



ARKANSAS DEPARTMENT OF EDUCATION

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

SIG ARRA 1003(g) - Revised November 6, 2013
Arkansas Department of Education – Division of Learning Services
LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: West Memphis School District	
Mailing Address (Street, P.O. Box, City/Zip) 310 S. Avalon West Memphis, Arkansas 72301	Starting Date April 1, 2014
Name, title and phone number of authorized contact person: Jon Collins, Superintendent 870.735.1915 (phone)	Ending Date July 31, 2017
Amount of funds requested: \$3,721,470	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 _____ (Date).

Signature: _____
 Superintendent of Schools AND
 Signature: _____
 School Board President

Date: _____
 Date: _____

ADE USE ONLY	
Date Received: _ _ _ _ _	Obligation Amount: _ _ _ _ _
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's priority schools. Priority schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. In the priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through June 30, 2017.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2014 school improvement funds in proportion to the funds received in FY 2014 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2014 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2014 application to the following address:

rick.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to: Rick Green

Four Capitol Mall, Box 26

Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 28, 2014

For Further Information:

If you have any questions, please contact Rick Green at (501) 682-4373 or by email at rick.green@arkansas.gov.

SECTION A, Part 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 priority schools provided by ADE, complete the information below, for all priority 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 parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Wonder Junior High	50804000532	7-9	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If an LEA is not applying to serve all priority schools it will need to explain why it lacks the capacity to serve these schools.

The LEA is applying to serve the only priority school in the West Memphis School District.

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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.)

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

Name of School: Wonder Junior High

LEA #: 1803035

Context

1. Grade levels (e.g., 9-12): 7-9 2. Total Enrollment: 483
3. % Free/Reduced Lunch: 100% 4. % Special Education Students: 12.1%
5. % English Language Learners: 0%

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

1. NA
- 2.
- 3.

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

Wonder Junior High School is located at 1401 Madison Avenue in West Memphis, Arkansas. It is one of three junior high schools in the West Memphis School District. Wonder Junior High School serves students in grades 7- 9 with a total school population of 483. Student population by grade level is 7th—156, 8th—139, and 9th—164, Special Education and Self contained: 70.

Approximately 98.9% of Students are African American, 0% Hispanic, and 0.87% Caucasian. Students with Disabilities account for 12.1% of the total population. The student to teacher/ratio is 15:1. There are 100% of the students eligible for

free/reduced meals compared to the state’s 60% average. Our findings indicate that 98% of the student population are single-parent led and receive some form of public assistance: Transitional Employment Assistance (TEA), Medicaid, Supplemental Nutrition Assistance Program (SNAP), low income housing, SSI and daycare vouchers. Our data source indicates that only 25% of the parents are gainfully employed.

Our demographic information indicates that 62.2% of the faculty and staff are African American, 24.4% are Caucasian, and 0.04% are Asian American. As determined by the Arkansas Department of Education, 100% of all teachers are considered Highly Qualified. Approximately 56% of teachers have received their Bachelors’ Degree. 41% of the teachers have their Master’s Degree, and 4.4% have Advanced Degrees. The community is located on the east end of West Memphis and is considered to be a low income area with approximately 80%of the students living in public housing. Challenges our school faces are finding innovative ways to increase parental involvement and combat general student apathy, daily tardiness and truancies, and the lack of intrinsic motivation from our students and parents. A positive and unique feature of this school is that it is a generational school fostering support from the school community in general.

8. List the feeder schools and/or recipient schools that supply or receive most of this school’s students:

School Feeder Schools	Grade Span		School Recipient Schools	Grade Span
Jackson Elementary	K-6		West Memphis High	10-12
Wonder Elementary	K-6			
Faulk Elementary	K-6			

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
Dr. Palmer Quarrels, Principal	Doctorate (District Administration, Secondary Principal, Health Education, Physical Education, and Coaching)	1	29	29
Ms. Verna Scaife Asst. Principal	Masters ((Building Administration, BUSEDSECENDORS, Bus Ed Voc End, Business Tech, Career Orient, Career Orn/Voc)	11	36	11

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

In accordance with the Arkansas Department of Education, the West Memphis School District is piloting the state’s new Teacher Excellence and Support System (TESS) and Principal Evaluation System during the 2013—2014 school terms, followed by full implementation in the 2014-2015 school year. This decision was approved by the school board in May 21, 2013.

Information below was obtained from the Arkansas Department of Education website and TESS/LEADS Training materials—

Principal Evaluation Plan

I. EVALUATION OVERVIEW

A. VISION

The Arkansas Principal Evaluation System perfects teaching and learning by expanding the knowledge and skills of educational leaders.

B. PURPOSE OF EVALUATION

The purpose of the Arkansas Principal Evaluation System is to:

- Provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development.
- Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning.
- Assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals.
- Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

C. LEADERSHIP CATEGORIES

Levels of leadership performance are divided into three categories: novice, inquiry and intensive.

- **The Novice Category** is for individuals who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Alternative Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.
- **The Inquiry Category** is for principals who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas Principal Evaluation Rubric.
- **The Intensive Category** is for principals who receive a rating of *not-meeting-standards* on the Summative Evaluation Rubric (Form A) according to the following guidelines:
 - The principal receives *not-meeting-standards* on two or more functions in Standard Two and/or
 - The principal receives *not-meeting-standards* and/or *progressing* on the majority of functions in any of the standards. The evaluator may also place the principal in the intensive category if he or she receives a rating of *not-meeting-standards* on any one function critical to ethical behavior, student learning, or safety. When a principal is placed in the intensive category, the superintendent and principal will develop a Principal Professional Intensive Growth Plan (Form C). If progress is made in year one, a principal may remain in the Intensive Category for one additional year;

however, if there is limited or no progress in year one, recommendation for non-renewal of employment will occur.

II. PRINCIPAL EVALUATION PROCESS

A. PROCESS STEPS

The Principal Evaluation Process includes the following steps:

Step1: Orientation

At the beginning of the school year, the superintendent/designee conducts a group orientation with principals and provides a complete set of the Arkansas Principal Evaluation System materials outlining the evaluation process. Orientation must be anchored on standards and functions in the Arkansas Principal Evaluation Rubric. The superintendent/designee focuses on the four levels of performance within the rubric – exemplary, proficient, progressing, and not meeting standards. In addition, the superintendent/designee explains the leadership categories: Novice, Inquiry, and Intensive. The superintendent/designee may elect to schedule the conferences and visits for the year at this time.

- **Novice Category:** At the beginning of the year, the principal in the *Novice Category* meets with the superintendent/designee monthly to review progress. After noted progress, future meetings can be scheduled at the discretion of the superintendent/designee.
- **Inquiry Category:** The principal in the *Inquiry Category* meets with the superintendent/designee at least twice a year to review progress.
- **Intensive Category:** The principal in the *Intensive Category* meets with the superintendent/designee at least monthly and possibly more often depending on the needs identified at previous meetings.

Step 2: Principal Evaluation Rubric (Form A) for Self-Assessment, Principal Staff Leadership Survey (Form E - optional), and Principal Evaluation Rubric (Form A) for Superintendent Initial Assessment

The principal begins the evaluation process with the Principal Evaluation Rubric (Form A) for Self-Assessment. The principal may choose to gather input from the Principal Staff Leadership Survey (Form E). The information gathered from this survey is intended to provide information for the principal's self-reflection. The reflection process determines which standards and functions are the foci of the Principal Professional Growth Plan (Form B). The superintendent completes the Principal Evaluation Rubric (Form A) for Superintendent Initial Assessment prior to the initial meeting (Step 3).

Step 3: Initial Meeting with Superintendent/Designee

The principal meets with the district superintendent/designee to discuss ratings on the Principal Evaluation Rubric (Form A) for Self-Assessment. The superintendent/designee also discusses perceptions of the principal's performance as indicated on the Principal Evaluation Rubric (Form A) for Superintendent Initial Assessment. The superintendent/designee and the principal select the standards and functions on which the principal focuses in the Principal Professional Growth Plan (Form B). During this initial meeting, the superintendent/designee also determines the leadership category in which the principal will be placed.

Step 4: Principal Professional Growth Plan (Form B)

The principal completes the Principal Professional Growth Plan (Form B or Form C for Intensive) based on the standards and functions determined during Step 3 in the initial meeting with the superintendent/designee. A review of the school's Arkansas Comprehensive School Improvement Plan (ACSIP) will provide data for the school's "problem of practice". In the Principal Professional Growth Plan (Form B or Form C for Intensive), the principal indicates the school's problem of practice and goal; the leadership strategies; results indicators (staff and students) and sources of data to be monitored. In addition, the principal determines the action steps needed to implement the strategies. A copy of the principal's completed Principal Professional Growth Plan (Form B or Form C for Intensive) is submitted to the superintendent/designee.

Step 5: Formative Assessment Conferences

During the Formative Assessment Conferences, the principal meets with the superintendent/designee to revisit the Principal Evaluation Rubric and to discuss the principal's progress on the Professional Growth Plan (Form B or Form C for Intensive). The principal provides the data from the results indicators for teachers and students included in the Professional Growth Plan (Form B or Form C for Intensive). The superintendent/designee may ask for additional artifacts. The superintendent/designee also provides documentation from school visits, notes from principal observations, feedback received about the principal, and/or data informing results of the principal's implementation of selected leadership strategies. During this Formative Assessment Conference, the principal and the superintendent may revise the Professional Growth Plan (Form B or Form C for Intensive) to make necessary mid-course corrections based on the data from the results indicators.

The frequency of the Formative Assessment Conferences is based upon the following leadership categories.

- **Novice Category:** The superintendent/designee conducts a formative assessment conference with the principal minimally four times annually.
- **Inquiry Category:** The superintendent/designee conducts a formative assessment conference with the principal minimally twice annually. Even

if it is not the year for the principal's Summative Evaluation, Formative Assessments and Conferences should be completed every year.

- **Intensive Category:** The superintendent/designee conducts monthly Formative Assessment conferences with the principal, which may result in a modification to the principal's Intensive Improvement Plan.

Step 6: Summative Evaluation

The superintendent/designee completes the Principal Evaluation Rubric (Form A) for Summative Evaluation at the end of each year for principals who are in the Novice or Intensive Categories and minimally once every three years for principals in the Inquiry Category. Based on the performance levels of the rubric, the evidence of student learning and teacher growth, as well as the principal's progression on the Principal Professional Growth Plan (Form B or Form C for Intensive), the superintendent will make a recommendation concerning the principal's employment. The Principal Evaluation Rubric (Form A) for Summative Evaluation is placed yearly in the personnel file of principals in the Novice and Intensive Categories and minimally once every three years for principals in the Inquiry Category. The Principal Reflective Narrative (Form D) is completed by the principal and the superintendent and placed in the personnel file of every principal annually.

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

In accordance with the Arkansas Department of Education, the West Memphis School District will pilot the state's new Teacher Excellence and Support System (TESS/LEADS) during the 2013-2014 school term, followed by full implementation in the 2014-2015 school year. This decision was approved by the school board in May 21, 2013.

The goal of TESS is to provide a transparent and consistent teacher evaluation system for public school districts and public charter schools. This will be achieved through an integrated system to improve student learning that links evaluation procedures with curricular standards, professional learning activities, targeted support to encourage teachers in improving their knowledge, and instructional skills.

Teachers will be evaluated on a variety of factors, including classroom observation and test scores. The primary goal is to find specific areas in need of improvement and then help teachers improve.

Novice or probational teachers will undergo a full summative evaluation covering 22 components every year, while all other teachers will undergo such an evaluation every three years. The summative evaluations will be used to create a professional growth plan so that teachers and evaluators focus on areas of deficiency.

Teachers will be given ratings in four categories: planning and preparation, classroom environment, instruction, and professional responsibilities. In each category, they will be scored at one of four performance levels: distinguished, proficient, basic, and unsatisfactory.

TESS is based on a model designed by Charlotte Danielson, a nationally recognized teacher evaluation expert. Unlike the state's previously used pass-fail checklist which had no clear descriptors, the Danielson rubric specifically describes a teacher's level of performance in each of the following 22 components:

1. Demonstrating knowledge of content and pedagogy
2. Demonstrating knowledge of students
3. Setting instructional outcomes
4. Demonstrating knowledge of resources
5. Designing coherent instruction
6. Designing student assessments
7. Creating an environment of respect and rapport
8. Establishing a culture for learning
9. Managing classroom procedures
10. Managing student behavior

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11. Organizing physical space
 12. Communicating with students
 13. Using questioning/prompts and discussion
 14. Engaging students in learning
 15. Using assessment in instruction
 16. Demonstrating flexibility and responsiveness
 17. Reflecting on teaching
 18. Maintaining accurate records
 19. Communicating with families
 20. Participating in a professional community
 21. Growing and developing professionally
 22. Showing professionalism

To ensure evaluators are prepared to implement the teacher evaluation plan, evaluators shall be trained in observation techniques that will enable them to accurately and consistently apply Charlotte Danielson's Framework for Teaching to classroom observation. Administrators shall complete a state evaluation training program and successfully pass the certification test to be a credentialed evaluator and shall complete the summary evaluation by April 15 of each year on every certified staff member. The annual evaluation documents will be placed in the staff members file in the Superintendent's office.

Procedures for implementing the teacher evaluation plan will include all teachers being provided access to Teachscape software for training materials. Using master-scored classroom videos and interactive exercises that give formative feedback, the Effectiveness Series is designed to train teachers on the value, structure, and content of the Framework for Teaching, 2011 Revised Edition. It promotes the use as a scaffold to confidently discuss and improve teaching practices.

The plan also includes acquainting the certified staff with the evaluation policy, program, procedures, and forms to include a half day training that provides specific information regarding the teacher evaluation law, training process, and details about the FFTES system. All teacher training must be completed by May 31, 2014. The total training time using all FFTES modules is approximately 21 hours.

Administrators must be certified and are responsible for evaluating the staff in their respective schools.

Certified personnel who have successfully completed Track 1: Probationary/Novice shall be placed in Track 2: Interim Teacher Appraisal Process. Track placement is determined by summative ratings. A Professional Growth Plan will be created for each individual. An effective

implementation of the growth plan is contingent upon the collaborative and reflective participation of each teacher and supervisor.

Any teacher who receives an unsatisfactory rating in any domain of the Components of Professional Practice will be placed in Track 3: Intensive Support Status. Personnel in this track will focus on correcting identified deficiencies.

Artifacts will be collected to reflect performance. Domains 1 and 4 will be represented through off-stage evidence. Domains 2 & 3 will be represented through observations. Examples of artifacts will be provided.

The forms to be used for the Teacher Excellence and Support System are provided by the Arkansas Department of Education and include:

TRACK 1: Probationary/Novice (1-3 Years)

The teacher and evaluator each receive one (1) copy of each form. The evaluator maintains an evaluation file for each certified staff member. If the teacher transfers or is reassigned within the district, his/her evaluation file is forwarded to the new principal/supervisor.

A probationary teacher is a teacher who has not completed three (3) successive years of employment in the West Memphis School District. A first year teacher will be considered both a novice and probationary teacher. All novice and experienced certified teachers will be involved in the probationary teacher track during their first year of employment with the West Memphis School District. Experienced teachers new to the district may be removed from the probationary cycle by the building principal after completion of one year in the district and a total of at least three years of experience. Novice teachers will remain in Track 1 for three (3) years.

The probationary/novice teacher plan will consist of at least two (2) formative observations focused on targeted growth areas. The Professional Growth Plan developed following the first formative observation. The end of year summative evaluation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Professional Growth Plan review and development. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times.

TRACK 2: Interim Teacher

Teachers who have more than three years of satisfactory experience in the West Memphis School District will cycle through the Interim Teacher Appraisal Process. Track 2 consists of a three year cycle: 2A – Summative Evaluation, 2B2 – Interim Appraisal Process, and 2B1 –

Interim Appraisal Process. This track allows veteran teachers to receive a summative evaluation once every three years.

TRACK 3: Intensive Support Status

The Intensive Support Status is required to assist teachers who have received an unsatisfactory rating in any domain of the Components of Professional Practice. A teacher can move from Track 3 at any time needed.

The intensive support status plan will consist of an intensive Professional Growth Plan developed following the placement into Track 3. Multiple formal and informal observations focused on intensive growth areas will occur during this status and will include multiple conferences between teacher and evaluator. An end of year summative evaluation is also required. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Intensive Professional Growth Plan review. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times. The teacher will complete the Pre-Summative Evaluation Questions Form prior to the Pre-Conference. A teacher may remain in Track 3 for two (2) semesters. Two (2) additional semesters may be added if improvement is observed. Successful completion of Track 3 will move the certified employee back to Track 1 or Track 2A depending on placement when entering Track 3. Non-successful completion of Track 3 will result in recommendation for non-renewal or termination.

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

Wonder Junior High School

Reform efforts in the last five years:

During the 2009-2010 school year the following reform efforts were initiated:

- Math Coach position was established to provide support to classroom teachers in improving instructional practices.
- Lesson modeling of open-response type items, mirroring those on the state mandated exams, was provided by the literacy and math coaches in individual classrooms based on student and teacher needs.
- Designated common planning sessions for each discipline was developed. This resulted in focused time for grade level and department level meetings as well as shared strategies, planning, and assessment techniques
- Partnership was continued with Elbow2Elbow (E2E) for job-embedded professional development in math, literacy, and special services to include data disaggregation, modeling of research based instructional strategies, creating and providing lessons and resources using high yield strategies, observing teachers and providing feedback.
- Elbow2Elbow (E2E) assisted in the design of professional learning communities with initial focus on testing strategies across-the curriculum.
- Elbow2Elbow (E2E) provided inservice professional development for faculty on high yield strategies, cooperative learning structures, and data driven instruction.
- Released items from ACTAAP were incorporated into classroom instruction and used as a teaching tool.
- Members from the Wonder Junior High staff participated with the Great Rivers Educational Cooperative in the development of the Total Instructional Alignment (TIA) documents. Curriculum pacing guides were developed and implemented in all core classes.
- Math and Literacy Target Tests from the Great Rivers Educational Cooperative, given each nine weeks, were edited to reflect district pacing and more closely mirror Arkansas Benchmark assessments.
- Results from Target Tests were analyzed and used to support data driven instruction in math and literacy classrooms.
- March Madness, a student incentive program to increase student engagement, accountability, and exposure to math and literacy, was implemented the month prior to the Benchmark Exam.
- Compared to previous year Benchmark and EOC Exams: 7th grade math and literacy scores showed +5 and +10 percentage point gains; 8th grade math and literacy scores showed +6 and +24 percentage point gains; Algebra showed +9 percentage point gain.

The 2010-2011 school year included a continuation of previous reform efforts and additional initiatives:

- Efforts focused on classroom instruction to develop a rigorous, intentional curriculum aligned to national, state and local standards.
- Partnership was continued with Elbow2Elbow (E2E) to provide job embedded professional development in math, literacy and special services.
- Elbow2Elbow (E2E) provided inservice professional development for faculty on high yield strategies, cooperative learning structures, and data driven instruction
- Professional Learning Communities and Building Level Committees continued or were established as needed.
- Weekly lesson plans were checked for curriculum alignment and feedback was provided to teachers.
- Members from the Wonder Junior High staff participated with the Great Rivers Educational Cooperative in the further development and revision of Total Instructional Alignment (TIA) documents. Documents were revised through committee format to include objectives, task analysis, and essential vocabulary.
- Weekly pacing guides were created based on Total Instructional Alignment documents. Resources, activities, and lesson plans were compiled to support instruction of standards aligned to weekly pacing guides and Total Instructional Alignment documents.
- Interim formative assessments in math and literacy were developed to be administered midway between each Target Test. More timely formative assessments in math and literacy enhanced data driven instruction and the ability to identify content needing remediation.
- Data walls were created to display individual student progress toward proficiency as well as school progress toward meeting adequate yearly progress goals
- Benchmark Bootcamp was added to March Madness to provide intense focus the week prior to the Benchmark Exam with students having a full morning followed by full afternoon of math, literacy, and/or science in lieu of regular class schedule.
- Compared to previous year Benchmark and EOC Exams: 7th grade math and literacy scores showed +8 and +20 percentage point gains; 8th grade math and literacy scores showed +7 and -5 percentage point change; Algebra showed +4 percentage point gain.

The 2011-2012 school year included a continuation and enhancement of practices:

- A newly structured school leadership team to include the principal, instructional coaches, and department heads was put in place to guide improvement efforts.
- Partnership was continued with Elbow2Elbow (E2E) to provide job embedded professional development in math, literacy and special services.

