common Core State Standards	August 2012				
Evaluation of Objective/Outcome					
Relevance: Data will be collected over time to determine if knowledge, tools, and skills provided met ADE’s specific needs as they support Arkansas districts and schools in providing early intervention for students experiencing academic difficulties.		Usefulness: Data will be collected over time to determine if knowledge, tools, and skills provided were helpful to the ADE and co-ops in providing support to districts and schools.		Quality: Data will be collected over time to determine if knowledge, tools, and skills provided incorporated current research/evidence-based best practices.	
Capacity Building Objective 2: Design an integrated TA system that incorporates services from across ADE divisions and from the co-ops and reaches districts and program improvement (PI) schools throughout the state including those in remote rural areas.					
TA Delivery Methods and Strategies: Web-based work groups, teleconferencing, videoconferencing, on-site planning and consultation					
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/Services	The Four Areas of Reform

Year 7: October 1, 2011 – September 30, 2012

<p>1. Provide TA to ADE leadership in addressing persistently struggling schools by supporting the development of the Statewide Systems of Support (SSOS) plan, consisting of the incorporation of the Indistar State SSOS online Evaluation Rubric, the Indistar District improvement online planning tool, the Indistar School Improvement (SIG) online planning tool, and the Indistar parent involvement analysis tool.</p>	<p>October 2011 Ongoing</p>	<p>Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Laura Bednar, ADE Assistant Commissioner Learning Services Tracy Tucker, ADE Curriculum and Instruction Director Deborah Coffman, ADE PD Associate Director Laura Jayne Green, ADE School Improvement Grant (SIG) Coordinator Elbert Harvey, ADE SSOS Manager LaDonna Spain, ADE School Improvement Advisor Geraldine Mallett, ADE Federal Programs Advisor Steve Brodie, ADE Science Specialist</p>	<p>Sam Redding, Center on Innovation and Improvement (CII) Director</p>	<p>N/A</p>	<p>Improve Student Learning and Achievement in Our Lowest Performing Schools Provide Information to Families and Educators</p>
<p>Benchmark: Completed SSOS Plan, the SSOS online Evaluation Rubric, the Indistar District improvement online planning tool, and the Indistar School Improvement (SIG) online planning tool</p>	<p>September 2012</p>				
<p>2. Provide TA to ADE in the development of the Academy of Pacesetting Districts with a particular focus on district support for school improvement.</p>	<p>October 2011 Ongoing</p>	<p>Sharon Brooks Janie Russell Laura Bednar Tracey Tucker Elbert Harvey Deborah Coffman</p>	<p>Sam Redding</p>	<p>N/A</p>	<p>Improve Student Learning and Achievement in Our Lowest Performing Schools</p>
<p>Benchmark: Documentation of the planning and presentation of cross-divisional meetings held by ADE staff</p>	<p>September 2012</p>				

members					
3. Continue to provide TA to ADE staff members and district/school administrators in the three pilot districts trained in Year 5 and the 38 districts trained in year 6 as they implement the English Language Learner (ELL) Coaches' Academy and the Parents Advancing Readiness for Educational Success (PADRES) program.	October 2011 Ongoing	Sharon Brooks Janie Russell Rosie Garcia-Belina, MC3 Migrant Education and ELL TA Coordinator Andre' Guerrero, ADE Special Programs ELL Unit Leader	N/A	N/A	Great Teachers and Great Leaders in Every School Provide Information to Families and Educators Improve Student Learning and Achievement in Our Lowest Performing Schools
Benchmark: Documentation of PD sessions delivered to ADE staff members that prepare them to assist districts and schools in their support of ELL students	May 2012				
4. Continue to provide and expand webinars to support the ELL needs of special student populations including, special education, homeless, gifted, alternative learning environments, migrant education, and neglected and delinquent youth.	October 2011 Ongoing	Sharon Brooks Janie Russell Rosie Garcia-Belina Andre' Guerrero Martha Asti, ADE Special Education Associate Director Tammy Cloyes, ADE Homeless Director Amanda Peebles, ADE Gifted and Talented and Advanced Placement Program Coordinator Lori Lamb, ADE Alternative Education Program Director C.W. Gardenhire, ADE Alternative Education Program Advisor Stan Young, ADE Migrant Education Unit Manager Chandra Martin, ADE Federal Programs Neglected and Delinquent Program Advisor	N/A	N/A	Great Teachers and Great Leaders in Every School