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- Elbow2Elbow (E2E) provided inservice professional development for faculty on high yield strategies, cooperative learning structures, increasing rigor and relevance, and transition to the Common Core State Standards
 - Elbow2Elbow (E2E) Literacy Consultant provided summer professional development for literacy department on curriculum guides and instruction.
 - Elbow2Elbow (E2E) Math Consultant provided summer professional development for math department on high yield instructional strategies and integrating technology in the math classroom.
 - Students began charting progress on Target Tests and setting goals for improvement.
 - Content area teachers attended professional development for reading and writing connections to content areas.
 - Compared to previous year Benchmark and EOC Exams: 7th grade math and literacy scores showed +7 and +16 percentage point gains; 8th grade math and literacy scores showed +4 and +15 percentage point gains; Algebra showed +2 percentage point gain.

The 2012-2013 school year required additional interventions with Wonder Junior High designated as a Priority School:

- A core school leadership team to include the principal, instructional coaches, Elbow2Elbow (E2E) Specialists and ADE School Improvement Specialist was put in place to guide improvement efforts.
- The Great Rivers Cooperative Math Specialist partnered with Wonder Junior High to provide additional support and professional development in math on open-response question strategies.
- Focus was given to increased frequency of teacher modeling and independent student completion of open-response questions in math classrooms.
- Wonder Junior High School participated in a self study of practices through AdvancEd.
- Wonder Junior High School participated in the Scholastic Audit process with the Arkansas Department of Education.
- Partnership was continued with Elbow2Elbow (E2E) to provide job embedded professional development in math, literacy and special services.
- School Improvement Specialist (SIS) assigned to school by the Arkansas Department of Education to provide technical assistance in development of the Priority Improvement Plan and monitor implementation.
- Elbow2Elbow Consultant assigned as Arkansas Department of Education approved external provider to support Priority School efforts. Priority Improvement Plan with detailed Interim Measurable Objectives was developed based on Turnaround Principles and Indistar Indicators.
- Professional Development on Effective Questioning and Differentiation of Instruction was

provided based on needs as determined by Classroom Walkthrough Data.

- Literacy curriculum module documents were created to align with Common Core State Standards and the Model Content Frameworks.
- Elbow2Elbow (E2E) Literacy Consultant provided summer professional development to secondary literacy teachers to guide teachers through CCSS module implementation.
- Math curriculum maps were created based on both Common Core State Standards and Arkansas Frameworks to begin transition while still preparing students for the Benchmark Exam.
- Math coaches and Elbow2Elbow (E2E) consultant collaborated during summer workshop on data disaggregation and pacing of new curriculum maps.
- Elbow2Elbow (E2E) provided inservice professional development for faculty on effective high yield instructional strategies, transition to the Common Core State Standards, and the Rigor and Relevance Framework.
- Compared to previous year Benchmark and EOC Exams: 7th grade math and literacy scores showed -7 and -6 percentage point change; 8th grade math and literacy scores showed +3 and -5 percentage point change; Algebra showed +10 percentage point gain.

The 2013-2014 school year was a continuation of Priority Improvement Plan interventions with additional reform efforts:

- A new principal was put in place at Wonder Junior High to guide improvement efforts.
- An 8-period day schedule was developed to ensure 7th and 8th grade students would have two periods of math- one as a regular math class and one as remediation/enrichment.
- Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) implementation for staff and administrator evaluations began.
- Two planning periods were implemented in the English department with one of the planning periods designated as daily common grade level planning.
- Quarterly collaboration and planning times was designated for 7th and 8th grade math teachers.
- Core School leadership team and external provider continued to guide improvement efforts and implementation of the Priority Improvement Plan.
- New School Improvement Specialist (SIS) assigned to school by the Arkansas Department of Education to provide continued support of the Priority Improvement Plan and monitor implementation.
- Elbow2Elbow Consultant continued as Arkansas Department of Education approved external provider to support Priority School efforts. Previous progress on the Priority Improvement Plan was evaluated and Interim Measurable Objectives updated.
- Progress of Interim Measurable Objectives continued to be tracked weekly.
- Partnership was continued with Elbow2Elbow (E2E) to provide job embedded professional development in math, literacy and special services.

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- Elbow2Elbow (E2E) provided inservice professional development for faculty on effective high yield instructional strategies, transition to the Common Core State Standards, and literacy across the curriculum.
 - Lunch detention was implemented to reduce Saturday detention and out of school suspensions.
 - Teacher Excellence and Support System (TESS) and Leader Excellence and Development System (LEADS) implementation for staff and administrator evaluations began.
 - Teachers were required to regularly complete grade distribution reports to enable early intervention for excessive failure rates.
 - Teachers were required to contact parents regarding student failure and students required to attend mandatory after school tutoring.
 - Literacy Common Core State Standards curriculum modules were fully implemented.
 - Math curriculum modules with Common Core State Standards and Arkansas Frameworks were implemented.
 - Math and literacy coaches with Elbow2Elbow (E2E) consultants created Module Tests aligned with curriculum maps.
 - Math and literacy teachers and coaches disaggregated Module Test data by class/period/student. Results were compiled and analyzed during department professional learning communities.
 - Remediation/enrichment math class objectives were based on weak skills identified by Module Test data analysis.
 - Data wall was updated after each math and literacy Module Test to determine progress of student achievement.
 - Data for the students with disabilities subpopulation was monitored and targeted interventions were implemented based on the data analysis.
 - Student performance on open-response format questions continued to be a focus and was tracked on each Module Test.

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	2013	2012	2011	2010	2009
Reading/Language/English	66.02	70.37	54.60	48.90	31.30
Mathematics	53.97	52.62	48.90	41.10	32.80
Science	17.00	11.00	9.00	6.00	26.00
Social Studies					
Writing	78.57	73.69	75.34	72.15	67.42

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: 2011 - 2013

Subject	White, nonHispanic			Black, nonHispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	0	100	0	66.14	70.15	54.76	100	NA	NA	NA	NA	NA	11.76	24.36	5.71
Mathematics	0	100	0	53.99	52.64	49.04	100	NA	NA	NA	NA	NA	47.17	36.73	36.21
Science	0	100		6	10	9.00		NA	NA	NA	NA	NA	0	0	0
Social Studies															

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: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					57%	53%				
Mathematics					50%	35%	48%			
Science					9%					
Social Studies										
Writing										
Other										

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					73%	68%				
Mathematics					55%	39%	52%			
Science					10%					

Social Studies										
Writing										
Other										

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Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					62%	67%				
Mathematics					48%	42%	62%			
Science					5%					
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 96.99%
Date Range: 8/19/2013 – 01/22/14

5. Mobility rate for the 2013-2014 school year: 6.4%
Date Range: 10/1/2013 – 01/22/2014

6. Graduation rate for all students for the 2012-2013 school year: 74.48%
 Wonder Junior High houses 9th grade students that are included in the High School graduation rate.

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

	All Students
2013	Na
2012	Na
2011	Na

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?
 Wonder Junior High 2013 Literacy Benchmark Data reflects that the students with disabilities subpopulation did not meet the established AMO for Performance (21.43%) scoring 11.75% and the AMO for Growth (19.64%) scoring 7.69%.

2013 Math Benchmark/EOC Data reflects that the economically disadvantaged subpopulation did not meet the established AMO for Performance (57.44%) scoring 53.01% and the AMO for Growth (52.86%) scoring 43.40%. Students with disabilities exceeded the 2013 AMOs for both Performance and Growth, however, the AMOs for students with disabilities are significantly lower than for All Students. While students with disabilities met the 2013 Growth AMO (16.67%) scoring 19.23%, there remains dramatic gap in achievement for this subpopulation.

*There is not a subpopulation for race (1 White and 1 Hispanic)

2. Which subpopulation of students are experiencing the lowest graduation rates?

West Memphis High School 2012 graduation data reflects the following subpopulations as having not meet the 2012 AMO of 75.93%:

- African American – 74.51%
- Economically Disadvantaged 73.97%
- White 73.97%

* Student with Disabilities exceeded the 2012 AMO

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

While student achievement has shown yearly progress, Wonder Junior High was identified as a Priority School during the 2012-13 school year based on student achievement in mathematics. Wonder Junior High remains a priority school during the 2013-14 school year. All students and Targeted Achievement Gap Group failed to meet the Annual Measurable Objectives for both performance and growth in mathematics on the 2013 Benchmark.

Grade distribution data for the 2013 1st semester shows that math has the highest number of student failures compared to all other subject areas.

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

The characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Wonder Junior High School's low income and African American student population. One-hundred percent of West Memphis School District population receives free or reduced meals. Many of the Wonder Junior High's students come from households of generational poverty. The average daily attendance rate for 2013 was 93% and this year 1st semester was 98%. Students arrive at Wonder Junior High from the feeder schools lacking many of the basic skills needed for success. A survey of parents conducted in the fall of 2012 noted that parents feel the school provides programs that challenge their child (87%) and that up-to-date instructional tools (books, computers, videos, etc) are used effectively in the school (95%). These high percentages support the notion that parents have a high regard for the school even though the school is in priority status for achievement gaps and does not have access to and utilize resources as perceived by parents. Additionally, 90% of parents noted that the school provided opportunities for volunteers to be involved in the school. It is clear that even though the school acknowledges the desire to create a true partnership with parents to ensure success, parents feel satisfied with the program as it is and that their participation at school is adequate.

It is crucial the provider chosen be willing and equipped to confront the overall culture of low expectations for both school and community as well as the lack of educational rigor that exists. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

In selecting the model and external partners, the LEA Team carefully considered the Transformation Model's approach to the economic and racial aspects of the student population. The Team decided that a requirement for assistance and support would come from Specialists with Arkansas certification and successful, documented experience working in Delta schools. Results from prospective Specialists and External Providers were reviewed and evaluated based on their experience and understanding of the challenges of working with under-performing schools as well as students and families of poverty and the African American culture. The Provider will work with the school and district staff to create an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to partner with the school in meaningful ways and to remove barriers to student learning.

The Transformation Model requires the implementation of ongoing, high-quality, job-embedded professional development that addresses the diverse needs of the Wonder Junior High student population. A qualification of the selected Provider was to have Specialists trained in and able to support Arkansas initiatives to include Common Core State Standards Implementation, the Classroom Walk-through model and the Arkansas Coaching model. Additionally, since students with disabilities are a subgroup of low performance, the Provider was required to have Specialists qualified and experienced in this area. It was also a requirement for the Provider to have Specialists who were intricately knowledgeable about and able to support the Teacher Excellence and Support System, as this system supports the differentiation that needs to occur in Wonder Junior High classrooms. Since using data to drive instruction is an objective of the Transformation Model, the Provider was to have experience with interim assessments to include using the The Learning Institute(TLI) assessment platform, analyzing data from interim assessments, and working with teachers to use the data to inform classroom instruction in order to meet the needs of every student.

An additional qualification for the Provider was to work with the Wonder Junior High School leadership and staff to create culturally responsive classrooms as they select culturally sensitive instructional resources that are researched-based and actively engage students in learning. The Provider will also work with the West Memphis School District to seek appropriate social-emotional and community oriented services and supports for students and evaluate all remediation and supplementary programs to ensure they are used effectively to support student achievement. Additionally, the Provider will work with the West Memphis School District to establish fully functioning SPRINT teams. These teams will utilize a data-based approach to create a tiered

intervention system to address the specific needs of students who are experiencing learning problems and students with special needs. The External Provider was required to have the capacity to deliver the services as necessary to accomplish the intended goals of increasing student achievement in the core subjects with a focus on math and literacy at Wonder Junior High School.

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?

Students arrive at Wonder Junior High from the feeder schools needing support for full development of many of the basic skills needed for success.

Compared to statistics for the state, the entire enrollment area is comprised of a student population which includes highly mobile, low income, and high minority learners. This enrollment area necessitates reform efforts that take into account single family homes, parents who may not have completed high school, high unemployment, and who have not developed a high value for education. The needs of the enrollment area and the parents current perception of the school, point to a new and strategically planned approach need for parental involvement. The process of schooling should be transparent. Parents need to be informed about the education their children are receiving and be active partners in the process, requiring the best system for their child. To achieve this, a strong education process for the parents will be needed.

External partners/providers must have experience working with diverse teachers and administrators as well as working with teachers of high mobility. The partners/providers should have experience in working with staffs to build community, in building relationships, motivating teachers and becoming change agents.

The school population in general has lacked an intensive embedded model of professional development and accountability for implementation. A key criterion considered was that partner organizations must have a strong professional development component consistent with the requirements of the Transformation model and aligned with the needs of Wonder Junior High. The West Memphis School District Superintendent interviewed interested vendors and selected Elbow2Elbow based on the needs of the school and district. Success partnering with Elbow2Elbow allowed for the relationship to continue. Partner organizations and vendors are chosen by the school and district based upon their track record of effectiveness and compatibility

together with their ability to customize their support to the school's needs and their unique profile.

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the "Recommendations";
- LEA (Leadership) and/or school "Recommendations" identified for implementation;
- Implementation progress;
- Timeline of prioritized "Recommendations" and the Evaluation process.

All Next Steps as identified in the Scholastic Audit have been completed. Wonder Junior High Leadership reviews progress of the Scholastic Audit indicators during leadership team and faculty meetings and plans for next steps to address are ongoing. Wonder Junior High faculty is working diligently to address all areas as recommended as quickly and efficiently as possible. As you will see from the narrative section on Implementation of Progress, many of the items have been addressed since the Scholastic Audit was conducted. Action items for improvement are placed in the ACSIP and appropriate evaluations occur based on the action. CWTs, test data, meeting agendas and minutes, formal and informal observations, are just a few of the ways the progress toward recommendation implementation is evaluation.

Scholastic Audit Review – Wonder Junior High School –

1) STANDARD 1 FINDINGS: CURRICULUM

1.1a The school has curriculum maps and pacing guides for literacy and mathematics that are aligned with the Arkansas Frameworks and Common Core State Standards. 1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12). 1.1c The district facilitates discussion on a limited basis to eliminate curricular overlaps and gaps. 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high). 1.1e The school curriculum provides specific links to continuing education, life and career options. 1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum. 1.1g The curriculum provides access to an academic core for all students.

RECOMMENDATIONS FOR IMPLEMENTATION:

The building level curriculum/instruction committee that is functioning in the school should be expanded to involve all stakeholders, including teachers, instructional coaches, and building administrators. The committee must review the existing curricula that includes Common Core State Standards and Arkansas

Curriculum Frameworks to make adjustments as needed and ensure that it intentionally focuses on research-based strategies that elicit higher-order thinking and problem-solving skills from all students. Administration must ensure that strategies to engage learners are being utilized in the classroom. Professional development must be provided on effective questioning, research-based instructional strategies, and integrating technology effectively into lessons. Time for collaboration between and among the feeder and receiving schools of Wonder Junior High must be built into the professional development calendar at least twice a year. Content area teachers across grade levels must collaborate for vertical and horizontal alignment and the sharing of effective strategies and processes.

IMPLEMENTATION OF PROGRESS:

- Professional Development on effective questioning, research-based instructional strategies, and technology integration were provided for all teachers during Spring 2013.
- School leadership monitors instructional strategies on a daily basis. Specific, written feedback is provided to teachers within 24 to 48 hours whenever issues of concern are noted. The principal also highlights teachers using effective practices via a weekly memo that she sends to each faculty member at the beginning of each week.
- Agendas, minutes, and sign-in sheets are kept for all committees for documentation, history, and accountability.
- Bi-weekly math and literacy academic coaches meetings allow for vertical alignment among the West Memphis secondary schools. The elementary academic curriculum specialists attend various coaches meetings throughout the school year to assist with vertical alignment among the elementary campuses and the secondary campuses.
- A vertical alignment meeting with WJHS academic coach and the academic coaches from each feeder school occurred in spring 2013 and the process will become an ongoing process among WJHS and the feeder schools.
- English teachers from across the district are provided professional development on the curriculum alignment of the documents. Teachers work in grade level teams to revise the plans and make additions to curriculum module documents before presenting revisions to the whole group.
- Math coaches across the district partner with Elbow2Elbow (E2E) math consultant to develop curriculum alignment documents. Grade level math teachers at Wonder Junior High School collaborate quarterly to further develop pacing within modules of instruction

2) STANDARD 2 FINDINGS: CLASSROOM EVALUATION/ASSESSMENT

2.1g The implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program, and End-of-Course Exams are coordinated by school and district leadership. 2.1a Classroom assessments are frequent and aligned with the Arkansas' Academic Core Content Standards, but are not always rigorous, authentic, or designed to assess proficient student work. 2.1b There are minimal opportunities for teachers to collaborate in the development of performance assessments. 2.1c Few students can articulate academic expectations and what is required to be proficient. 2.1d Classroom, district, and state assessment data are not used to identify curriculum gaps. 2.1e Classroom assessment data are rarely analyzed. 2.1f Performance standards are not always clearly communicated, evident in classrooms, or observable in student work. Professional development on the design and use of rubrics has not been provided to all teachers. 2.1h Student work is rarely analyzed to make changes in instruction, to revise the curriculum and instructional strategies, or to gain information on student progress.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership must require performance-based assessments that are rigorous, challenging, and of grade level quality to be administered in all classrooms for all students. Professional development on how to create performance-based assessments must be provided to all staff to ensure that the assessments are designed to be rigorous, challenging, and appropriate for the grade level. Formative assessments are designed to provide regular and timely feedback to students regarding their academic progress. School leadership must set the expectation that all teachers will implement formative assessments throughout their class instruction and use the results to change their instruction and practices.

IMPLEMENTATION OF PROGRESS:

- Professional Development has not been provided for ALL faculty on creating and using Performance Based Assessments.
- English teachers received professional development on implementing and using Performance Based Assessments in conjunction with Common Core State Standard curriculum module instruction, but more Professional Development will be required for rigor and relevance of the various tasks to be enhanced.
- Professional Development has been provided for all faculty on creating and using Formative Assessments during Fall 2013.
- Professional Development on creating and using rubrics has been provided in previous years; however, it has not been updated in recent years.
- Student scoring and use of rubrics has been implemented in Language Arts/English classrooms
- The Arkansas Writing Rubric for scoring the five writing domains in essay writing is used with current student samples along with state released essay-writing samples. Students use the rubrics to determine the most appropriate score for each domain then suggest areas for revision and editing to enhance the final product.

- Various reading rubrics for reading selections to score student work samples are utilized to score open response questions related to the reading. State released items and current student work are used for students to analyze and evaluate the end product then determine areas of strength and weakness in the work.
- During the 2013-14 school year, CWT/Focus walk data includes data related to formative assessments or “checking for student understanding”
 - Observation results are shared through weekly emails and during faculty meetings
 - A needs assessment related to professional development on checking for understanding was conducted and results were analyzed
 - Based on results from needs assessment, a “check for student understanding” instructional strategy is shared during each faculty meeting
- Student scoring and use of rubrics has been implemented in math classrooms
 - Open-response format questions and scoring rubrics consistent with ACTAAP testing have been regularly used in math classrooms.
 - Teachers have regularly graded open-response questions using rubrics and provided feedback to students.
 - Students have been required to grade their own work as well as sample student work on open-response questions using ACTAAP rubrics.

3) STANDARD 3 FINDINGS: INSTRUCTION

3.1b Few instructional activities are aligned with the district Common Core State Standards. Most instructional strategies do not challenge students to make connections across content areas or make connections to the real world.

3.1f Many teachers do not utilize technology and other resources to enhance student learning. The textbook and worksheets are the primary instructional resources used in most classrooms. 3.1h There is evidence that homework is frequent and monitored and tied to instructional practice. Many teachers have little expectation that homework will be returned. 3.1a Instructional strategies in most classrooms are not researched-based, varied, or effective in requiring student participation. 3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed. 3.1d Teachers do not always use their knowledge of content and instruction to provide classroom experiences that motivate students to high levels of learning. Many teachers have not had professional development on effective questioning that would engage students with high levels of Revised Bloom's Taxonomy.

3.1e Most teachers do not fully utilize technology to expand student learning in all content areas. 3.1g Teachers do not collaborate to identify the strengths and weaknesses of students' classroom work and the next steps to improve instructional

practices. Most teachers have not received professional development in protocols for analyzing student work.

RECOMMENDATIONS FOR IMPLEMENTATION:

Research-based strategies with a focus on teachers' use of Revised Bloom's Taxonomy questions and real-world and cross-curricular connections should be the focus of monitoring, teacher conferences, faculty meetings, and follow-up professional development as needed. Teachers must fully implement the use of research-based strategies. Professional development must be provided to ensure that teachers maximize the implementation of questioning strategies. Interactive student engagement with technology must be a priority to provide opportunities for students to extend their thinking, motivate creativity in research projects, assignments, and assessments.

IMPLEMENTATION OF PROGRESS:

- School leadership monitors instruction on a consistent basis using the Classroom Observation Tool.
- All teachers indicate in their weekly lesson plans their use of research-based strategies. Teachers also indicate in their lesson plans their guiding questions.
- Professional Development has been provided on questioning strategies.
- School leadership systematically monitors the use of technology through the Classroom Observation Tool.
- The classroom observation tool was revised to include data related to timely/individual feedback
- During CWT/Focus walk observations, any concern that is noted receives individual feedback within 24 to 48 hours
- TESS is being piloted and Track 1 teachers receive individual feedback throughout the observation process (pre-conference, classroom observation, post-conference, and PGP development)
- The classroom observation tool was revised to include data related to technology integration
- Math teachers provided with professional development on integrated technology into the math classroom with an emphasis on interactive websites, iPad apps, and TI-84 graphing calculators.
- Lessons specifically designed for students with disabilities math classrooms using iPads to enhance instruction.
- Math and literacy academic coaches and Elbow2Elbow (E2E) consultants model lessons for classroom teachers using research-based strategies to improve instruction and increase student engagement.

4) STANDARD 4 FINDINGS: SCHOOL CULTURE

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Discipline management procedures include: corporal punishment, in-school suspension, Saturday School, and out-of-school suspension. 4.1g Most teachers use telephone calls, e-mails, monthly newsletters, text messages, Alert Now System, Web site, and Home Access Center as a means of communicating with parents. 4.1i The school's Web page and Parental Involvement with Learning Opportunities and Techniques for Students are both used to disseminate information to stakeholders. 4.1j There is evidence that some student achievement is valued and celebrated. 4.1b The implementation of the curriculum is not always rigorous and diversified in ways to challenge and engage students. 4.1c Most teachers do not demonstrate high expectations for all students. Most teachers do not require students to work from bell to bell. 4.1d Some teachers stated that they were not involved in the decision-making process regarding teaching and learning. 4.1e Many teachers do not recognize their professional role in student success. 4.1f There is no local school board policy to ensure that classroom instructional assignments are made specifically to address student learning needs. Teachers are assigned based on their teaching license. 4.1h Teachers do not always inspire students' best efforts. Differentiated instruction, higher-order questioning, and problem-solving activities are seldom implemented in classrooms. 4.1k Multiculturalism is rarely addressed in lesson plans, classrooms, and student work.

RECOMMENDATIONS FOR IMPLEMENTATION:

In order to address the needs of all learners in the school, it is essential that leadership embrace diversity and multiculturalism. Wonder Junior High must demonstrate these practices through instruction, resources, and displayed student work. Professional development must be provided for staff to fully appreciate diversity and how this can be incorporated in the teachers' daily lessons throughout the year. Student-led conferences afford students the opportunity to be accountable for their own learning through student engagement. District and school leadership should immediately provide SMART board and iPad technology training for teachers and staff through the district-provided professional development.

IMPLEMENTATION OF PROGRESS:

- The district has provided Professional Development on cultural diversity for all teachers.
- The district has provided SMART Technology training for teachers--more is needed for iPads.
- Leadership monitors student use of technology using the Classroom Observation Tool.
- School leadership has provided each faculty member an iPad and Apple TV to enhance opportunities for technology inclusion in the classroom.

- Chrome Notebooks have also been purchased to allow students to create presentations and engage in hands-on experiences.
- CWT/Focus walk observation tool was revised to include data related to technology integration
- Leadership team is currently discussing using student led conferences as a means of promoting student buy-in/accountability and increasing parent/community participation
- In-service and embedded professional development provided to math teachers on using technology in the classroom.
- Internet server issues often limit effective implementation of technology despite teacher efforts to use iPads and/or interactive websites.
- Additional support of technology hardware and software will be needed to successfully use available resources.

5) STANDARD 5 FINDINGS - STUDENT, FAMILY AND COMMUNITY SUPPORT –

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development. Individual Education Plans are maintained in the special education classrooms.

5.1a Wonder Junior High School has a parental organization called Parental Involvement with Learning Opportunities and Techniques for Students. Some teachers use telephone call, e-mails, newsletters, text messages, Alert Now call system, Web site, and Home Access Center as a means of communication from the school to home to address issues concerning students' behavior and academic performance. The Parent Center is located in a classroom at Wonder Junior High School, where the parents have access to a few books, pamphlets, videos, and other materials regarding responsible parenting that are available for checkout. The parents must sign in at the main office in order to utilize the Parent Center.

5.1b The local school board has a policy that addresses equal access to educational programs for all students. After-school tutoring is provided. Transportation is not provided by the school. Support services are provided to students through collaboration with the school counselor, nurse, teachers, and parents. This team of school members is referred to as the SPRINT team for Wonder Junior High School.

5.1c The district allocates financial resources for instructional programs and materials to promote student learning. The school is organized to identify and support students who experience learning problems and require remediation. An after-school program is available for students who were not proficient on the benchmark exams. Student learning styles are not formally assessed. Few teachers use differentiated instruction to meet the individual learning needs of students.

5.1d Few opportunities are provided for students to receive additional assistance to support their learning beyond the regular classroom experiences. Some students participate in Spanish, Family Consumer Science, and Industrial Arts classes once a week.

RECOMMENDATIONS FOR IMPLEMENTATION:

Communication between the school, the home, and the community is critical. School leadership must develop a formal, written, two-way communication plan from school to

home or community that is interactive, meaningful, and regular. Wonder Junior High School must consider celebrating academically astute students. It is essential that faculty and administrators become united in their focus on meaningful access to the curriculum for all students. School leadership must monitor the implementation of these activities and evaluate their impact on reducing and eliminating barriers to student learning.

IMPLEMENTATION OF PROGRESS:

- School leadership has strengthened the communication between the school, the home, and the community through the use of BlackBoard Connects. Parents are notified of all important school events. A Parent Newsletter is sent home monthly.
- Using incentives and other positive reinforcements, the amount of parents attending Parent-Teacher Conferences, Open House, and Parent-Involvement Nights have increased substantially.
- Teachers are required to keep a log of all forms of parental communication which is turned in to the principal weekly. Teachers are also required to call the parents of all students that received a "D" or an "F" on their progress reports or report cards.
- Mandatory after school tutoring is required for all students receiving a failing grade in a core curriculum class.
- Student achievement is highly valued and celebrated. The Honor Roll list is read during announcements. The names of students scoring Proficient/Advanced on the Benchmark Exam are placed on stars in the hallway of Building I. The name of potential rising stars (Bubble Students) are placed on stars in the hallway of Building II. There is also an Academic Trophy Case in Building II to recognize the academic accomplishments of students.
- Students scoring Proficient/Advanced on Target Exams are recognized during announcements after each exam. Their names are also displayed in the hallways of the literacy and math buildings.
- During Fall 2013, a celebration was held for honor roll students and students who scored Proficient/Advanced on Benchmark and/or Target Exams

6) STANDARD 6 FINDINGS- PROFESSIONAL GROWTH, DEVELOPMENT, AND EVALUATION

6.1b There is limited support to build instructional capacity through on-going professional development. Some professional development is data-driven, primarily in the literacy and mathematics areas. Elbow-2-Elbow Educational Consulting and the literacy and mathematics coaches compile and review the data from the classroom walkthrough observations and target tests. This information is presented to the staff at

faculty and department meetings. 6.1d There is no formal process to connect school improvement goals with professional development. The school has a Professional Development Committee. The roles and responsibilities have been recently clarified. 6.1f Professional development planning is linked on a limited basis with the review of student achievement data. Professional development does not always address the identified learning needs of all the students. Literacy and mathematics coaches and Elbow-2-Elbow consultants disaggregate the target test results. Literacy and mathematics teachers have received some training in utilizing the data. 6.2a The process does not identify the specific procedures for personnel evaluation. The policy requires for the principals and supervisors to evaluate the work of instructional personnel according to ACT 766 of 1979. Each teacher employed by the West Memphis School District will be evaluated in writing annually. The evaluation system does not fully incorporate the Individual Professional Growth Plans. 6.2b The school leadership provides some fiscal resources for professional development. Available fiscal resources are not maximized to support professional growth. Professional development is not always based on the results of needs assessment, Individual Professional Growth Plans, or review of student achievement data. Categorical funds are used to provide professional development through consultants, professional conferences, and trainings. 6.2d The building leadership conducts evaluations of staff as required by local school board policy. The specific procedures for personnel evaluations are not identified. The evaluation system does not deliberately link the Individual Professional Growth Plan to the teacher evaluation process. Evaluations are conducted throughout the school year. 6.2e The ACSIP has a few action components that address instructional leadership skill development, as required by the Priority Plan. School leadership does not always participate in professional development that would lead to improved leadership skills. 6.1a There is no long-term planning for professional growth needs of individual staff members. Most of the professional development is planned at the district level on an annual basis. The school has a Professional Development Committee. This includes both instructional and leadership growth. The district has contracted with Elbow-2-Elbow Educational Consulting on an annual basis to provide instructional and leadership support and professional development for school leadership. 6.1c Professional development priorities are not always set in alignment with the goals for student achievement in the ACSIP or identified needs on the Individual Professional Growth Plans. 6.1e Professional development is on-going and job-embedded. 6.2c The school leadership does not use personnel evaluation and Individual Professional Growth Plans to improve teaching and learning. 6.2f Building Administrators do not use the evaluation process to provide individual teachers with feedback for the purpose of improving teacher practices and impacting student achievement. There is limited feedback provided to teachers on curriculum, instruction, or assessment. The evaluation process does not identify professional growth that is required for teachers to change their instructional practices.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership must make a direct and observable connection between professional

growth and professional development. The Individual Professional Growth Plans must be developed in collaboration with school leadership by the end of the school year. School Leadership must establish a process that will identify individual teacher and building-wide professional needs. School leadership must monitor to ensure that instructional and assessment strategies have changed as a result of the professional development. This process must be completed before the end of the 2012-2013 school year. School leadership must monitor the implementation of instructional strategies gained through professional development through observations. Accountability for the implementation of professional development is necessary for improvement in all classrooms. School leadership must monitor that skills, strategies, and knowledge content from professional development are being fully implemented by all teachers.

IMPLEMENTATION OF PROGRESS:

- Individual Professional Growth Plans have been created by the teachers using the TESS model
- A needs assessment was utilized during the 2012-2013 school year to determine the individual Professional Development needs of each teacher.
- Extended observations were conducted using a Classroom Observation Form. Feedback consisted of an area of reinforcement and an area of refinement.
- Professional development and follow up support was and continues to be provided to teachers struggling with classroom management
- Lessons modeled by math and literacy coaches and Elbow2Elbow (E2E) consultants based on identified teacher needs

7) STANDARD 7 FINDINGS- LEADERSHIP

7.1a The mission, vision, and belief statements are posted in the building. The mission statement was developed in conjunction with stakeholders from all schools across the district. It was revised two to three years ago by the leadership team. The mission statement is not used as a foundation for guiding school improvement. School leadership does not always use the mission and belief statements as a foundation when planning the instructional programs. Classroom walkthroughs are conducted by the school leadership and the Elbow-2-Elbow consultant. Data from the classroom walkthroughs are compiled and presented during staff meetings. 7.1b School leadership reviews the data of the Arkansas Augmented Benchmark Examinations. Review of the data is limited to student learning weaknesses identified in those assessments and not as a means to improve instructional practice. After school tutoring is available for students. Transportation is not provided by the school for students attending the tutoring. 7.1c School administrators have Individual Professional

Growth Plans for the current school year. The Individual Professional Growth Plans were developed in collaboration with the administrator's supervisor. Individual Professional Growth Plans state both short and long-term goals focused on improving leadership skills and student achievement. Professional development for building leadership skills is not always identified in the Individual Professional Growth Plans.

7.1d School leadership reviews data from the Arkansas Augmented Benchmark Examinations. Data is reported by subpopulations in the ACSIP. The data is not always used to identify the individual needs of the student population. Gaps in the performance of all students are not identified and monitored to ensure that all students are improving.

7.1e School leadership has established a school leadership team. School leadership provides the teachers with access to curriculum-related materials. Lesson plans are submitted to the principal. Lesson plans are designed around the standards and correlated with the curriculum maps. Most lesson plans do not address the use of research-based instructional strategies or use of resources to achieve the objectives. Minimal feedback is given to teachers on lesson plans.

7.1f School leadership has procedures in place to minimize disruptions of instructional time. The master schedule does not provide time for teachers to collaborate on curricular and instructional issues.

7.1g There is limited evidence that school leadership monitors the instructional programs. Some classroom walkthroughs have been conducted. Teachers do not receive specific, written, or verbal individual feedback from the classroom walkthroughs that will impact instructional change and lead to improved student achievement. There is minimal written feedback following the observations to ensure improvement of instructional practice and student performance. The school leadership has collaborated with teachers in writing Individual Professional Growth Plans.

7.1h There are procedures in place to provide for a safe, healthy, and orderly learning and working environment for students and staff members. Students move in and out of classrooms and the building in an orderly manner. Classrooms are equipped with Liquid Crystal Displays, symposiums, document cameras, and some have SMART boards. There are approximately 100 iPads available for checkout from the Media Center.

7.1j Student performance data from the Arkansas Augmented Benchmark Examinations were presented to the local school board at the August 2012 meeting. These data are included in the ACSIP. The school reviews student performance data. The use of the results has not led to a focus on improving instruction and student learning.

7.1k There is some evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.

7.1i There is not a formal process for developing policies based on anticipated needs. Local school board policies are available in the building and on the Web site.

RECOMMENDATIONS FOR IMPLEMENTATION:

The principal must establish a process for classroom observations for the purpose of improving instruction and student engagement. The administrative team should develop a schedule for classroom observations. School leadership must provide systematic

monitoring and specific, meaningful written and oral feedback within 24 to 48 hours of the observation. Professional development must be provided to all administrators and instructional coaches to ensure inter-rater reliability. The principal must review and revise the master schedule to maximize instruction and provide time for teacher collaboration.

Common planning time should be used to share and collaborate on lesson plans, analyze student work, align curriculum, and focus on instruction relating to the goals and objectives of the ACSIP. Teachers must be held accountable for using this collaborative time to address the needs of the students in an effort to increase student achievement.

IMPLEMENTATION OF PROGRESS:

- The principal has established a process for classroom observation for the purpose of improving instruction and student engagement.
- Professional development, facilitated by E2E, was provided to administrators and instructional coaches to ensure inter-rater reliability during classroom observations.
- The principal reviewed and revised the master schedule to maximize instruction and provide time for teacher collaboration. An 8th period was added to include a Math Enrichment/Remediation Class. Common planning periods were developed for English teachers. The principal is now revisiting the master schedule to identify a means for including common planning periods for math teachers during the next school year.
- English teachers utilize common planning for the purposed of lesson planning, building common grade level assessments, analyzing student work products, determining next steps of instruction along with aligning instruction to Common Core State Standards and district curriculum modules.
- Administrators and teachers are piloting TESS as means of ensuring professional growth
- Currently, math teachers are provided release time to work together on data analysis and planning for instruction

8) STANDARD 8 FINDINGS- SCHOOL ORGANIZATION AND FISCAL RESOURCES-

8.1a The local school board has a policy that directs the district superintendent to annually prepare a proposed budget. The local school board reviews and adopts the budget. The budget is not always developed to meet the needs of the school as identified in the ACSIP. There is no school committee charged with the allocation of resources. 8.1b The local school board has adopted a policy requiring equitable access to the curriculum for all students. The master schedule provides students with

access to the core curriculum. The curriculum offered is sufficient to address the Arkansas Curriculum Frameworks, Common Core State Standards, and ACTAAP. Most classroom instruction is text-book driven and worksheet-based which provides limited opportunities for higher-order thinking and problem-solving skills. Many teachers do not provide instruction that addresses students' learning styles. 8.2a The local school board has a policy that directs the superintendent to prepare an annual district budget proposal for adoption. School leadership has established budgetary procedures to allocate federal funds including Title I to help meet identified student needs in the ACSIP. 8.2c Budget decisions regarding Title I funds are data-informed, intentional, aligned with the school's ACSIP, and designed to improve student achievement. District allocations of federal funds to schools are based on the number and percent of students in the school that entitle the district to the Title I funds. Discretionary budget decisions are based on student enrollment counts and are not aligned with the ACSIP. Expenditures are monitored by district leadership. 8.2d Federal funds are budgeted to support identified student needs as reflected in the school's ACSIP. District allocations of federal funds to schools are based on the number and/or percent of students in the school that entitle the school to the federal funds. 8.1c There is no local school board policy to ensure that classroom instructional assignments are made specifically to address student learning needs based on student performance data. Teachers at Wonder Junior High School are assigned based on their teaching licenses. All teachers are licensed to teach in their assigned areas. The master schedule does not provide a common planning time. Instructional aides are assigned to some special education classrooms based on a student's Individual Education Plan. 8.1d The local school board does not have a policy designed to protect instructional time. In most classes, most students are not actively engaged in the learning for the entire class period. Some teachers do not plan activities that engage all students from bell to bell. 8.1e The schedule of classes does not provide for a common planning time for grade levels or subject areas. Funds are not allocated to facilitate team planning and collaboration among teachers. Limited, informal collaboration occurs among teachers between classes, before school, after school, and during lunch. Literacy and mathematics teachers meet weekly to work on lesson plan development. Lesson plans are submitted to building leadership on a weekly basis. 8.1f The master schedule is structured around personnel allocations based on student enrollment. The developmental needs and learning styles of the students are not made a priority in the development of the master schedule. Few instructional strategies intentionally address the students' varied learning styles or multiple intelligences. Most instructional practices are teacher-directed, whole group, and worksheet/textbook-driven. Most instructional practices require students to only address the remembering and understanding levels of the Revised Bloom's Taxonomy. Few research-based instructional strategies are used in classrooms. 8.2b The local school board has not adopted a policy that addresses the distribution of discretionary funds. Established procedures are followed in the expenditure of discretionary funds. Neither the school nor the district conducts a formal needs assessment to guide the distribution of discretionary funds. Expenditures of discretionary funds are not data-driven or based on the ACSIP. The school's ACSIP

is not consistently considered when building-level expenditures are made from discretionary funds. Federal funding is used to support the ACSIP and improved student achievement.

RECOMMENDATIONS FOR IMPLEMENTATION:

All students must be engaged in meaningful work for the entire instructional day. The school leadership team must develop a plan to restructure the homeroom period to include meaningful instruction time. Professional development on high-yield instructional strategies for effective remediation should be provided. The school leadership at Wonder Junior High School should incorporate common planning time into the master schedule. Common planning time should be used to share and collaborate on lesson plans, analyze student work, plan for vertical and horizontal curriculum alignment, and focus on instruction relating to the goals and objectives of the ACSIP. School leadership must develop procedures to evaluate the impact of team planning on student performance. Agendas, minutes, and sign-in sheets should be kept for all meetings for documentation, history, and accountability. District and school leadership should annually administer a needs assessment to district and building administrators, classroom teachers, classified staff, parents, and community leaders to ensure input into the budget development process.

IMPLEMENTATION OF PROGRESS:

- School leadership recognized the importance of maximizing all instructional time and eliminated the homeroom period. The additional time was used to create the 8 class period day.
- The 8-period day ensured 7th and 8th grade students would have two periods of math- one as a regular math class and one as remediation/enrichment.
- Math remediation/enrichment classes serve as extension of the regular math classroom to allow for targeted focus on skills identified as weaknesses on Module Tests.
- Common planning was established for literacy teachers; common planning is in the process for math teachers.
- Expectations were developed in collaboration with English teachers as what is to occur during the common planning time for English teachers. The group developed a weekly plan for each day to ensure their time is spent effectively.
- Literacy teachers keep minutes and sign-in sheets for their daily planning sessions.
- School leadership monitors and evaluates expenditures of all funds; the District Title I Coordinator approves all expenditures before purchases are made.

9) STANDARD 9 FINDINGS- COMPREHENSIVE AND EFFECTIVE PLANNING –

9.2a During the planning process, the ACSIP planning team reviewed data from the Arkansas Augmented Benchmark Exams, Norm Referenced Tests, Star Reading

Test Results, Target Tests, Interim Tests, and attendance and graduation data. The ACSIP data includes the percentage of students scoring at or above the 50th percentile on the Iowa Test of Basic Skills exams and the percentage of students scoring proficient or advanced on the ACTAAP exams. The Annual Measurable Objective is included in the benchmark as is expected growth for All Students and the Targeted Achievement Gap Group. The ACTAAP data is reviewed for combined and required subpopulations. These data have not been disaggregated to identify specific learning expectations that need additional instructional focus.

9.2b The ACSIP includes data from Benchmark Exams, Target and Interim Results, Assessment Walls, Iowa Test of Basic Skills, NORMES Trend Data, and classroom walkthroughs. These data have not been disaggregated to identify specific learning expectations that need additional instructional focus. Priorities and goals in the ACSIP reflect attention to overall student improvement on state assessments in literacy and math, students' health, and special education. These data are collected and reported to teachers by the literacy and mathematics coaches. 9.3a Most of the interventions include research documentation to support the action components.