<p>Benchmark: Documentation of PD sessions delivered to ADE staff members that prepare them to assist districts and schools in their support of ELL students</p>	<p>May 2012</p>				
<p>5. Continue to provide TA to the ELL Special Needs Task Force, comprised of ADE staff members and other educational stakeholders, in the development of a guidance document to address policies and procedures pertaining to ELL special needs students.</p>	<p>October 2011 Ongoing</p>	<p>Sharon Brooks Janie Russell Rosie Garcia-Belina Andre' Guerrero Loretta Wallace, Dawson Education Service Cooperative School Psychology Services Consultant</p>	<p>N/A</p>	<p>N/A</p>	<p>Great Teachers and Great Leaders in Every School Provide Information to Families and Educators</p>
<p>Benchmark: A completed guidance document to address policies and procedures pertaining to ELL special needs students</p>	<p>May 2012</p>				
<p>Evaluation of Objective/Outcome</p>					
<p>Relevance: Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools</p> <ul style="list-style-type: none"> met ADE's organizational needs and interests, and was responsive to specific local concerns regarding PI districts and schools. 	<p>Usefulness: Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools</p> <ul style="list-style-type: none"> enhanced ADE's capacity to support PI districts and schools, and was timely in meeting the needs of PI districts and schools. 	<p>Quality: Data will be collected over time to determine if the seamless TA system designed to support PI districts and schools</p> <ul style="list-style-type: none"> promoted effective collaboration among ADE divisional units; and delivered research- or evidence-based practices, tools, and strategies to PI districts and schools. 			
<p>Capacity Building Objective 3: Provide ADE and its co-op professional development (PD) staff members with the knowledge, skills, and tools needed to help PI districts and schools in the use of classroom assessments to inform instructional decisions at the classroom level.</p>					
<p>TA Delivery Methods and Strategies: Print and web-based documents, teleconferencing, videoconferencing, webcasts/podcasts, web-based working groups, PD sessions</p>					
<p>Technical Assistance Activities/Tasks</p>	<p>Timeline</p>	<p>Lead Person(s) Responsible</p>	<p>Content Center(s)/ Partner(s)/Consultant(s)</p>	<p>Evidence/Research-Based Product(s)/Services</p>	<p>The Four Areas of Reform</p>
<p align="center">Year 7: October 1, 2011 – September 30, 2012</p>					
<p>1. Provide TA, resources and support to ADE in the development and implementation of "Next Generation" assessments and accountability based on</p>	<p>October 2011 Ongoing</p>	<p>Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Laura Bednar, ADE Assistant Commissioner Learning</p>	<p>Margaret Heritage, CRESST Consultation with Assessment and Accountability Comprehensive Center (AACC)</p>	<p>N/A</p>	<p>Great Teachers and Great Leaders in Every School Improve Student Learning and Achievement in Our Lowest Performing Schools</p>