9.3b The school does not analyze data to identify unique learning needs of students. The data is not used to establish a baseline that can be used to monitor student learning over time. Data is reviewed by grade level from a variety of sources including Benchmark Exams, Target and Interim Results, Assessment Walls, Iowa Test of Basic Skills, NORMES Trend Data, and classroom walkthroughs. Data from the Benchmark exams are reviewed using the Instructional Analysis Tool to determine if areas of concern should lead to a change of instruction or curriculum. Achievement trends and patterns are also identified. Target test results are reviewed to identify the highest and the two lowest Student Learning Expectations. Literacy tests are reviewed to identify areas of progress and weakness. Achievement gaps and disparities in student performance between the general population and students with disabilities are identified through a Priority Intervention Plan. 9.3c. The desired results for student learning identified in the goals are not stated in measurable terms. Each goal has benchmarks that are measurable. 9.4a Perceived strengths and limitations of instructional and organizational effectiveness are primarily identified using student test data. A district-wide perceptual survey for teachers was administered in the spring. 9.4b The ACSIP goals are not stated in measurable terms. Each goal has benchmarks that are measurable. Some goals are focused on improving overall student performance on state assessments. Few goals focused on building the school's capacity to sustain continuous improvement in instructional effectiveness. 9.5a Most action components of the ACSIP are aligned with the identified goals for school improvement. Most benchmarks address improving the performance of all students and the Target Achievement Gap Group. Goals address improving the performance of all students. Action components do not always address the disparities in student achievement or gaps and overlaps in curriculum and instruction. 9.5b The ACSIP identifies timelines, resources, and persons responsible for each action component. Timelines do not accurately reflect time needed for actual implementation. The timelines do not indicate a sequence for development of a clear planning process. 9.5d Some action components are aligned with the mission and beliefs of the school. The mission is reviewed annually.

There is minimal evidence that the mission is used to guide the development of the ACSIP. Student Learning Expectations are posted in a designated area in some classrooms. 9.6a The ACSIP is not always implemented as written. Research-based instruction is not being implemented in all classrooms. Differentiated instruction is not always provided in the Pre-Advanced Placement classes. Lesson plans and instruction in most of the Pre-Advanced Placement classes are the same as the lesson plans and instruction in general education classes. Minimal remediation is available for students with Academic Improvement Plans 9.6c There is minimal evidence that data identified in the ACSIP is utilized to connect the assessment of student performance with classroom practice. Levels of student work were at the knowledge and understanding levels of Revised Bloom's Taxonomy. 9.6d There is some evidence of an effort to sustain commitment to school improvement. Data are collected and reviewed by school leadership in an effort to improve student performance. 9.1a The mission statement for Wonder Junior High School was not collaboratively developed and does not reflect input from all stakeholders. The stakeholders of the school have not defined the vision and belief statements. The mission statement does not form the basis for decision-making in the school. 9.5c There is not a systematic monitoring plan for school leadership to evaluate the effectiveness of the ACSIP on a regular basis during the school year. A peer review of the ACSIP is conducted on an annual basis. 9.6b Data are not always collected or formally used to evaluate the achievement of the goals and action components of the ACSIP. Data are not analyzed to identify action to reduce the learning gap between the combined population scores and the data for subpopulation groups or individual students.

RECOMMENDATIONS FOR IMPLEMENTATION:

Wonder Junior High School must determine if interventions and action components in the ACSIP are effective. School leadership, in collaboration with all stakeholders, must establish a process for evaluating effectiveness of the ACSIP. District and school leadership must guide the development and implementation of a comprehensive data analysis process. School leadership and teachers must be provided professional development that ensures that the data are disaggregated to the level necessary to determine the root cause of subpopulation deficiencies. The school must address individual student performance levels as well as groups of students. School leadership and teachers must receive professional development in order to implement an effective data analysis process. Data analysis training must occur no later than the start of the 2013-2014 school year. Professional development must be ongoing and job-embedded and held throughout the school year to reinforce skills. School leadership and teachers must systematically monitor the implementation of each action component at designated intervals throughout the year. ACSIP monitoring results must be shared with the staff on a regular basis. School leadership and staff should recognize and celebrate achieving ACSIP goals and school improvement.

IMPLEMENTATION OF PROGRESS:

- The school must establish a more effective process for monitoring ACSIP
- The principal has instituted a Grade Distribution Sheet that has provided insight into areas of concern in student achievement. This has led to an increased awareness of the grading policy and has also led to a revision of the school's homework policy.
- ACSIP goals and actions were utilized by all teachers when creating their Professional Growth Plan
- Some ACSIP components are now included within Priority Improvement Plan and monitored through tracking of Interim Measurable Objectives.

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1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The Assistant Superintendent for Secondary Instruction will support the Superintendent in working directly with the E2E Specialists to monitor the job embedded professional development offered at Wonder Junior High. The Assistant Superintendent will work closely with E2E Specialists to ensure that job embedded professional development offered is consistent with the overall professional development plan for the West Memphis School District.

This becomes an accountability measure as the Superintendent and the district leadership team monitor and provide support and hold building level administrators and staff responsible for full implementation of the selected model of school reform.

The Superintendent and the district leadership team identified the need for adoption of the Teacher Excellence Support System (TESS). With this new adoption will come training and professional development to facilitate an understanding of the components of the new evaluation system.

There will be weekly written communication between the provider/partners and the district office administration documenting progress and ongoing plans for improvement. Face to face meetings will occur at least monthly to assess progress and make mid course corrections as needed. Additionally, the provider/partners will keep the Superintendent and Federal Programs Coordinator informed of the supports needed.

The Project Manager will prepare monthly reports that will be made/presented to the Board of Education documenting progress of school improvement initiatives.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

As of July 2013, a new school leader is in place at Wonder Junior High School. This new leader was selected based on her commitment to build a culture conducive to improving student achievement by establishing effective building level leadership teams, common planning for teacher teams, full implementation of professional learning communities, and celebrations of the small successes of Wonder Junior High staff and students.

The use of best practices is becoming the expectation of district and school leadership to include ongoing monitoring of classroom instruction, accountability for implementation of improvement strategies and follow-up support focused on identified teacher and student needs. E2E Specialists work side-by-side with the West Memphis School District Superintendent, Federal Programs Coordinator, Special Education Supervisor and Assistant Superintendent to build capacity with building level leadership to include the principal and instructional coaches. To support reform efforts, E2E Specialists support the instructional coaches as they work with teachers to improve practices in the classrooms. Additionally, E2E Specialists will work one-on-one with coaches and teachers to improve practices in the use of vertically and horizontally aligned district-developed curriculum maps/guides based on the Common Core State Standards, and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

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

School improvement efforts must start with an analysis of school needs.

Data from the sources below are obtained and analyzed for the purpose of creating a plan for improvement.

DATA ANALYSIS

Literacy

Wonder Junior High School has been identified as a Priority School from the 2012-13 school year.

All Students and the Targeted Achievement Gap Group (TAGG) scored above the 2013 Annual Measureable Objective (AMO) established by the state, 62.15, for Performance in Literacy with a score of 66.02 for all Students and 64.66 for the Targeted Achievement Gap Group.

Wonder Junior High School 7th grade students scored above the 2013 AMO established by the state of 62.15 for Performance in Literacy with a score of 67%. A three-year trend analysis indicates that the area of greatest concern for the Combined Population of 7th grade literacy students is constructing Literary Open Responses on the Reading portion of the exam. Constructing Literary Open Responses is also the area of greatest concern for students receiving Special Services. On the Writing portion of the exam, the areas of greatest concern for the Combined Population are Writing Content, Writing Style, and Writing Multiple Choice. These were the same areas of concern for students receiving special services.

Wonder Junior High school 8th grade students scored above the 2013 AMO established by the state of 62.15 for Performance in Literacy with a score of 63%. A three-year trend analysis indicates that the areas of greatest concern for the Combined Population of 8th grade literacy students are answering Content and Practical Multiple Choice items on the Reading portion of the exam. Answering Literary, Content, and

Practical Multiple Choice items are the areas of greatest concern for Special Services students. On the Writing portion of the exam, the areas of greatest concern for the Combined Population are Writing Content, Writing Style, and Writing Multiple Choice. These were the same areas of concern for students receiving special services.

Wonder Junior High School's 7th and 8th grade students scored above the 2013 AMO established by the state, 61.98, for Growth in Literacy with a score of 69.20 for All Students and 68.22 for the Targeted Achievement Gap Group.

The 7th grade students at Wonder Junior High School scored above the 2013 AMO established by the state, 61.98, for Growth in Literacy with a score of 67%. A three-year trend analysis indicates that the area of greatest concern for the Combined Population of 7th grade literacy students is constructing Literary Open Responses on the Reading portion of the exam. Constructing Literary Open Responses is also the area of greatest concern for Special Services students. On the Writing portion of the exam, the areas of greatest concern for the Combined Population are Writing Content, Writing Style, and Writing Multiple Choice. These were the same areas of concern for Special Services students.

The 8th grade students at Wonder Junior High School scored above the 2013 AMO established by the state, 61.98, for Growth in Literacy with a score of 63%. A three-year trend analysis indicates that the areas of greatest concern for the Combined Population of 8th grade literacy students are answering Content and Practical Multiple Choice items on the Reading portion of the exam. Answering Literary, Content, and Practical Multiple Choice items are the areas of greatest concern for Special Services students. On the Writing portion of the exam, the areas of greatest concern for the Combined Population are Writing Content, Writing Style, and Writing Multiple Choice. These were the same areas of concern for Special Services students.

Math

Wonder Junior High School has been identified as a Priority School for the 2013-2014 school year. All Students and the Targeted Achievement Gap Group scored below the 2013 Annual Measurable

Objective of 57.44 for Performance in Math. Wonder Junior High All Students and the Targeted Achievement Gap Group scored 53.97 and 53.22, respectively, for Performance in Math. All Students and the Targeted Achievement Gap Group scored below the 2013 Annual Measurable Objective of 52.86 for Growth in Math. Wonder Junior High School All Students and the Targeted Achievement Gap Group scored 44.30 and 43.46, respectively, for Growth in Math.

Wonder Junior High School 7th grade students scored below the 2013 AMO established by the state of 57.44 for Performance in Math with a score of 48%. A three-year trend analysis indicates that the areas of greatest concern for the Combined Population of 7th grade math students are constructing Numbers and Operations and

Data Analysis and Probability Open Responses. The areas of greatest concern for Special Services students are constructing Numbers and Operations, Geometry, and Data Analysis and Probability Open Responses.

Wonder Junior High School 8th grade students scored below the 2013 AMO established by the state of 57.44 for Performance in Math with a score of 42%. A three-year trend analysis indicates that the areas of greatest concern for the Combined Population of 8th grade math students are constructing Measurement and Algebra Open Responses. The areas of greatest concern for Special Services students are constructing Open Responses to all five strands.

Wonder Junior High School Algebra students scored above the 2013 AMO established by the state of 57.44 for Performance in Math with a score of 62%. A three-year trend analysis indicates that the areas of greatest concern for the Combined Population of End of Course Algebra students are constructing Open Responses to Solving Equations and Inequalities and Non-Linear Functions. The areas of greatest concern for Special Services students are constructing Open Responses to Language of Algebra, Solving Equations and Inequalities, Non-linear Functions, and Data Interpretation and Probability.

ACSIP

Literacy Goals and Benchmarks established in the ACSIP include:

Goal:

All students will demonstrate an improvement in constructing open responses to reading prompts and responding to objective reading questions.

Benchmark:

On the 2013 Literacy Benchmark Exam, All Students at Wonder Junior High School scored 65.88% for Performance. The Annual Measurable Objective was 62.15%. The number of students scoring proficient or advanced will increase by at least 0.6% to meet the 2014 AMO of 65.94%. On the 2013 Literacy Benchmark Exam, All Students at Wonder Junior High School scored 69.2% for Growth. The Annual Measurable Objective was 61.98%. The number of students scoring proficient or advanced will meet or exceed the 2014 AMO of 65.79%.

Benchmark:

On the 2013 Literacy Benchmark Exam, TAGG Students at Wonder Junior High School scored 64.5% for Performance. The Annual Measurable Objective was 62.15%. The number of TAGG Students scoring proficient or advanced will increase by at least 1.44% to meet the 2014 AMO of 65.94%. On the 2013 Literacy Benchmark Exam,

TAGG Students at Wonder Junior High School scored 68.22% for Growth. The Annual Measurable Objective was 61.98%. The number of TAGG Students scoring proficient or advanced will meet or exceed the 2014 AMO of 65.79%.

Goal:

All students will demonstrate an improvement in the areas of writing content, writing style, and answering objective writing questions.

Benchmark:

On the 2013 Literacy Benchmark Exam, All Students at Wonder Junior High School scored 65.88% for Performance. The Annual Measurable Objective was 62.15%. The number of students scoring proficient or advanced will increase by at least 0.6% to meet the 2014 AMO of 65.94%. On the 2013 Literacy Benchmark Exam, All Students at Wonder Junior High School scored 69.2% for Growth. The Annual Measurable Objective was 61.98%. The number of students scoring proficient or advanced will meet or exceed the 2014 AMO of 65.79%.

Benchmark:

On the 2013 Literacy Benchmark Exam, TAGG Students at Wonder Junior High School scored 64.5% for Performance. The Annual Measurable Objective was 62.15%. The number of TAGG Students scoring proficient or advanced will increase by at least 1.44% to meet the 2014 AMO of 65.94%. On the 2013 Literacy Benchmark Exam, TAGG Students at Wonder Junior High School scored 68.22% for Growth. The Annual Measurable Objective was 61.98%. The number of TAGG Students scoring proficient or advanced will meet or exceed the 2014 AMO of 65.79%.

Math Goals and Benchmarks established in the ACSIP include:

Goal:

All students will demonstrate an improvement in numbers and operations, algebra, geometry, data analysis and probability, and measurement skills.

Benchmark:

On the 2013 Math Benchmark Exam, All Students at Wonder Junior High School scored 49.87% for Performance. The Annual Measurable Objective was 57.44%. The number of students scoring proficient or advanced will increase by at least 11.83% to meet the 2014 AMO of 61.7%. On the 2013 Math Benchmark Exam, All Students at Wonder Junior High School scored 44.3% for Growth. The Annual Measurable Objective was 52.86%. The number of students scoring proficient or advanced will increase by at least 13.27% in order to meet the 2014 AMO of 57.57%.

Benchmark:

On the 2013 Math Benchmark Exam, TAGG Students at Wonder Junior High School scored 48.68% for Performance. The Annual Measurable Objective was 57.44%. The number of TAGG Students scoring proficient or advanced will increase by at least 8.89% to meet the 2014 AMO of 57.57%. On the 2013 Math Benchmark Exam, TAGG Students at Wonder Junior High School scored 43.46% for Growth. The Annual Measurable Objective was 52.86%. The number of TAGG Students scoring proficient or advanced will increase by at least 14.11% in order to meet the 2014 AMO of 57.57%.

Goal:

Students will demonstrate an improvement in constructing open responses mathematics.

Benchmark:

On the 2013 Math Benchmark Exam, All Students at Wonder Junior High School scored 49.87% for Performance. The Annual Measurable Objective was 57.44%. The number of students scoring proficient or advanced will increase by at least 11.83% to meet the 2014 AMO of 61.7%. On the 2013 Math Benchmark Exam, All Students at Wonder Junior High School scored 44.3% for Growth. The Annual Measurable Objective was 52.86%. The number of students scoring proficient or advanced will increase by at least 13.27% in order to meet the 2014 AMO of 57.57%.

Benchmark:

On the 2013 Math Benchmark Exam, TAGG Students at Wonder Junior High School scored 48.68% for Performance. The Annual Measurable Objective was 57.44%. The number of TAGG Students scoring proficient or advanced will increase by at least 8.89% to meet the 2014 AMO of 57.57%. On the 2013 Math Benchmark Exam, TAGG Students at Wonder Junior High School scored 43.46% for Growth. The Annual Measurable Objective was 52.86%. The number of TAGG Students scoring proficient or advanced will increase by at least 14.11% in order to meet the 2014 AMO of 57.57%.

INTERIM ASSESSMENT DATA

Target Test Data - Literacy

Target testing served as a formative assessment throughout the year to assist teachers in data driven instruction. Target testing and Interim assessments were used as a predictor for performance on the Arkansas Benchmark Exam. Students in 7th grade performed at a higher level on the Arkansas Benchmark Exam than on the Mock Exam administered prior to state testing. 8th grade student performance on the

Arkansas Benchmark Exam closely resembled the Mock Exam scores administered prior to actual state testing.

Literacy Target Test

7th Grade Language Arts

Target Test 1- 49% Proficient
Interim 2/WMSD B- 53% Proficient
Target Test 2- 57% Proficient
Interim 3/WMSD C- 57% Proficient
Mock Exam- 56% Proficient

7th Grade English

Target Test 1- 55% Proficient
Interim 2/WMSD B- 59% Proficient
Target Test 2- 59% Proficient
Interim 3/WMSD C- 63% Proficient
Mock Exam- 65% Proficient

7th Grade Mock Exam Combined Literacy Score

60.5% Proficient/Advanced

7th Grade Benchmark Literacy Score

67% Proficient/Advanced

8th Grade Language Arts

Target Test 1- 56% Proficient
Interim 2/WMSD B- 52% Proficient
Target Test 2- 49% Proficient
Interim 3/WMSD C- 61% Proficient
Mock Exam- 60% Proficient

8th Grade English

Target Test 1- 52% Proficient
Interim 2/WMSD B- 62% Proficient
Target Test 2- 59% Proficient
Interim 3/WMSD C- 63% Proficient
Mock Exam- 71% Proficient

8th Grade Mock Exam Combined Literacy Score

65.5% Proficient/Advanced

8th Grade Benchmark Literacy Score

63% Proficient/Advanced

Target Test Data – Math

Target testing served as formative assessment throughout the year to assist teachers in data driven instruction. It also was used as a predictor for performance on the actual Benchmark and EOC Exams. Math Target Test data for 7th and 8th grade had a strong correlation to actual Benchmark student performance while students scored much higher on the actual Algebra EOC Exam than was predicted by Target Test scores.

7th grade Math

Target Test 1- 40% Proficient
Interim 2/WMSD B- 40% Proficient
Target Test 2- 47% Proficient
Interim 3/WMSD C- 42% Proficient
Target Test 3/Mock Exam- 39% Proficient
Benchmark Exam- 48% Proficient

8th grade Math

Target Test 1- 31% Proficient
Interim 2/WMSD B- 44% Proficient
Target Test 2- 37% Proficient
Interim 3/WMSD C- 34% Proficient
Target Test 3/Mock Exam- 48% Proficient
Benchmark Exam- 42% Proficient

Algebra grade Math

Target Test 1- 42% Proficient
Interim 2/WMSD B- 43% Proficient
Target Test 2- 34% Proficient
Interim 3/WMSD C- 43% Proficient
Target Test 3/Mock Exam- 38% Proficient
Benchmark Exam- 62% Proficient

INSTRUCTIONAL ANALYSIS TOOL

Literacy

An analysis of the 2013 7th Grade Literacy Benchmark Exam results, charted using the Instructional Analysis Tool, revealed several areas of concern relative to our students' responses to the Multiple Choice portion of the exam. On the Writing Multiple Choice portion, only 37% of 7th grade students were able to answer the questions that required them to select the form of writing that addresses the intended audience (W.5.7.2) and write effective sentences by embedding clauses, prepositional and

appositive phrases, and all compound elements (W.6.7.2) correctly. On the Reading Multiple Choice portion of the exam, 7th grade students exhibited difficulties in analyzing literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution (R.9.7.9) and using knowledge of root words and affixes and word relationships to determine meaning.

An analysis of the 2013 8th Grade Literacy Benchmark Exam results, charted using the Instructional Analysis Tool, revealed several areas of concern relative to our students' responses to the Multiple Choice portion of the exam. On the Reading Multiple Choice portion of the exam, 8th grade students exhibited difficulties in using identifying main ideas and supporting evidence in short stories and novels (R.9.8.15) and using text features to locate and recall information. On the Writing Multiple Choice portion, only 30% of 8th grade students were able to answer the editing question (W.4.8.10) correctly. Another area of concern for writing was using figurative language purposefully to shape and control language to affect readers (W.7.8.1). Writing Content and Writing Style continue to be areas of greatest difficulty for the written compositions.

Math

Data for the 2013 7th grade Benchmark exam, charted using the Instructional Analysis Tool, indicated weakness in the use of effective instructional strategies for all five strands with 37 out of 40 multiple-choice questions having fewer than 70% of students able to answer them correctly. The data additionally revealed 14 out of the 40 questions were answered correctly by less than 35% of the students. The strands of measurement and geometry were the weakest of multiple-choice questions while measurement and numbers and operations were the weakest strands of open response questions. However, the strand of numbers and operations was the strongest for multiple-choice. Data analysis and probability was the strongest strand for open response.

Data for the 2013 8th grade Benchmark exam, charted using the Instructional Analysis Tool, indicated weakness in the use of effective instructional strategies for all five strands with 35 out of 40 multiple-choice questions having fewer than 70% of students able to answer them correctly. The data additionally revealed 14 out of the 40 questions were answered correctly by less than 35% of the students. The strands of algebra geometry were the weakest of multiple-choice questions while algebra and measurement were the weakest strands of open response questions. The strand of numbers and operations was the strongest for multiple-choice. It was also one of the strongest strands for open response along with data analysis and probability.

Data for the 2013 Algebra EOC exam, charted using the Instructional Analysis Tool, indicated weakness in the use of effective instructional strategies for all five strands

with 39 out of 60 multiple-choice questions having fewer than 70% of students able to answer them correctly. The data additionally revealed 23 out of the 60 questions were answered correctly by less than half of the students. Strand analysis of the multiple-choice questions showed an even distribution among all five strands with the exception of solving equations and inequalities with more questions falling into the below 50% correct category. It was also the weakest strand for open response along with non-linear functions. Linear functions was the strongest strand for open response.

PRIORITY IMPROVEMENT PLAN

Wonder Junior High School developed a Priority Improvement Plan that was approved on May 1, 2013. Prior to the 2013-14 school year, a new principal was hired and a new ADE SIS was appointed. Due to the changes in school leadership, the PIP has been revised (and is under continuous revision) to reflect current leaderships' vision. The following IMO's have been established for the 2013-14 school year (revisions/updates to May 1, 2013 submission are noted):

Interim Measurable Objectives (IMOs):

Change in leader practice:

IMO: The building administrator and Instructional Facilitators will document CWT results in the Teachscape system and provide building reports to the staff during monthly staff meetings beginning October 9, 2012

Revision:

The building administrators and Instructional Facilitators will document CWT/Focus Walk results in the Wonder Standard Google Doc.

Change in teacher practice:

IMO: By the end of May 2013, 33% of teachers will note use of high yield strategies in their lesson plans; by the end of October 2013, 50%; by the end of December 2013, 65%; by the end of March 2014, 80%; and by the end of May 2014, 100%.

Revision:

By the end of October 2013, 50% of the CWT observations will reflect lesson plans aligned with instruction, 60% by the end of December 2013; 70% by the end of March 2014; and 80% by the end of May 2014.

IMO: By the end of March 2013, 50% of mathematics teachers will note in their lesson plans weak SLEs from Target and Interim Exams to re-teach; by the end of May 2013, 75%; and by the end of October 2013, 100%.

Revision:

By October 2013, 100% of mathematics remediation teachers will note in their lesson plans weak SLEs from Target and Interim Exams.

*IMO met - continued implementation

Change in student progress:

IMO: By the end of March 2013, 50% of students will chart their own progress and set goals for mastery of SLEs and Open Responses in Mathematics; by the end of May 2013, 75%; and by October 15, 2013, 100%.

- IMO met - continued implementation

IMO: By the end of March 2013, 50% of students will work independently to complete Mathematics Open Responses; by the end of May 2013, 75%; and by the end of October 2013, 100%.

Revision:

IMO was met but will be deleted – Open Response was addressed in other revisions

IMO: Students' Target and Interim Exam scores will exhibit an increase of proficiency levels of math open responses of 5% by May 2013, 10% by January 2014, and 15% by May 2014. The district's target test from the same time period last year will serve as baseline data.

Revision:

By the end of November 2013, the number of students scoring a 0 or 1 on mathematics open response will decrease by 10% each test. Target 1 Test will be used to establish baseline.

7th and 8th grade Math Target Module 1 was used to establish baseline data.

IMO: Module 1 – Baseline 79% (213/271)

IMO: Module 2 – 71% (192/271)

IMO: Module 3 – 64% (173/271)

IMO: Module 4/Mock – 58% (156/271)

Revision: *IMO developed and added during current school year*

IMO: By the end of October, Target 1 data will be analyzed and IMOs will be set to increase the number of proficient students with disabilities by one on each math Target test.

7th and 8th grade Math Target Module 1 was used to establish baseline data.

IMO: Module 1 – Baseline 0 students

IMO: Module 2 – 1 student

IMO: Module 3 – 2 students

IMO: Module 4/Mock – 3 students

IMO: By the end of October, IMOs will be established to meet the 2014 AMO for All Students scoring proficient or advanced on each Math Target test.

Revision:

IMO Module 2: 56.05%

IMO Module 3: 58.88%

IMO Module 4: 61.71%

Revision: *IMO developed and added during current school year*

IMO: By the end of October, Target 1 data will be analyzed and IMOs will be set to increase the number of proficient students with disabilities by one on each Literacy Target test.

Baseline: 1 student
IMO: Interim B: 2 students
IMO: Module B: 3 students
IIMO: Interim C: 4 students
IMO: Mock Exam: 5 students

Revision: *IMO developed and added during current school year*

IMO: By the end of October, IMOs will be established to meet the 2014 AMO for All Students scoring proficient or advanced on each Literacy Target test.

IMO: Interim B: 57%
IMO: Module B: 60%
IMO: Interim C: 63%
IMO: Mock Exam: 66%

IMO: By the end of May 2013, 80% of eligible 9th grade students will complete the coursework necessary to recover credits in English and/or math, 90% by the end of May 2014, and 100% by the end of May 2015.

IMO: By the end of April 2013, the school's Leadership Team will have explored the possibility of establishing an 8-period schedule to provide doubling blocking in math and literacy for the 2013-2014 school year.

*IMO met and implemented

Change in parent and community engagement:

IMO: By the end of October 2013, there will be a 20% increase in the number of parents accessing Home Access Center (HAC) to monitor student progress.

Revision:

This IMO will be deleted because data from HAC is not accessible.

IMO: There will be a 25% increase in parents who attend Parent Involvement Nights during the 2013-2014 school year. Parent attendance at these events during the 2012-2013 school year will serve as baseline data.

Revision:

Baseline: Out of the 10 Parent Involvement activities held between September 2012-March 2013, WJHS had an average of 13.5 parents in attendance

IMO: During the 2013-14 school year, Parent Involvement activities will increase to an average of 17 parents in attendance

IMO: By January 20, 2014, 30% of students who attend the West Memphis Housing Authority Tutoring Program at least 60% of the time will show a 10% increase on the District's Target and Interim Exams. By March 20, 2014, 40% of students who attend the West Memphis Housing Authority Tutoring Program at least 60% of the time will

show a 20% increase on the District's Target and Interim Exams. By May 20, 2014, 50% of students who attend the West Memphis Housing Authority Tutoring Program at least 60% of the time will show a 30% increase on the District's Target and Interim Exams. The district's Target 1 exam administered in October 2013 will serve as baseline data.

Revision:

Because the West Memphis Housing Authority Tutoring Program did not attract and maintain the targeted student population, this IMO will be deleted.

Change in student safety and discipline:

IMO: There will be a 10% decrease in office referrals from the classroom by the end of October 2013, 20% by the end of January 2014, 30% by the end of March 2014, 40% by the end of May 2014, 50% by the end of October 2014, 75% by the end of January 2015, and 100% by the end of March 2015.

Revision:

Baseline: 1005 office referrals during the 2012-13 school year

IMO: By the end of 1st Quarter 2013, data will reflect no more than 150 office referrals

IMO: By the end of 2nd Quarter 2013, data will reflect no more than 300 office referrals

IMO: By the end of 3rd Quarter 2014, data will reflect no more than 450 office referrals

IMO: By the end of the 2014 school year, data will reflect no more than 603 office referrals

INDISTAR ASSESSMENT

The Wonder Junior High Leadership Team, as means of assessing, planning, and monitoring school improvement activities, is utilizing Indistar. All indicators have been assessed and plans are being created on indicators that align with the school's focus and are ranked high priority.

The following indicators are considered fully implemented:

Fully Implemented (Indicators assessed as fully Implemented)	Completed Date
ID02 - All teams will have written statements of purpose and by-laws for their operation. (37)	10/11/12
ID05 - All teams will maintain official minutes of their meetings. (40)	10/11/12

ID06 - The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	10/18/12
ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (42)	11/01/12
ID08 - The Leadership Team will serve as a conduit of communication to the faculty and staff. (43)	10/18/12
ID10 - The Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (45)	01/24/14
ID11 - Teachers will be organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)	01/22/13
IE06 - The principal will keep a focus on instructional improvement and student learning outcomes. (57)	11/01/12
IE07 - The principal will monitor curriculum and classroom instruction regularly. (58)	11/01/12
IE08 - The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)	11/01/12
IE10 - The principal will celebrate individual, team, and school successes, especially related to student learning outcomes. (61)	02/04/13
IF01 - The principal will compile reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)	11/01/12
IF06 - Teachers will be required to make individual professional development plans based on classroom observations. (70)	02/04/13
IF10 - The principal will plan opportunities for teachers to share their strengths with other teachers. (74)	01/24/14
IID02 - The school will test each student at least 3 times each year to determine progress toward standards-based objectives. (100)	11/01/12
IID03 - Teachers will receive timely reports of results from standardized and objectives-based tests. (101)	11/01/12
IID06 - Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (104)	10/18/12
IID07 - The Leadership Team will monitor school-level student learning data. (105)	11/01/12

IIIB01 - All teachers will maintain a file of communication with parents. (150)	10/18/12
IIIC08 - All teachers will display classroom rules and procedures in the classroom. (163)	11/27/12

The following indicators are in the school plan (focus indicators for the 2013-14 school year are in bold):

School Leadership and Decision Making	
Establishing a team structure with specific duties and time for instructional planning	
Indicator	ID01 - A team structure is officially incorporated into the school governance policy.(36)
Indicator	ID03 - All teams operate with work plans for the year and specific work products to produce.(38)
Indicator	ID04 - All teams prepare agendas for their meetings.(39)
Indicator	ID13 - Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(48)
Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction	
Indicator	IE05 - The principal participates actively with the school's teams. (56)
Indicator	IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)
Indicator	IE13 - The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.(64)
Aligning classroom observations with evaluation criteria and professional development	
Indicator	IF02 - The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)
Indicator	IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)
Indicator	IF04 - Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.(68)
Indicator	IF05 - Professional development for teachers includes self-assessment

	related to indicators of effective teaching and classroom management.(69)
Indicator	IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)
Indicator	<i>IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.(72)</i>
Curriculum, Assessment, and Instructional Planning	
Engaging teachers in aligning instruction with standards and benchmarks	
Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)
Indicator	IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)
Engaging teachers in assessing and monitoring student mastery	
Indicator	IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)
Indicator	IIB02 - Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.(92)
Indicator	IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team.(93)
Indicator	IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)
Engaging teachers in differentiating and aligning learning activities	
Indicator	IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)
Indicator	IIC03 - Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.(98)
Assessing student learning frequently with standards-based assessments	
Indicator	IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)
Indicator	<i>IID09 - Instructional Teams use student learning data to plan instruction.(107)</i>
Indicator	IID10 - Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)
Indicator	IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because

	of their early mastery of objectives).(109)
Classroom Instruction	
Expecting and monitoring sound instruction in a variety of modes	
Indicator	IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)
Indicator	IIIA02 - All teachers develop weekly lesson plans based on aligned units of instruction.(111)
Indicator	IIIA05 - All teachers maintain a record of each student's mastery of specific learning objectives.(114)
Indicator	IIIA06 - All teachers test frequently using a variety of evaluation methods and maintain a record of the results.(115)
Indicator	IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116)
Indicator	IIIA08 - All teachers review the previous lesson.(117)
Indicator	IIIA09 - All teachers clearly state the lesson's topic, theme, and objectives.(118)
Indicator	IIIA11 - All teachers use modeling, demonstration, and graphics.(120)
Indicator	IIIA13 - All teachers explain directly and thoroughly.(122)
Indicator	IIIA16 - All teachers use prompting/cueing.(125)
Indicator	IIIA17 - All teachers re-teach when necessary.(126)
Indicator	IIIA19 - All teachers review with questioning.(128)
Indicator	IIIA20 - All teachers summarize key concepts.(129)
Indicator	IIIA21 - All teachers re-teach following questioning.(130)
Indicator	IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)
Indicator	IIIA26 - All teachers encourage students to check their own comprehension.(135)
Indicator	IIIA27 - All teachers verbally praise students.(136)
Indicator	IIIA28 - All teachers travel to all areas in which students are working.(137)
Indicator	IIIA31 - All teachers interact instructionally with students (explaining, checking, giving feedback).(140)
Indicator	IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures).(141)
Indicator	IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)

Indicator	IIIA35 - Students are engaged and on task.(144)
Indicator	IIIA40 - All teachers assess student mastery in ways other than those provided by the computer program.(149)
Expecting and monitoring sound homework practices and communication with parents	
Indicator	IIIB02 - All teachers regularly assign homework (4 or more days a week).(151)
Indicator	IIIB03 - All teachers check, mark, and return homework.(152)
Indicator	IIIB06 - All teachers systematically report to parents the student's mastery of specific standards-based objectives.(155)
Expecting and monitoring sound classroom management	
Indicator	IIIC01 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)
Indicator	IIIC04 - Students raise hands or otherwise signal before speaking.(159)
Indicator	IIIC05 - All teachers use a variety of instructional modes.(160)
Indicator	IIIC06 - All teachers maintain well-organized student learning materials in the classroom.(161)
Indicator	IIIC09 - All teachers correct students who do not follow classroom rules and procedures.(164)
Indicator	IIIC10 - All teachers reinforce classroom rules and procedures by positively teaching them.(165)

TECHNOLOGY ASSESSMENT – Wonder Junior High School

A technology audit was conducted to determine the state of technology at Wonder Junior High School. The following was noted:

Wonder Junior High has one computer lab for student use. Twenty-five computer were purchased in 2012 for credit recovery. Eight n Computing computers were purchased for the media center in 2009.Approximately 3 computers were purchased in 2009 for literacy classroom. Computers are not available in other classrooms at Wonder Junior High School. Seventy-five iPads were purchased in 2009 to allow student technology use in the classroom setting. In 2013, eighty Google Chromes were added to prepare for the PARCC online assessment. Chrome computers are housed in the Media Center. However, additional devices are needed to support a one to one student to device ratio. Students in need of remediation are offered online classes. Interactive Sympodiums are located in each classroom. The West Memphis School District Technology Plan states that as Arkansas Department of Education require online

testing for students as a part implementation of Common Core State Standards, technology resources currently in place will be insufficient. Computers in the building are a minimum of five years old. Most teachers have document cameras in their classrooms.

The Technology Plan for the district lists three goals for Wonder Junior High School educators:

1. Professional Development for staff on technology integration.
2. Provide quality equipment and infrastructure that will allow schools and teachers to integrate technology into the curriculum.
3. Provide methodology and practices of instruction that utilize technology to reach all students and improve student performance.

Professional Development for Wonder Junior High School educators is offered through the district. Currently offerings have been limited to the technical aspect of using the equipment. Integration of technology into lesson design and delivery to improve teacher practice and student performance has not been the focus.

Additionally, the district and school realize that technology is not being utilized to support parental involvement or community awareness. These areas are to be addressed in conjunction with the above mentioned.

NEEDS ASSESSMENT INDUSTRIAL ARTS:

Wonder Junior High School's Industrial Arts program is in dire need of renovation. An industrial arts program is a positive resource to bridge the gap between math and literacy relative to Common Core. With the focus in education, in this state, being on math and literacy, the industrial arts program has long been overlooked. Wonder Junior High School's industrial arts program cannot progress with outdated and broken tools. Arkansas state department of education supports all programs that are STEM based and will provides an integral approach to coupling conceptual knowledge with real-world lessons and practical applications.

Freshman students at Wonder Junior High would be able to utilize cross-curricular concepts in math and literacy in industrial arts and home economics, but equipment is outdated or broken. There are not enough power tools, hand tools, drills, routers, sanders for students to use to maximize their learning potential and assess their ability to apply what they have learned. Large machines, for building projects, are broken

and small tools, that integrate measurement, have disappeared over the life of Wonder Junior High's industrial arts program.

Teacher Attendance Data:

Average teacher attendance from August until 1/28/14 is 95.5% (not including school business) 94.3% (including School business).

PERCEPTUAL SURVEYS:

Stakeholder Perceptual Survey for Teachers conducted at the beginning of the 2012-13 school year.

Survey results for the 41 respondents are as follows:

1. Teachers in this school communicate with each other about curriculum to make student learning consistent across grades.--75% Strongly Agree/Agree
2. Our school increases student achievement through teaching to the state standards.-
-100% Strongly Agree/Agree
3. Our school increases student achievement through using on-going student assessments related to state standards.--98% Strongly Agree/Agree
4. Our school increases student achievement through the use of multiple assessments.--88% Strongly Agree/Agree
5. Our school increases student achievement through teacher use of student achievement data.--83% Strongly Agree/Agree
6. Our school increases student achievement through differentiating instruction.--78% Strongly Agree/Agree
7. Our school is safe, orderly, and equitable.--100% Strongly Agree/Agree
8. I believe the instructional program at this school is challenging.--81% Strongly Agree/Agree
9. My administrators support shared decision making.--71% Strongly Agree/Agree
10. Whether or not a student succeeds is up to me.--61% Strongly Agree/Agree
11. I believe every student can learn.--95% Strongly Agree/Agree
12. I believe in the school's vision.--100% Strongly Agree/Agree
13. I believe I communicate with parents often about their child's progress--73% Strongly Agree/Agree
14. I believe the school provides an atmosphere where every student can succeed.--93% Strongly Agree/Agree
15. The professional development that I participated in the past two years directly improved student achievement.--49% Strongly Agree/Agree
16. My administrators facilitate communication effectively.--69% Strongly Agree/Agree

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17. I have the opportunity to develop my skills. 75% Strongly Agree/Agree
 18. The principal demonstrates skills in academic performance, learning environment, and efficiency.--93% Strongly Agree/Agree
 19. The school is organized to maximize the use of all available resources to support high student and staff performance.--71% Strongly Agree/Agree
 20. Our school is following our Arkansas Comprehensive School Improvement Plan (ACSIP).--83% Strongly Agree/Agree

The results of this Needs Assessment were shared during the school's PLC meeting. These findings led to the determination that many teachers are dissatisfied with Professional Development provided to them. Researching professional development opportunities has been and will continue to be a focus of the Professional Development/Teacher Mentoring Committee.

Stakeholder Perceptual Survey for Parents conducted at the beginning of the 2012-13 school year.

Survey results for the 82 respondents are as follows:

1. Up-to-date instructional tools (books, computers, videos, etc.) are used effectively in the school.—95% Yes
2. The school provides programs that challenge my child. –87% Yes
3. The school educates the staff in the importance of effective communication, and the value and utility of the contributions of parents. – 84% Yes
4. Administrators in this school are available for conferences when needed.—91% Yes
5. Information related to school and parent programs is sent to the extent practical in a language I can understand.—95% Yes
6. The school quickly informs me about problems and needs of my child.—84% Yes
7. Students and parents are respected and treated fairly.—84% Yes
8. The school coordinates and integrates parent involvement programs and activities.—88% Yes
9. The school provides materials and training to help me work with my child to improve academic achievement.—72% Yes
10. The school provides opportunities for volunteers to be involved in the school and provides other reasonable support for parental involvement activities.—90% Yes
11. The school provides assistance to me in understanding the content of standards and assessments and how to monitor my child's academic progress.—87% Yes

Stakeholder Perceptual Survey for Students conducted at the beginning of the 2012-13 school year. Survey results for the 378 respondents are as follows:

1. I feel safe at school.--84% Strongly Agree/Agree
2. I feel like I belong at this school.--77% Strongly Agree/Agree

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3. My teachers, principal, and other staff treat me fairly.--77% Strongly Agree/Agree
 4. The work I do in class makes me think.--91% Strongly Agree/Agree
 5. My teachers and principal care about me.--73%Strongly Agree/Agree
 6. My teachers expect me to learn and do my best.--92% Strongly Agree/Agree
 7. If I have a problem, adults in my school will listen and help.--71% Strongly Agree/Agree
 8. My school work is relevant to real life and is preparing me for the future.--89% Strongly Agree/Agree
 9. Student misbehavior is taken care of.--79% Strongly Agree/Agree
 10. My teachers listen to me.--75% Strongly Agree/Agree
 11. I can get additional help with school work if I need it.--82% Strongly Agree/Agree
 12. The work I do in class is challenging.--80% Strongly Agree/Agree

PROFESSIONAL DEVELOPMENT SURVEY

Professional Development Surveys were conducted on January 29, 2014. The survey indicates following requests for Professional Development, in order of preference:

- 1) Creating Engaging Lessons
- 2) Performance/Content Standards
- 3) Checking for Student Understanding
- 4) Questioning Strategies
- 5) CCSS for Content/Technical – Writing
- 6) CCSS for Content/Technical - Reading

Professional Development Surveys conducted at the beginning of the 2011-12 school year indicated that the most requested Professional Development, in order of preference:

- 1) Integrating Technology in the Classroom
- 2) Checking for Understanding Strategies
- 3) Higher-level Questioning
- 4) Implementing the Writing Process.

SCHOLASTIC AUDIT

A Scholastic Audit was completed between 10/21/2012 to 10/26/12. A full description of implementation progress had been provided in the Step 3 Scholastic Audit section of this application.