Common Core Standards.		Services Gayle Potter, ADE Assessment Associate Director			
Benchmark: Documentation description of TA in MC3 Database	September 2012				
Evaluation of Objective/Outcome					
Relevance: Data will be collected over time to determine to what extent, the knowledge, skills, and tools provided to ADE address how schools can meet the informational and needs of students, teachers, administrators, and parents through classroom assessment.		Usefulness: Data will be collected over time to determine to what extent the knowledge, skills, and tools provided to ADE allow teachers to develop and/or select various types of classroom assessments and use the results of the assessments for instructional decision making and communicate with students and their parents		Quality: Data will be collected over time to determine to what extent the knowledge, skills, and tools provided to ADE incorporate the most recent research/evidence-based best practices on classroom assessment and integrate with overall assessment and accountability under NCLB.	
Capacity Building Objective 4: Provide ADE and intermediary agency/co-op staff with additional knowledge, skills, and strategies to assist district and schools implement evidence/research-based practices in numeracy.					
TA Delivery Methods and Strategies: Work groups (face-to-face, teleconferencing, and web-based), face-to-face professional development (PD), videoconferencing, webcasts, study groups					
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/Services	The Four Areas of Reform
Year 7: October 1, 2011 – September 30, 2012					
1. Provide TA in numeracy to ADE staff members through participation in the MC3 Math Community of Practice (CoP) and the dissemination of information on Common Core State Standards and best practices of specific intervention strategies in mathematics.	October 2011 Ongoing	Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Sarah Hall, MC3 Oklahoma TA Coordinator Tracy Tucker, ADE Curriculum and Instruction Director Deborah Coffman, ADE PD Associate Director Bill Nielsen, ADE Program Support Manager for Mathematics	Center on Instruction (COI) - Mathematics Strand Russell Gersten, Instructional Research Group Director and University of Oregon College of Education Professor Emeritus	N/A	Great Teachers and Great Leaders in Every School Improve Student Learning and Achievement in Our Lowest Performing Schools
Benchmark: Documentation of MC3 Regional Math CoP meetings, such as agendas, participants' lists, minutes, action steps, and evaluations	June 2012				
Evaluation of Objective/Outcome					
Relevance: Data will be collected over time to determine if the		Usefulness: Data will be collected over time to determine if		Quality: Data will be collected over time to determine if the	

provided TA enhanced ADE’s capacity to improve instructional leadership in math Pre K-12.	ADE’s increased knowledge afforded greater access to information supporting districts and schools as they make decisions regarding math instruction, strategies, and interventions for students not making AYP in grades Pre K-12.	resources and PD provided to ADE and the co-ops were based on current research/evidence and exemplary practices on math and instructional leadership in grades Pre K-12.
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Capacity Building Goal 2: Enhance ADE’s capacity to support districts and schools in their use of supplemental educational services (SES) to include approval of vendors, monitoring of services, and evaluation of performance.

Capacity Building Objective 1: Develop an evaluation plan with ADE to determine the effectiveness of SES.

TA Delivery Methods and Strategies: Print and web-based documents, working groups, professional development (PD) activities

Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/Services	The Four Areas of Reform
Year 7: October 1, 2011 – September 30, 2012					
1. Continue to provide support to ADE leadership, as needed, which will be determined by the inclusion of SES in the reauthorization of Elementary and Secondary Education Act (ESEA).	October 2011	Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Dana Davis, ADE SES Coordinator	Consultation with the Center on Innovation and Improvement (CII)	N/A	Provide Information to Families and Educators
Benchmark: Documentation of assistance provided as requested by the ADE	September 2012				

Evaluation of Objective/Outcome

Relevance: Data will be collected over time to determine if the evaluation plan met ADE leadership staff’s needs to determine the quality and effectiveness of SES and their impact on student achievement.	Usefulness: Data will be collected over time to determine if the evaluation plan was helpful in making data driven decisions about guidance for provider’s contract renewal or termination recommendations to improve services.	Quality: Data will be collected over time to determine if the evaluation plan provided reliable information for decision making for ADE and its districts and schools.
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Capacity Building Goal 3: Gap Kids in Alternative Education Settings: Increase the capacity of ADE to provide quality instruction to low achieving students in alternative education settings.

Capacity Building Objective 1: Develop a strategic agenda to address the academic needs of the low achieving students in alternative learning environments (ALE).