The following are next steps from the findings:

Deficiency 1: There is a lack of immediate, verbal, and written feedback to teachers to improve classroom instruction.

Deficiency 2: Academic successes are not frequently celebrated.

Deficiency 3: Posted student work often has spelling and grammatical errors.

Deficiency 4: The school does not conduct a needs assessment for the purpose of identifying individual teachers' professional development needs.

Deficiency 5: Teachers are not effectively integrating technology into instructional practices.

CLASSROOM WALK-THROUGH DATA

An analysis of Classroom Walk-through and Focus Walk data from September 2013 through January 2014 (data shown below) for a total of 457 Classroom Walkthroughs provides evidence that research based instructional strategies are not regularly utilized. The most consistently implemented instructional practice is providing opportunities for practice. Walkthrough data shows that written assessments and student oral responses to questions are the primary means for checking for student understanding. Other strategies that provide evidence of student understanding, especially those that involve simultaneous student responses, are rarely noted. Grouping formats are consistently whole group and the integration of technology as an instructional tool for both students and teachers is infrequent. Feedback from walkthroughs is provided to faculty on a regular basis through faculty meetings and weekly memos, but specific feedback is rarely shared with teachers individually.

2013 – 14 CWT/Focus Walk (Google Doc) Summary

Walkthrough performed by:

Dr. Quarrels	69	15%
Scaife	35	8%
Morman	155	34%
Brown	131	29%
Cox	67	15%

Grade Level:

7th	179	36%
8th	175	35%
9th	143	29%

Subject Area:

English/Language Arts	73	18%
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Math	103	25%
Math Remediation/Enrichment	53	13%
Science	50	12%
Social St/Foreign Lang	53	13%
Fine Arts/Vocational/Career	66	16%
PE/Health	7	2%

Objectives Posted:

Yes	413	90%
No	44	10%

Objective Evident to Students:

Yes	417	91%
No	40	9%

Lesson Plans Aligned to Instruction:

Yes	381	83%
No	32	7%
Plans not posted	44	10%

Identify Grouping Format:

Whole Group	244	49%
Small Group	66	13%
Paired	19	4%
Individual	174	35%

Identify Instructional Practices:

Lecture	51	5%
Modeling	111	10%
Presentation/Demonstration	71	7%
Providing directions/instructions	139	13%
Providing opportunities for practice	220	21%
Teacher directed Q & A	102	10%
Testing	35	3%
Coaching	143	14%
Discussion	18	2%
Hands-on Experience	49	5%
Learning Center	2	0%
Informal Assessment	59	6%
Students are copying notes	22	2%
No Instruction	36	3%

Identify research based instructional strategies (Teacher):

Identifying Similarities and Differences	84	10%
Summarizing/note-taking	98	11%
Reinforcing effort/recognition	150	17%
Homework/practice	79	9%
Nonlinguistic representation	39	4%
Cooperative learning	16	2%
Generating/testing hypotheses	10	1%
Cues/questions/advance organizers	114	13%
Setting Objectives/Providing Feedback	170	20%
None	110	13%

Identify research based instructional strategies (Student):

Identifying Similarities and Differences	73	10%
Summarizing/note-taking	106	15%
Reinforcing effort/recognition	51	7%
Homework/practice	142	20%
Nonlinguistic representation	50	7%
Cooperative learning	35	5%
Generating/testing hypotheses	18	3%
Cues/questions/advance organizers	81	11%
Setting Objectives/Providing Feedback	29	4%
None	125	18%

Check for understanding:

Wait time	66	9%
Thumbs up/Thumbs down	11	2%
Response Cards (ABCD)	0	0%
Processing Cards / Cups / Stop Light	1	0%
Inquiry Questioning	37	5%
Add on responses	22	3%
Spiral Questioning	8	1%
Socratic Seminar	1	0%
Entry/ Exit Slips	2	0%
White Boards	5	1%
Written Assessment / Test / Practice	179	25%
Student oral response	233	32%
Conferencing	26	4%
None	50	7%
Other	77	11%

Integrating technology into instructional practices:

Students using technology	55	12%
Teacher using technology	164	36%
Students and Teacher utilizing technology	22	5%
No technology is being used	216	47%

Determine levels of student work:

Recalling information (Knowledge)	80	17%
Understanding information (Comprehension)	134	28%
Using information in a new way (Application)	94	20%
Breaking down information into parts (Analysis)	94	20%
Putting information together in new ways (Synthesis)	30	6%
Making judgments and justifying positions (Evaluation)	10	2%
Unable to Determine	40	8%

Level of class engagement:

Highly engaged	103	23%
Well managed	300	66%
Passive compliance	43	9%
Dysfunctional	11	2%

Exemplary Student Work Posted:

Yes	83	18%
Student work is posted but contains spelling or grammatical errors	1	0%
No student work has been posted	373	82%

Feedback provided to faculty members in the form of:

Faculty meeting	368	47%
Weekly memo	301	38%
PLCs	88	11%
Individual written feedback	9	1%
Individual one on one conferences	25	3%

Grade Distribution

School success is often measured by passing grades. During first semester, 34% of the student body required contact with parents to discuss failing grades. Parent contacts were made for 121 of the 285 students.

Research has also shown the strong correlation between regular school attendance and successful grades in school. During the first semester, there were 32 students identified with both attendance problems and failing grades. This represents 9.12% of the student body.

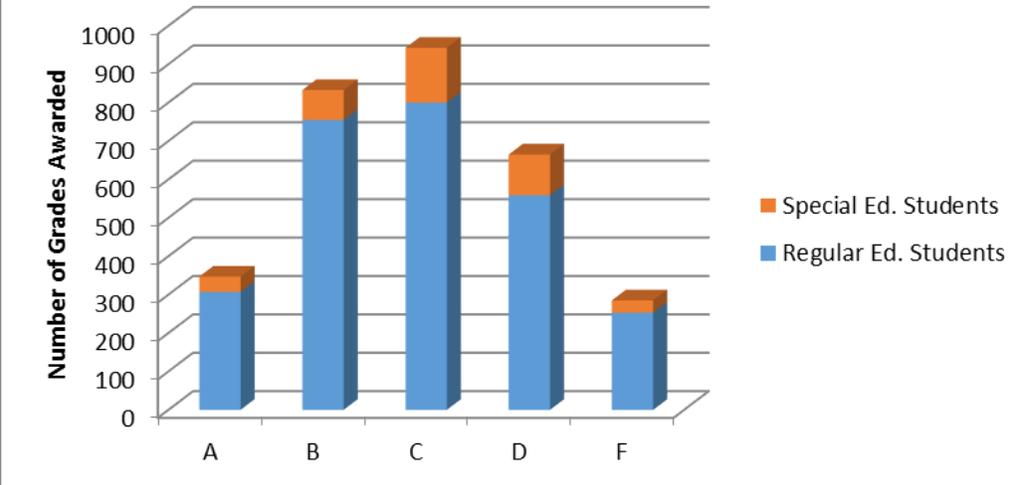
The tables below reflect student failures (including special education students) for 1st semester of the 2013-14 school year. Data is depicted by department and further broken down to each individual teacher. Teachers were required to inform parents prior to failure -the number of parent contacts is reflected.

Wonder Junior High School: 1 st Semester Grade Distribution														
Report Date: December 20, 2013														
Math/Remediation/Enrichment	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
Remediation/Enrichment - Teacher A	12	0	34	2	20	3	13	0	15	2	104	12%	3/12	1/12
Remediation/Enrichment - Teacher B	3	0	19	0	21	5	22	1	10	1	82	13%	6/11	3/11
8th Math /8th Pre-AP Math – Teacher C	1	0	6	0	13	0	33	0	43	0	96	45%	0/43	1/43
7th Math/Pre-AP Math - Teacher D	6	0	13	0	23	0	21	0	32	2	97	35%	18/34	4/34
Alg. I/8 th Remediation – Teacher E	0	0	19	0	19	3	30	10	13	1	95	15%	13/14	0/14
Pre-AP 8 th Alg. II – Teacher F	4	0	17	0	19	0	38	1	6	2	87	9%	0/9	0/9
7th Math/8th Math/Remediation - Teacher G	0	0	4	1	20	0	29	7	16	7	84	27%	8/27	4/27
Totals	25	0	112	3	135	11	184	19	125	15	645		48/105	15/105
English/Language Arts	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
Language Arts/English - Teacher H	2	0	32	0	37	0	19	0	0	0	90	0%	0	0
Language Arts/English - Teacher I	1	0	9	0	44	0	17	5	7	0	87	.08%	6/7	6/7
Language Arts/English – Teacher J	5	0	17	1	11	13	3	10	0	0	92	3%	1/3	0/3
Language Arts/English - Teacher K	19	0	19	0	22	2	19	2	5	0	88	5%	0/5	2/5
Language Arts/English/AP English – Teacher L	0	0	17	0	28	1	25	1	10	0	82	12%	10/10	1/10
Language Arts/English/AP English – Teacher M	11	0	34	2	35	2	6	5	3	0	98	.03%	0/3	0/3
English I - Teacher N	0	0	5	0	17	3	21	6	3	0	55	5%	0/3	0/3
English I/Pre-AP English - Teacher O	5	0	11	0	15	0	14	0	6	0	50	12%	5/6	2/6
Totals	43	0	144	3	209	21	124	29	27	0	636		22/40	11/40

Science	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
7th Science – Teacher P	0	0	4	1	17	2	32	5	23	2	86	29%	2/29	1/29
Earth/Life Science - Teacher Q	4	0	41	0	49	2	16	8	2	0	122	2%	2/2	0/2
8 th Science/Pre-AP Science/Physical Science - Teacher R	11	0	28	3	25	7	15	3	3	0	95	3%	3/3	2/3
Pre-AP Science/Physical Science – Teacher S	2	0	8	1	40	0	23	5	2	0	81	2%	0/2	0/2
Totals	17	0	81	5	131	11	86	21	30	2	387		7/36	3/36
History	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
Civics - Teacher T	0	0	16	0	34	3	24	10	0	0	87	0%	0	0
Pre-AP Civics/World History - Teacher U	20	1	35	5	37	3	10	1	4	0	117	3%	4/4	0/4
Arkansas History - Teacher V	29	1	29	7	15	1	1	0	0	0	84	0%	0	0
Arkansas History/World History - Teacher W	17	0	29	1	28	3	10	2	7	0	100	12%	6/7	0/7
Totals	66	2	109	13	114	10	45	13	11	0	386		10/11	0/11
Physical Education/ Special Service	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
Physical Education - Teacher X	18	11	48	5	13	2	2	0	2	0	101	2%	0/2	0/2
Physical Education - Bonds Y	6	1	14	2	27	4	11	3	0	0	68	1%	0	0
Health/Physical Education - Teacher Z	2	0	9	2	32	5	32	2	23	3	112	28%	8/26	0/26
Totals	26	12	71	9	72	11	45	5	25	3	281		8/28	0/28
7 th , 8 th , 9 th Resource English – Teacher 1	-	0	-	5	-	12	-	2	-	0	19	0%	0	0
7 th , 8 th , 9 th Resource Math - Teacher 2	-	0	-	9	-	6	-	4	-	0	19	0%	0	0
Self-Contained (All Core Subject) - Teacher 3	-	17	-	12	-	17	-	1	-	0	29	0%	0	0
Totals	-	17	-	26	-	35	-	7	-	0	348		0	0

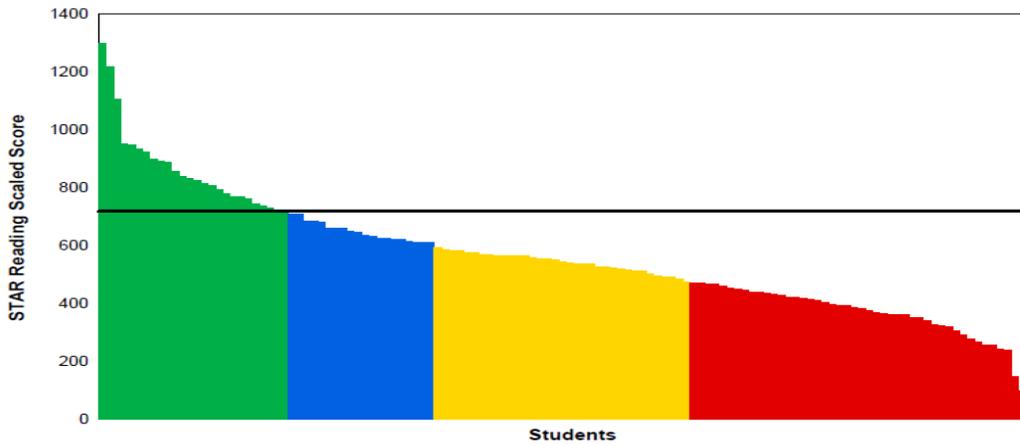
Business/ Keyboarding/Fine Arts/FACS/Industrial Art/Career	A	Sp Ed	B	Sp Ed	C	Sp Ed	D	Sp Ed	F	Sp Ed	Total Students	1 st Semester Failure Percentage	# of Parents Contacted	Attendance Problem (A)
Com. Bus/Keyboarding – Teacher 4	6	0	22	1	25	4	28	1	13	5	101	13%	13/13	0/13
FACS - Teacher 5	23	1	40	5	13	5	8	1	0	1	98	1%	0/1	1/1
Industrial Art - Teacher 6	1	0	25	2	25	4	6	3	2	2	74	10%	2/8	0/8
Career Development – Teacher 7	8	0	7	2	21	5	12	1	3	1	67	6%	1/4	1/4
FA Music/Boys & Girls Choir - Teacher 8	16	1	31	1	11	1	7	2	8	1	79	11%	5/9	1/9
Band – Teacher 9	55	3	23	1	7	0	2	0	0	0	91	13%	1/12	0/12
Art - Teacher 10	18	4	35	7	25	5	6	5	9	2	121	7%	11/11	0/11
Spanish - Teacher 11	3	0	9	0	12	0	6	0	0	0	30	0%	0/0	0/0
Totals	130	9	198	19	139	24	75	13	35	12	661		33/56	3/56

Wonder Jr. High: 1st Semester Grade Distribution



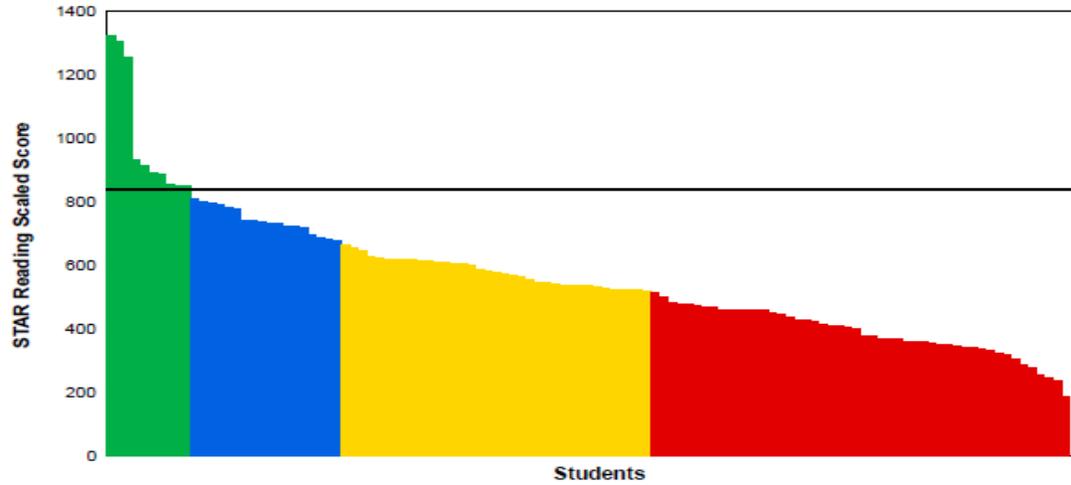
STAR READING

Grade: 7



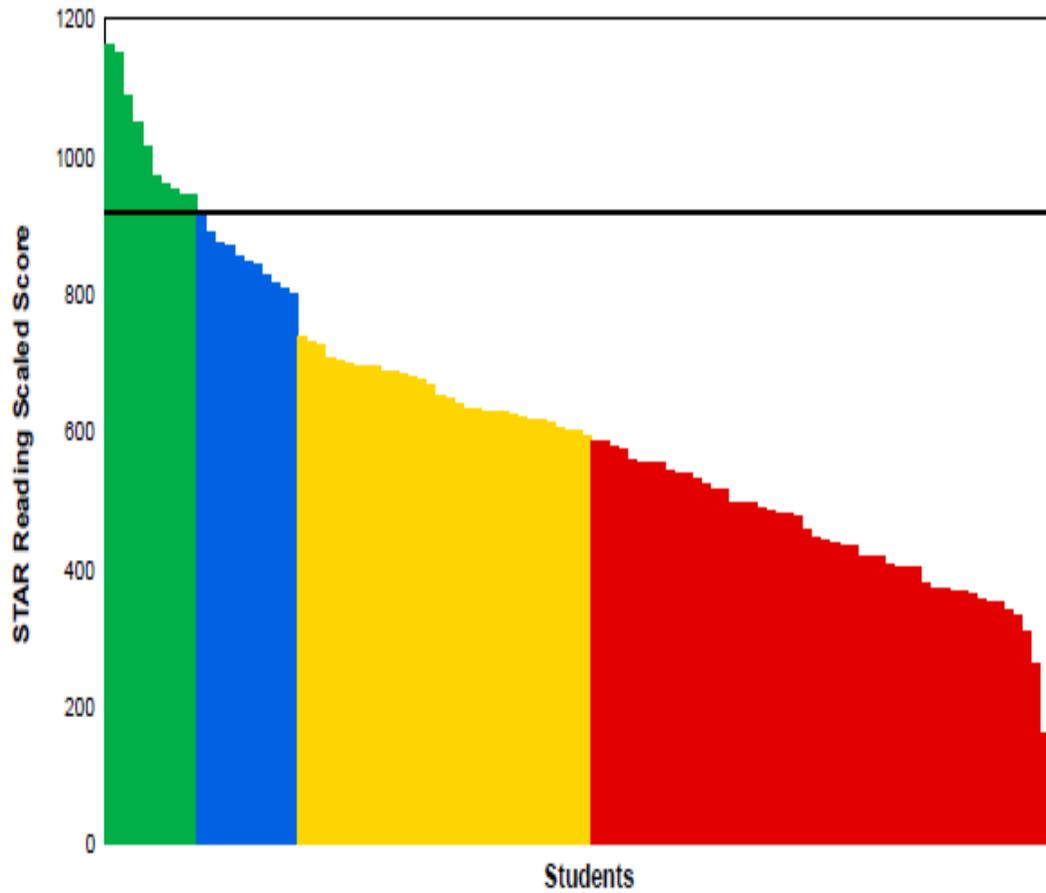
Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
At/Above Benchmark	At/Above 719 SS	At/Above 40 PR	26	20%
Category Total			26	20%
Below Benchmark				
On Watch	Below 719 SS	Below 40 PR	20	16%
Intervention	Below 600 SS	Below 25 PR	35	28%
Urgent Intervention	Below 471 SS	Below 10 PR	46	36%
Category Total			101	80%
Students Tested			127	

Grade: 8



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 840 SS	At/Above 40 PR	10	9%
Category Total			10	9%
Below Benchmark				
■ On Watch	Below 840 SS	Below 40 PR	18	16%
■ Intervention	Below 672 SS	Below 25 PR	37	32%
■ Urgent Intervention	Below 519 SS	Below 10 PR	50	43%
Category Total			105	91%
Students Tested			115	

Grade: 9



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
■ At/Above Benchmark	At/Above 917 SS	At/Above 40 PR	10	10%
Category Total			10	10%
Below Benchmark				
■ On Watch	Below 917 SS	Below 40 PR	11	11%
■ Intervention	Below 778 SS	Below 25 PR	32	31%
■ Urgent Intervention	Below 588 SS	Below 10 PR	50	49%
Category Total			93	90%
Students Tested			103	

Wonder Junior High School
1st Semester Discipline Data
2013-2014

Discipline data for the last 2 years (August 2012 to February 2014) reflects a total of 1479 instructional days have been lost due to out-of-school suspensions. Wonder Jr. High is making every effort to decrease out of school suspensions by utilizing practices that protect instructional time. The following table represents the number of students who have received an out-of-school suspension compared to utilization of other discipline practices.

	Out of school suspensions	Saturday School Suspensions	In-School Suspensions
1 st Quarter	23 students	60 students	178 students
2 nd Quarter	41 students	72 students	137 students
Total	64 students	132 students	315 students

An IMO was developed and plans have been created to address discipline. As noted in the Priority Improvement Plan previously mentioned in the Needs Assessment:

Change in student safety and discipline:

IMO: There will be a 10% decrease in office referrals from the classroom by the end of October 2013, 20% by the end of January 2014, 30% by the end of March 2014, 40% by the end of May 2014, 50% by the end of October 2014, 75% by the end of January 2015, and 100% by the end of March 2015.