TA Delivery Methods and Strategies: Consultation (on- and off-site), teleconferencing, meetings, professional development, strategic planning, work groups, videoconferencing, web-based support

Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/Services	The Four Areas of Reform
Year 7: October 1, 2011 – September 30, 2012					
1. Continue to garner and disaggregate data on students in alternative education settings by	October 2011 Ongoing	Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas	Betty Harris, Senior Research Associate University of Oklahoma, Educational	N/A	Improve Student Learning and Achievement in Our Lowest Performing Schools

race, gender, ethnicity, and grade level in the areas of reading and math and assist in the analysis of students' needs especially in the areas of numeracy and literacy.		TA Liaison Lori Lamb, ADE Alternative Education Program Director Neal Gibson, ADE Longitudinal Data System Project Manager	Training, Evaluation, Assessment and Measurement (E-TEAM) Consultation with the Assessment and Accountability Comprehensive Center (AACC)		
Benchmark: Report generated for planning and presentation purposes	June 2012				
2. Assist in the planning discussion and the development of an action-oriented strategic agenda to provide analysis of data information to ALE administrators and teachers to support instruction, assessment issues, and success plans for students in alternative educational settings.	October 2011	Sharon Brooks Janie Russell Lori Lamb	Betty Harris AACC	N/A	Improve Student Learning and Achievement in Our Lowest Performing Schools
Benchmark: Key components of the action-oriented strategic agenda identified	June 2012				
Evaluation of Objective/Outcome					
Relevance: Data will be collected over time to determine if the strategic action agenda addressed the specific needs of ADE to provide quality instruction to meet the individual needs of low achieving students in alternative educational settings.		Usefulness: Data will be collected over time to determine if the strategic action agenda was helpful to ADE in supporting educators in making data driven decisions about assessing student needs, improving instruction and on how to meet individual student needs.		Quality: Data will be collected over time to determine if the strategic action agenda improved ADE's capacity to provide effective instruction for low achieving students in alternative education settings.	
Capacity Building Objective 2: Develop a strategic agenda to address the professional development (PD) needs of teachers in alternative education settings.					
TA Delivery Methods and Strategies: Consultation (on- and off-site), teleconferencing, meetings, PD, strategic planning, work groups, videoconferencing, web-based support					
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research-Based Product(s)/Services	The Four Areas of Reform
1. Conduct webinars with ADE Alternative Learning Environments (ALE) staff members, ALE administrators, and teachers on the use of ALE student data to design programs	October 2011 Ongoing	Sharon Brooks, MC3 Arkansas TA Coordinator Janie Russell, MC3 Arkansas TA Liaison Tracy Tucker, ADE Curriculum and Instruction Director	N/A	N/A	Great Teachers and Great Leaders in Every School Improve Student Learning and Achievement in Our Lowest Performing Schools

and inform classroom instruction to improve teaching and learning.		Lori Lamb, ADE Alternative Education Program Director			
Benchmark: Documentation of agendas, participants, minutes, and next steps provided in the MC3 Event Database	May 2012				
2. Provide TA to ADE to support ALE staff members and teachers in the transition to Common Core State Standards in reading and math through their participation in the MC3 Regional Reading Community of Practice (CoP) MC3 Regional Math CoP.	October 2011 Ongoing	Sharon Brooks Janie Russell Sarah Hall Lucy Trautman, MC3 Literacy TA Coordinator Lori Lamb	Helen Duffy, National High School Center Center on Instruction (COI) - Reading Strand Russell Gersten, COI - Mathematics Strand	N/A	Great Teachers and Great Leaders in Every School
Benchmark: Documentation of agendas, participants, minutes, and next steps provided in the MC3 Event Database	June 2012				
Evaluation of Objective/Outcome					
Relevance: Data will be collected over time to determine if the strategic action agenda addressed the specific needs of ADE to provide PD to teachers in alternative education settings.		Usefulness: Data will be collected over time to determine if the strategic action agenda was helpful to ADE in providing teachers with new skills, knowledge, and tools, which improved teaching and learning.		Quality: Data will be collected over time to determine if the strategic action agenda improved ADE's capacity to provide teachers in alternative educational settings with evidence/research-based information, strategies, and tools to support the diverse learning needs of students.	