Revision:

Baseline: 1005 office referrals during the 2012-13 school year

IMO: By the end of 1st Quarter 2013, data will reflect no more than 150 office referrals

IMO: By the end of 2nd Quarter 2013, data will reflect no more than 300 office referrals

IMO: By the end of 3rd Quarter 2014, data will reflect no more than 450 office referrals

IMO: By the end of the 2014 school year, data will reflect no more than 603 office referrals

IMOs are being met and office referrals are improving as intended.

ESEA SCHOOL REPORTS

District: WEST MEMPHIS SCHOOL DISTRICT School: WONDER JUNIOR HIGH SCHOOL LEA: 1803035 Address: 1401 MADISON WEST MEMPHIS, AR 72301 Phone: 870-735-8522			Superintendent: BILL KESSINGER Principal: R. DAN HENDERSON JR Grades: 07-09 Enrollment: 430 Attendance (3 QTR AVG): 95.22 Poverty Rate: 88.14							
OVERALL SCHOOL STATUS:	PRIORITY									
PERCENT TESTED										
PERCENT TESTED STATUS:	ACHIEVING									
	LITERACY			MATHEMATICS						
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage				
All Students	277	277	100.00	416	420	99.05				
Targeted Achievement Gap Group	249	249	100.00	372	376	98.94				
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage				
African American	275	275	100.00	414	418	99.04				
Hispanic										
White										
Economically Disadvantaged	244	244	100.00	362	366	98.91				
English Language Learners										
Students with Disabilities	36	36	100.00	55	55	100.00				
STUDENT PERFORMANCE – LITERACY										
LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY			GROWTH PERFORMANCE -- LITERACY						
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	169	256	66.02	62.15	91.00	164	237	69.20	61.98	93.00
Targeted Achievement Gap Group	150	232	64.66	62.15	91.00	146	214	68.22	61.98	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	520	821	63.34	62.15	91.00	492	761	64.65	61.98	93.00
Targeted Achievement Gap Group	501	797	62.86	62.15	91.00	474	738	64.23	61.98	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	168	254	66.14	62.30		163	236	69.07	62.15	
Hispanic				80.16					83.33	
White				16.67					16.67	
Economically Disadvantaged	149	227	65.64	62.15		146	212	68.87	61.98	
English Language Learners				44.44					44.44	
Students with Disabilities	4	34	11.76	21.43		2	26	7.69	19.64	
STUDENT PERFORMANCE – MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	204	378	53.97	57.44	92.00	105	237	44.30	52.86	81.00
Targeted Achievement Gap Group	182	342	53.22	57.44	92.00	93	214	43.46	52.86	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	620	1198	51.75	57.44	92.00	345	761	45.34	52.86	81.00
Targeted Achievement Gap Group	598	1162	51.46	57.44	92.00	333	738	45.12	52.86	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	203	376	53.99	57.53		104	236	44.07	52.99	
Hispanic				89.13					75.00	
White				16.67					16.67	
Economically Disadvantaged	176	332	53.01	57.44		92	212	43.40	52.86	
English Language Learners				58.33					16.67	
Students with Disabilities	25	53	47.17	46.84		5	26	19.23	16.67	

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?

Yes.

The district contracted with an external provider to work with math, literacy and special services teachers. Scores increased each year and in 2012, Wonder Junior High was removed from the designation of School Improvement Year 4. According to Smart Accountability and Adequate Yearly Progress Wonder Junior High had met the achievement targets as needed for removal. Approximately two weeks after the announcement of removal of the School Improvement designation the guidelines for Arkansas Flexibility were put in place resulting in Wonder Junior High School be names as a Priority School.

A new principal was hired in July, 2013 to replace existing leadership at Wonder Junior High. The new leadership has made many positive changes to the campus structure and improvements in student achievement are expected to continue at Wonder Junior High.

A District Leadership Team was formed in 2010 and provides oversight and accountability for improvement initiatives at the school level. District level support is provided as needs are determined.

A Core Building Level Leadership team was created at Wonder Junior in 2012 to specifically guide instructional improvements.

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.

The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and possesses the expertise to advise and assist principals and teachers throughout the process. The present superintendent assumed the position in July of 2013, replacing leadership that had been in place for 40 years.

The new administration has been directly involved in the school improvement process of the district and recognizes the need for continuous support for capacity building in order to lead Wonder Junior High out of school improvement. The school board has Teacher Excellence Support System for teacher and administrator evaluations.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?

The West Memphis School District has provided support through a school improvement specialist at the Wonder Junior High School. During the 2012-2013 school year a school improvement specialist was hired to work with school leadership in the development and implementation of the Priority Improvement Plan. This support has continued for the 2013-2014 school term and the LEA has been supportive of these efforts.

4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?

There has been a systemic approach for school improvement district-wide. Specifically at Wonder Junior High, the district and school administration has taken steps to improve the conditions at Wonder Junior High to be more conducive to learning. The district has continued to contract with Elbow2Elbow to provide the school with intensive job-embedded professional development, research-based strategies, and technical assistance. The school has a full time literacy instructional facilitator, a full time math facilitator and a part time science instructional facilitator to work with teachers on best practices and provide support. The district has been supportive of schedule changes that allowed teachers to have time during the school day as departments and teams to collaborate.

All schools participate in administering interim assessments for all students. Data is reviewed at the school and district level and plans for improvement to include professional development and support are provided as needs determine.

The district also provides collaboration time twice monthly for all secondary instructional facilitators facilitated by E2E consultants to:

- share high-yield instructional strategies and best practices
- design district curriculum guides to reflect state standards
- create formative assessments aligned with modules from curriculum guides

-
- analyze results from state and district assessments to support data driven instruction
 - report individual campus successes and failures in an effort to build capacity within the district and seek guidance from colleagues
 - develop school and district initiatives to increase student achievement
 - communicate updates and relevant information pertaining to curriculum, instruction, and assessment

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.

The West Memphis School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. Following the resignation of the past Superintendent, the Board of Education determined that a smooth transition and continued progress would be obtained by hiring a certified, practicing administrator from within the district that had demonstrated success and commitment to continuous improvement. The current Superintendent has 20 years of experience in education with the last 12 as a building level administrator. Areas of certification include a Master's Degree in Educational Leadership and a Bachelor of Science Degree in Science. He is a progressive thinker and most recently led the charge of obtaining the first approved Conversion Charter School application for West Memphis High School.

Mr. Willie Harris serves as Assistant Superintendent of Secondary Education. Mr. Harris has 42 years of experience as an educator in the West Memphis School District. He is in his 20th year in his current position as Assistant Superintendent of Secondary Education. As well as District Level Administration, other areas of certification and experience include Building Level Administration and Secondary Mathematics.

Other areas of responsibility for Mr. Harris include recruiting and developing new teachers, serving on the state NCA/ Advance ED board (2008-2011), and representing the district for the UCA Partnership for Transition to Teaching Grant Program.

Gary Adams has served as the Assistant Superintendent for West Memphis School District for the past 22 years. With a total of 41 years in education (35 in the West Memphis School District), he began his career as an elementary math and literacy teacher. After completing his Master's Degree, Mr. Adams became an elementary principal and worked at this capacity for 16 years. He later earned his superintendent's

certification and moved into his current position as Assistant Superintendent for the West Memphis School District.

Mr. Adams's areas of expertise are working with curriculum and instructional strategies as well as focusing on data driven educational environments.

Tina Rooks has been the West Memphis School District's Director of Special Services for the past five years. With a total of 20 years of education, Ms. Rooks has devoted her career to the teaching and delivery of Special Education Services. Ms. Rooks began her career as an elementary special education teacher. From there, she taught Junior High Special Education and served as Director at Kids for the Future and the Steudlein Learning Center.

As Director of Special Services for West Memphis Schools, Ms. Rooks has many responsibilities. She stays current on legislation, interprets laws, monitors compliance, and monitors progress of all campus compliance. She also hires and supervises staff for the Special Education Department. Ms. Rooks supervised and manages the 504 services for the district. Special Education budgetary management and negotiating contracts for therapists and outside agencies also fall under Ms. Rook's responsibilities.

Dr. Palmer Quarrels is the current principal at Wonder Junior High and has been in place since August of 2013. Before becoming principal at Wonder Junior High, she served as an assistant principal at West Memphis High School. Dr. Quarrels holds an earned Doctorate and is certified in District Administration, Secondary Principal, Health Education, Physical Education, and Coaching. As assistant principal, she has documented success of improving teacher practice and increasing student achievement. The new principal is fully cognizant of the necessary requirements for transforming a school in need of improvement.

An assistant principal is in place at Wonder Junior High. Mrs. Verna Scaife has a Master's Degree and is certified in Building Administration, Business Education, Business Tech, and Vocational Education. She has 36 years of experience in education and has been Assistant Principal at Wonder Junior High since 2003.

Mrs. Scaife's area of expertise is maintaining a safe and orderly environment at Wonder Junior High. She is the first to handle discipline issues that arise on the campus.

-
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.

Wonder Junior High School is given priority for selection of applicants to the West Memphis School District. Local recruitment efforts include attending job fairs at four year institutions that graduate quality education majors. The district has selected Elbow2Elbow Educational Consulting to provide extensive job embedded professional development to teachers and administrators to build capacity for continued improvement. The district is committed to provide the follow-through necessary to ensure that the plans developed and outlined in this application are followed by all parties.

7. Review the history of the LEA's use of state and federal funds.

Wonder Junior High School coordinates its Title I programs with other district-wide programs to provide the most complete services for the students it serves. Wonder Junior High is a Schoolwide Title I school and is therefore able to provide services to every student in the school.

NSLA Funds

NSLA funds are used at Wonder Junior High to provide after-school tutoring for students in need of remediation in math and literacy. Additionally, Title I funds are used for tutors' salaries and benefits as well as for materials and supplies.

Wonder Junior High School has in place a school-based coaching model that is supported by NSLA funds. Title I funds supplement the program by providing funds for materials and supplies that help the coaches to assess student performance and to monitor student progress.

Professional Development Funds

Title I funds coordinate with Professional Development funds to purchase services from an outside consulting firm that provides high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program to ensure capacity to facilitate effective teaching and learning, and to successfully implement school reform strategies. This is above and beyond the required 60 hours of professional development provided by the district.

Title II-A

Title I and Title II-A both provide funds for professional development that enables teachers and administrators to impact instruction using best practices. This is above and beyond the required 60 hours of professional development. Funds in both programs are used for job-embedded professional development and for the cost of attending outside professional development opportunities such as conferences and workshops.

Both Title I and Title II-A support equitable services to private schools. Title I funds are used for instruction, professional development, and parent involvement. Title II-A funds are used to provide professional development opportunities for private school teachers who teach students who reside in the West Memphis School District zones. Wonder Junior High does not have any private school students for the 2013-2014 school year.

Homeless Students

The West Memphis School district utilizes a Homeless Student Liaison who ensures that parents are informed of the educational and school-related opportunities that are available. Title I assists with the identification of Homeless Students and provides funds for school supplies, clothing and eyeglasses as needed.

Alternative Learning Environment

In order to ensure that Wonder Junior High School students are placed in the most effective learning environment, West Memphis School District has established an Alternative Learning Environment (ALE). Title I funds are used to supplement Alternative Learning Environment funds by providing employee salaries and benefits for one ALE teacher, and one ALE paraprofessional.

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.

The West Memphis School District is financially stable. The current district administration will continue to meet Arkansas State Standards for Accreditation while utilizing all available resources to support this application. The ACSIP funds are available and allocated to the school and will be utilized to support the instructional program and the model as outlined.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Wonder Junior High School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability. The consultation will include but will not be limited to the following:

1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.
2. The ADE will offer technical assistance where needed and request written clarification of application and an opportunity for the LEA to amend the application to support the claim.
3. If the LEA chooses not to submit requested clarification or an amended application then the LEA may re-apply for the SIG grant in the next funding cycle.

Step 1 - Selecting the Intervention Model and Partners for a Low-Achieving School

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

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 the past two years and there is tangible evidence that the principal has the skills necessary to initiate 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:

Arkansas Statute Act 35 supports transformation by: addressing academic standards, assessment, accountability, student performance expectations, and professional development. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. Arkansas Department of Education standards for accreditation supports and intervenes as necessary to ensure schools meet state accreditation standards.

Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. E2E Specialists working with building leadership will address a climate change to ensure that this important uninterrupted time is used for planning for effective instruction as allowed by the Statute.

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

No existing policy would hinder implementation of the transformation model. The school district board adopted vision and mission statements support the transformation model and increased student achievement.

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

None exists

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 initiate 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 requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required.

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

School District Board Policy follows the Arkansas Teacher Fair Dismissal Act which only allows a district to terminate a teacher for "just cause" . Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful and legal action according to Arkansas Teacher Fair Dismissal.

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

None exist at this time.

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:

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available through the Arkansas Department of Education.

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

No district policies address the formation of, limit, or create barriers to charter schools. The district just recently successfully completed an application process for a conversion charter school for West Memphis High School.

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

No district contractual agreements, including collective bargaining, affect the formation of charter schools

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:

We are aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

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:

No district policies that address contracts with EMOs exist

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:

None exist.

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:

No state statutes exist 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:

No district policies limiting the Superintendent/Board of Education's ability to close a school exist in the West Memphis School District.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:

No district contractual agreements that limit the Superintendent/Board of Education's ability to close a school exist in the West Memphis School District.

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4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

There are three Junior High Schools in the West Memphis School District to include Wonder Junior High. Two of the Junior High's are higher performing than Wonder Junior, but both are at capacity for enrollment.

Step 2: Develop Profiles of Available Partners

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

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 initiate 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)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools) E2E has a proven record of success in the West Memphis School District.
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and	Research supports parental and community involvement in schools

			community	
West Memphis District Office	N	Y	District professional development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices

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 the past two years and there is tangible evidence that the principal has the skills necessary to initiate 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)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Eastern Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. (Public Schools)
Great Rivers Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
West Memphis District Office	N	Y	District professional development and support; progress monitoring	Increased teacher/administrator growth and implementation of best practices
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools

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 Department of Education	N	N	Technical Assistance	There are currently a number of charter schools operating in the state
West Memphis School District	Y	N	Application process, funding, board policy revision, administration	None

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)
Edison Schools	Y	N	School Operation	Experience operating public schools across the country

Closure

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

External partners available to assist district with school closures 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)
Arkansas Department of Education	Y	N	Technical Assistance	Past Closures

Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/provides			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	

<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models

- A. Best Fit: Transformation
- B. Second Best Fit: Turnaround
- C. Third Best Fit: Restart
- D. Fourth Best Fit: Closure

Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. 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 new principal was put in place at Wonder Junior High beginning August 2013. Applicants were interviewed by a district and school committee and recommended for hire to the Board of Education by the Superintendent of Schools. Documentation of prior success in increasing student achievement was an expectation of the applicant. The applicant was expected to demonstrate, to a high degree, all competencies of the Interstate School Leaders Licensure Consortium

Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students. The new principal was expected to have the knowledge, ability, and the initiative to lead the staff in Common Core implementation and support teachers as they improve their instructional practices as well as practices in classroom management. Additionally, the new leader must realize the importance of using data to inform instruction. Since improving parental and community involvement is crucial at Wonder Junior High, the new leader was selected based on having experience in building solid relationships with these two groups. The new leader was expected to be a team builder and capable of bringing the staff of Wonder Junior High together as they accept their role in student success or failure.

2. How will the LEA enable the new leader to make strategic staff replacements?

The district will collaborate with and support the principal in making necessary changes to ensure that highly qualified staff are assigned to Wonder Junior High. The principal will have decision making authority relative to staff assignments. Support for the principal will be provided in implementation of the West Memphis Teacher Evaluation System and the Arkansas Teacher Fair Dismissal Act. Staff changes will be made as necessary to assure full implementation of the Arkansas Flexibility.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The LEA is capable and committed to support the transformation efforts at Wonder Junior High School. The institutional knowledge the newly hired superintendent brings with him will benefit this process of transformation as he has 20 years of experience and has served as an administrator of West Memphis High School, a recipient school of Wonder Junior High students, and principal of the highest performing Junior High in West Memphis and the surrounding area. The district improvement plan allocates time and resources to improving student achievement at Wonder Junior High. District staff and leadership recognize their role in supporting the strategies as outlined in the application. The district staff is committed to monitor and support for full

implementation of the model chosen. The Assistant Superintendent will work closely with providers to ensure consistency with district initiatives and provide support as needed for full implementation of activities as outlined.

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

All decisions made will focus on what is best for the students at Wonder Junior High. Decisions by the LEA and district staff regarding budgeting, staffing, and scheduling will be made considering the effect the decisions would have on student achievement; the decisions will be supported by the appropriate partner. The new principal is expected to work with the external providers, staff members, parents and community partners to foster a healthy learning environment that meets the unique needs of the students served. Decisions regarding best use of time, staff, facilities, as well as the development of student support programs will be the responsibility of the school leadership.

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?

The district office will support the new leader in implementation of SIG activities. The changes necessary for transformation have been identified. Job-embedded professional development will be provided to implement the model requirements for supporting school administration as she builds the capacity of the school leadership team and staff at Wonder Junior High as they implement best practices. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation of a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The Turnaround Model

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

All teachers are required to participate in professional development which includes collaboration with building Specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding 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 new principal has already been interviewed by a district and school committee and contracted by the superintendent. The applicant was expected to demonstrate to a high degree all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students.

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

The district staff will participate with the principal in screening and interviewing potential applicants. Exemplary staff that possess the qualifications to support activities necessary to significantly improve student achievement will be considered for employment.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The building principal and a district office interview team conduct interviews and recommend staff for hire. Vacancies would be posted and best candidates for the positions would be hired. Teachers not selected to remain at the school could apply for positions in other schools within the district.

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

The West Memphis School District does not participate in collective bargaining.

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

Teachers will be given additional professional development and support will be provided from current Instructional Facilitators at the receiving school site.

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

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in fiscal distress.

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

The Arkansas Department of Education has an approved list of Turnaround partners. The district has personnel on staff that could assist should the model be selected.

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 principal will have increased flexibility and decision making authority as to how state and local funds are spent. Additionally, the principal will collaborate with the district office staff on the assignment/reassignment of staff with the principal making the final decision. Collaboration between school and district leadership on scheduling will occur and will be developed so as to support school Turnaround 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 office staff will support the principal in making the necessary changes in operational practice. The principal will have increased decision making authority

relative to the improvement of classroom instruction. Establishing a climate of high expectations for everyone to include frequent monitoring of progress and making midcourse corrections as needed will occur. Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

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?
 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.
 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?
 4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
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5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

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

 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)?

 8. What assistance will the LEA need from the SEA?

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

 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?

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

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

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

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

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

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

 7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
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8. What supports will be provided to recipient schools if current staff members are reassigned?

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.
-

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	ADE - Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP.
Local Education Agency	District will create and implement a SIG Support Team, Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners.
Internal Partner (LEA staff)	Support all SIG activities. Provide staff and resources for successful implementation of SIG activities.
Lead Partner	Elbow2Elbow - Provide job-embedded professional development to staff and school leadership for implementation of SIG activities. A contract will be developed between the West Memphis School District and E2E, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Great Rivers Education Cooperative - provide technical assistance for technology and professional development to staff members.
Principal	Provide leadership for SIG implementation, Participate in Leadership Training provided by Great Rivers Education Cooperative, and serve as the instructional leader of the school working in cooperation with the external provider to increase student achievement.
School Staff	Support implementation of all SIG activities. Implementation of ACSIP, participation in job- embedded professional development and collaboration
Parents and Community	Attend parent scheduled sessions; participate in student led conferences; initiate communication with administrators and staff; support the overall academic program of the school

Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

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 at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

The SIG would provide 76 days onsite, job-embedded professional development and support during the 2014-2015 school year of research based practices necessary for school improvement to occur. This support is supplemental in nature and does not replace the existing ADE required support.

School Improvement Support:

- 1) Leadership Support for the principal and school leadership team- 20
- 2) Job embedded professional development and support for Literacy/Science/Social Studies teachers for 23 days
- 3) Job embedded professional development and support for Math teachers 21 days
- 4) Job embedded professional development and support for Special Education teachers 12 days

II. Great Rivers Education Cooperative

- 1) Professional Development and support on identified needs
- 2) Technology Support and integration personnel

Benchmarks outlined by quarter for each Lead and Supporting partner as listed below.

1st Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 25% of the technical assistance completed
- * Assisted with implementation of the ACSIP/PIP
- * Data from interim assessments analyzed and data walls created
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Technical assistance provided in the correct and complete implementation of Classroom Walk-Through to include daily walkthroughs
- * Action plans created for specific areas of improvement based on identified teacher and student needs
- * Weekly PLCs with agendas and minutes
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus maintained
- * Discipline committee created and school plan developed
- * Secured bids on classroom sets of books, mobile labs and iPads
- * Assessed current state of technology and begin repairs, wiring, and installation of software
- * Planned parental involvement/engagement sessions
- * Completed New Teacher Orientation for teachers new to Wonder Junior High
- * Assessed the needs of basic supplies needed for mathematics and literacy instruction and placed order

Literacy/Mathematics/Science/Social Studies Support

- *25% of the technical assistance completed
 - * Evaluated present literacy and mathematics curriculum and determined degree of vertical and horizontal alignment.
 - * Identified curriculum gaps and overlaps in present curriculum and determined approach to ensure vertical and horizontal alignment
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- * Strategically used the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Analyzed instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices in use
 - * Monitored and supported student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year.
 - * Assessed current use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Introduced learning activities that require students to complete assessment tasks that mirror Common Core State Standards
 - * Established classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
 - * Modeled High Yield strategies in classrooms and PLCs; share useful strategies as needed by teachers with emphasis on needed skills/concepts
 - * Evaluated classroom assessments for rigor
 - * Assisted teachers and Literacy and Math Coaches in using Common Core and supplementary resources to create assessments
 - * Provided teachers with performance feedback after classroom observations and modeled strategies they incorporate in the classroom
 - * Analyzed student data from formative assessments including both teacher-created and district-created tests; provided instruction on planning for reteaching and remediation according to data
 - * Train first cohort of students and teachers in student-led conference process
 - * Classroom Libraries - Completed elements: inventories of current novels; novel lists compiled and ordered per grade level based Common Core State Standards
 - * Periodicals: Inventory current subscriptions; research possibilities for all disciplines: interest surveys of students/faculty/administration complete

Special Education Support

- * 25% of the technical assistance completed
 - * Established processes and procedures for special services teachers to support PARCC Assessment readiness for special services students
 - * Established processes and procedures for timely and accurate completion of portfolio assessments for special services students
-

-
- * IEP committee convened to conduct a review of IEPs to determine appropriate placement, necessary revisions made, modifications provided to teachers
 - * Reviewed delivery model for inclusion/co-teaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted West Memphis School District Technology Coordinator as requested with technical assistance needs at Wonder Junior High
- * Supported teachers integrating technology to enhance instruction
- * Technology: iPad/computer training complete for core content area teachers; Kindle downloaded; procedures for applications designed, documentation determined, implementation guidelines completed

2nd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 50% of the technical assistance completed
 - * Assisted with implementation of the ACSIP/PIP
 - * Data from interim assessments analyzed and data walls updated
 - * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
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- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
 - * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
 - * Weekly PLCs with agendas and minutes
 - * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
 - * Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
 - * Developed an ACT Saturday School implementation plan
 - * Technology walkthroughs conducted to assess technology integration in lesson delivery

Literacy/Mathematics/Science/Social Studies Support

- * 50% of the technical assistance completed
 - * Assisted teachers in the development of lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning in every classroom
 - * Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Provided job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices
 - * Provided varied student-centered instructional practices and individualized student plans to promote mastery learning in each classroom
 - * Facilitated professional development and coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher-order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Provided feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror Common Core State Standards
 - * Monitored classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
 - * Student-Led Conferences held and additional students/teachers trained
 - * Classroom Libraries: New novels coded and available to students; documentation for novel checkout procedures designed
-

-
- * Periodicals: Subscriptions completed, received, available to students/ faculty; research possibilities for all disciplines: interest surveys of students/faculty/administration complete

Special Education Support

- * 50% of the technical assistance completed
- * Monitored processes and procedures for special services teachers to support PARCC Assessment readiness for special services students
- * Monitored processes and procedures for timely and accurate completion of portfolio assessments for special services students
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special services students
- * Reviewed delivery model for inclusion/coteaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted West Memphis School District Technology Coordinator as requested with technical assistance needs at Wonder Junior High
- * Supported teachers integrating technology to enhance instruction

3rd Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

- * 75% of the technical assistance completed
 - * Assisted with implementation of the ACSIP/PIP
 - * Data from interim assessments analyzed and data walls updated
-

-
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
 - * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
 - * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
 - * Weekly PLCs with agendas and minutes
 - * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
 - * Discipline plan and Student Incentive Plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
 - * Completed ACT Saturday School implementation plan

Literacy/Mathematics/Science/Social Studies Support

- * 75% of the technical assistance completed
 - * Monitored the use of instructional calendars, lesson plans, and individual student plans
 - * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
 - * Monitored strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Facilitated professional development to include PLCs and provided job-embedded coaching to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, and multiple intelligences, and effectiveness of data disaggregation
 - * Provided feedback and additional instruction to teachers as teachers used authentic assessments and rubrics to complete assessment tasks that mirror Common Core State Standards
 - * Provided techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies
 - * Student-Led Conferences held and additional students/teachers trained
 - * Periodicals: Usage documentation created; usage data reviewed; determined needs based on data
-

Special Education Support

- * 75% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support PARCC Assessment readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Reviewed delivery model for inclusion/coteaching to ensure effective implementation

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted West Memphis School District Technology Coordinator as requested with needs at Wonder Junior High
- * Supported teachers integrating technology to enhance instruction
- * Technology: additional applications researched; lessons designed using new applications

4th Quarter Benchmarks

I. Lead Partner Performance expectations: Elbow 2 Elbow Educational Consulting

Leadership Support

-
- * 100% of the technical assistance completed
 - * Assisted with implementation of the Arkansas' Flexibility Plan and ACSIP
 - * Data from interim assessments analyzed and data walls updated
 - *Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
 - *Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
 - * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
 - *Weekly PLCs with agendas and minutes
 - *Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
 - *Discipline plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy/Mathematics/Science/Social Studies Support

- * 100% of the technical assistance completed
 - * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
 - *Evaluated strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
 - * Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
 - * Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Common Core Standards.
 - *Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies and determined next steps in the process.
 - * Student-Led Conferences held and additional students trained
-

-
- * Classroom Libraries: Analyzed effectiveness of procedures, availability of novels, impact on student reading scores; novel needs determined; order placed for next school year
 - * Periodicals: Usage documentation completed; usage data reviewed; needs determined based on data; orders placed for next school year

Special Education Support

- * 100% of the technical assistance completed
- * Monitored and supported special services teachers in the implementation of processes and procedures for special services teachers to support PARCC Assessment readiness for special services students.
- * Monitored and supported special services teachers in the implementation of processes and procedures for timely and accurate completion of portfolio assessments for special services students.
- * Monitored classroom instruction for implementation of stated modifications and differentiated strategies for special needs students.
- * Reviewed delivery model for inclusion/coteaching to ensure effective implementation

E2E Specialists will provide job-embedded professional development, demonstration lessons, resource evaluation and opportunities for continuous reflection, discussion, and processing of new learning throughout the 2014-2015 school year.

II. Supporting Partner Performance Expectations: Great Rivers Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted West Memphis School District Technology Coordinator as requested with needs at Wonder Junior High
 - * Supported teachers integrating technology to enhance instruction
 - * Technology: Analysis of usage, effectiveness, and engagement; additional applications researched; lessons designed using new applications
-

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

The West Memphis School District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application.

The self evaluation will include the analysis of each subgroup population's summative and formative assessments data to determine impact of grant objectives. Summative data will include standardized assessments of student achievement compared to Wonder Junior High School's baseline data and needs assessment data; pre- and post- teacher evaluation ratings based on the West Memphis School District adopted Teachers Evaluation Plan, and pre- and post- attitudinal surveys for teachers and students. Formative assessments will include interviews from PLC focus groups, classroom observations, lesson plan analysis and data from interim assessments.

Person Responsible: Jon Collins, 2014-2015 Superintendent

The LEA (District and School) will monitor implementation of the intervention model using a systematic process to include:

Formation of a District School Improvement Team to include Superintendent, Assistant Superintendent, Principal/Asst. Principals, Federal Programs Director, Wonder Junior High School Curriculum Specialist and Instructional Facilitators, E2E Specialists, District Test Coordinator and Wonder Junior High SIG Project Manager. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities and Timelines as outlined in the SIG application, the Project Manager will provide, at each monthly meeting, written reports of progress toward meeting established outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation. Roles and responsibilities of the District School Improvement Team garnering additional resources and support to be provided at the district level and will include regular visitations to Wonder Junior High and direct participation in CWTs, PLCs, and School Leadership Team meetings. These roles and responsibilities for District Leadership Team members will be developed under the direction of the Superintendent of Schools.

E2E will submit agendas to the Superintendent, Assistant Superintendent, Wonder Junior High Principal/Assistant Principals, and SIG Project Manager on Monday outlining weekly activities. E2E agendas are signed by school personnel at the end of the day. Since a debrief occurs at the end of each school visit where suggestions for administrator follow-up are given and the next visit is planned, the E2E agendas merely serve as a reminder for the upcoming visit. Additionally, E2E Specialists will submit weekly written reports to the Superintendent, SIG Project Manager and the Arkansas Department of Education School Improvement Specialists assigned to Wonder Junior High, outlining activities and challenges encountered the previous week.

The SIG Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelines to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed.

Sign in sheets from professional development trainings will be kept on file in the principals office.

It is the expectation of the District Leadership that a transformation of Wonder Junior High will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.

This method of authenticated and scheduled progress monitoring of SIG activities will allow school and district leadership to make informed decisions regarding the district level of support needed for successful implementation of activities as outlined. Additionally, lack of commitment for improvement and unsatisfactory efforts towards improvement on the part of Wonder Junior High staff will be documented. Documentation will be used to make staff changes as necessary.

Step 5: 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 West Memphis School District and Wonder Junior High School will work cooperatively to establish a cohesive relationship among all groups and partners committed to this intervention. District leadership will assist with scheduling, providing locations, advertising, dissemination of documentation of meeting notes, and full disclosure of reports submitted to ADE. Two-way communication will be established for the purpose of sharing information, providing updates, reporting progress, and planning next steps. Regularly scheduled meetings between all partners will occur for this purpose thereby encouraging participation of community members, parents and stakeholders. An "open door" policy at school will be developed to encourage community members, parents and stakeholders to observe progress and participate as appropriate in SIG activities.

District and school leadership will promote working relationships among the groups and partners committed to this intervention. The school will monitor the implementation of actions as outlined in the ACSIP and work to ensure that funds available are spent in such a way as to enhance the agreed upon actions of the SIG and ACSIP.

District and school leadership will work closely with the state to ensure the ACSIP is reflective of the activities of the school and includes input from staff in the development and revision of ACSIP. The LEA will seek assistance from the Arkansas Department of Education and the Arkansas Department of Education School Improvement Specialist as needs determine.

A new principal is in place at Wonder Junior High. A requirement of selection was her commitment to continue working with the external provider and supporting partners to build capacity at all levels. A part of building capacity is to include enhancement of her own leadership practices necessary to effectively lead school improvement efforts at Wonder Junior High.

School leadership will work with the lead and supporting partners to ensure that staff members are active participants in the school improvement efforts and the overall improvement of the instructional delivery system. Staff members will be expected to fully implement prescribed activities to ensure academic improvement of all students.

Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is lacking at Wonder Junior High and that efforts to increase involvement/engagement of parents has been limited. Additionally, based on information shared by parents through parental involvement surveys and interactions with parents, six additional training sessions for parents will be scheduled throughout the year. A focus group of parents convened during February of 2014 indicated wanting parenting sessions on how to help with homework, study skills, career choices as well as parenting classes and classes on alcohol and drug abuse prevention. In addition to the topics of interest of specific parent groups detailed information will be shared relative to the Common Core implementation, state testing, use of data, and college and career opportunities. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as needs determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish positive newsworthy events for Wonder Junior High.

An effort will be made to established parent organizations and community organizations support will be solicited by the Parent Coordinator and district leadership. These partnerships will serve as a forum for disseminating information relative to progress toward meeting SIG goals and objectives.

To create an atmosphere of a true professional learning community willing to do whatever it takes to improve student achievement at Wonder Junior High, all meetings held will include agendas with minutes that will be posted and shared with everyone in the school community so that all are aware of the progress toward meeting established objectives. Leadership Team meetings will be a place where the vision and mission of Wonder Junior High to become nationally recognized for its innovative and aggressive approach to improving education in Eastern Arkansas will be constantly revisited and plans will be made to achieve this goal.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Jon Collins	Superintendent	Tina Rooks	Special Education Supervisor
Willie Harris	Assistant Superintendent	Lynell McGruder	Teacher
Loutelious Holmes	Assistant Superintendent of Federal Programs	Debra Dever	Teacher
Carol Miller	Title 1 Instructional Supervisor	Jessica Hardy	Teacher
Nancy Moore	District Test Coordinator	Brittany Cowdry	Teacher
Dr. Palmer Quarrels	Principal, Wonder Junior High	Stephanie Hale	E2E Consultant
Verna Scaife	Assistant Principal, Wonder Junior High		
Kisa Morman	Math Instructional Facilitator		
Kim Brown	Literacy Instructional Facilitator		
Chloe Cox	Science Instructional Facilitator		

Meetings

Location	Date		Location	Date
West Memphis School District Office	1/15/14 2/3/14 2/11/14			
Wonder Junior High – Parent Center	1/15/2014			
Wonder Junior High – Library	2/12/2014			
Wonder Junior High - Cafeteria	2/18/2014			
School Board Meeting	2/18/14			

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement

activities, financial management, and operations of the school.

- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

Funds will be used to transform Wonder Junior High School and build capacity among its leadership and staff. At the end of the grant period, building level leadership will have developed the leadership skills necessary to effectively continue improvement efforts. As PLCs will be established and fully functioning; staff will have an increased understanding of the power of utilizing data to inform instruction and they will have developed an expertise in implementation of research based effective teaching strategies to increase student achievement. Throughout the grant period, teacher knowledge and skills, and support to incorporate improvement practices will be developed. This new knowledge and skill attainment will result in permanent changes in the design and delivery of instruction.

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and the creation a culture of high expectations.

Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration take place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

The plan for improvement outlined in the grant provides a platform of support for leadership and teacher professional growth, instructional improvements, established systems of student support for increased achievement, and leadership responsibility. The plan will be embedded into the school's ACSIP/PIP which will serve as a roadmap for continued progress.

Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of a Project Manager will allow for the monthly monitoring, ensuring the fidelity of the implementation of SIG activities making them day-to-day processes of school and system operations. Through these supports, the focus for improvement will remain laser-like even though changes may occur in the attrition of personnel.

The West Memphis School District already has Instructional Facilitators in place for literacy, math and science at Wonder Junior High that will be committed to supporting the SIG implementation. Since the expectation for the Curriculum Specialist proposed for hire will be to assist with ensuring that strategies, aimed at improving teacher practice to meet the needs of the learners at Wonder Junior High School occur it is believed that at the end of the grant period best practices would have become a habit and the structure would be in place to continue improvements with the existing Instructional Facilitators. Should this not be the case, District Administration is committed to continuing the Curriculum Specialist position as funds are available.

School level building leadership will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

The Project Manager will provide written monthly updates relative to established Quarterly Benchmarks to the Superintendent and monthly reports to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will formulate mid-course corrections as needed. E2E Specialists will keep district leadership and the Arkansas Department of Education School Improvement Specialist informed through a written report of progress submitted weekly.

Changing the culture at Wonder Junior High School to one of high expectations for leadership, staff and students will result in institutionalization of effective practices making them become routine and embedded in day-to-day operations. Wonder Junior High will become a place where success is the only option and all decisions made are based on what is best for students.

Since the main thrust of selecting E2E is to build capacity among existing school and district leadership and staff, the West Memphis School District will be able to continue improvement practices once funding ends. By working closely with district/school leadership. Best practices and support for school improvement will be sustained as implementation efforts not only continue at Wonder Junior High but other underperforming schools in the district.

SECTION B, PART 3:

Please complete the following goal and objective pages for each priority school being served.

Wonder Junior High is the only priority school in the West Memphis School District.

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 measurable outcomes, evidence being used to document progress, and 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 - To increase the percentage of students meeting growth in all identifiable subgroups on the 7-9 grades PARCC Assessment in math and literacy and on the Algebra I Exam through the use of standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in reading and writing.</p> <p>To increase student achievement in math.</p> <p>To increase student achievement in Algebra I</p>	<p>-- At least 5% annual growth in the percentage of students meeting growth on the 7-9 grades PARCC Literacy and Math Exams.</p> <p>-- At least 5% annual growth in the percentage of students scoring proficient or advanced on the PARCC Algebra I Exams</p>	<p>Results of the PARCC 7-9 grade Literacy and Math Exams, Algebra I Exams.</p> <p>Documentation of teacher use of adopted pacing guides, curriculum resources and common assessments.</p> <p>CWT documentation conducted by administrators</p>	<p>August, 2014</p> <p>August, 2014</p> <p>August, 2014</p>	<p>June, 2015</p> <p>June 2015</p> <p>May 2015</p>	<p>-Building Level Principal</p> <p>-Building Level Principal, E2E Specialist</p> <p>-Building Level Principal, E2E Specialist</p>

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 measurable outcomes, evidence being used to document progress, and 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 2 – School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrate high expectations for learning, student and attendance, discipline and graduation	Building level administrators, staff and stakeholders will refine a vision, mission and belief statements reflective of consistent interpretation of board policy and an embedded belief that all students can learn	A developed vision, mission and belief statements	August, 2014	Sept, 2014	Building level administrator
	All IMO's noted in the PIP are met as planned	ADE SIS Reports, External Provider Reports indicating IMO's were met as planned.	August 2014	May, 2015	

<p>Building level administrators and staff demonstrate high expectations for learning, discipline, attendance and graduation.</p>	<p>After School program operates four days a week</p>	<p>Logs and plans will indicate student participation in after-school program led by certified personnel that hosts activities for literacy, math, science and social studies.</p>	<p>August 2014</p>	<p>May, 2015</p>	
		<p>Logs and plans will indicate student participation in after-school service-learning activities.</p>	<p>August 2014</p>	<p>May, 2015</p>	
	<p>Saturday Sessions are conducted for students needing additional support</p>	<p>Logs and plans will indicate student participation in after-school program led by certified personnel that hosts activities for literacy, math, science and social studies.</p>	<p>August 2014</p>	<p>May, 2015</p>	

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 measurable outcomes, evidence being used to document progress, and 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 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Building level administrators and staff demonstrates high expectations for learning, discipline and graduation</p> <p>Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology</p>	<p>Increase student attendance rate by 3% over the previous year for grades 7-9</p> <p>Decrease the percentage of discipline referrals by 10% over 2013-2014</p> <p>At least 5% annual growth in the percentage of students scoring proficient or advanced on the state assessments</p>	<p>State attendance rate for 2013-2014 and 2014-2015</p> <p>Teacher logs contacting parents. Copies of parent notifications according to District policy. Documentation of referrals to Truancy Officer.</p> <p>CWT data indicates an increase level of engagement to include the use of high yield strategies and technology</p>	<p>August, 2014</p> <p>August, 2014</p> <p>August, 2014</p>	<p>June, 2013</p> <p>May, 2013</p> <p>May, 2013</p>	<p>Building Level Principal</p> <p>Building Level Principal</p> <p>Building Level Prinipal</p>

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 measurable outcomes, evidence being used to document progress, and 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 2 Con't– School leaders and staff provide a school climate conducive to

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology	Establish authentic digital learning	CWTs, observations and lesson plans include multiple examples of implementation of authentic digital learning. Mentor logs documenting mentor/mentee interactions.	August, 2014 August, 2014	May, 2015 May, 2015	Instructional Technology Coordinator Mentor Program Coordinator
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Teachers and students utilize High Yield Instructional Strategies	CWTs, observations and lesson plans include multiple examples of teachers and students utilizing High Yield Instructional Strategies	August, 2014	May, 2015	Building Level Principal

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 measurable outcomes, evidence being used to document progress, and 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 : 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Implement PLASCO tracking system	Decrease in student tardiness to class	August 2014	May, 2015	Building Counselor
	Student Incentive Plan and Discipline Plan is developed	Documentation of student rewards and awards; decrease in disciplinary referrals and in school suspensions	2014	May 2015	Building Counselor

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 measurable outcomes, evidence being used to document progress, and 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 : 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Student Led Conferences are held	Documentation will include: <ul style="list-style-type: none"> • Training agendas for students and teachers • Student Portfolios for conferences • Conference Schedules 	August 2014	May 2015	Building Counselor

SECTION B, PART 4:

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

Proposed Activities

The following activities have been designed based on the needs assessment conducted.

1. Parental Involvement/Engagement – Year 1-2-3

WJHS currently has a classroom teacher who serves as the parent coordinator. WJHS would like to enhance this area by adding a part-time school community liaison who would be responsible for improving communication between the school, parent, and community. The liaison would be responsible for coordinating parental involvement activities at school which is outside the realm of responsibilities of the school parent coordinator, providing communication to parents and community by weekly submissions including schedules and happenings in newspapers and radio, and designated civic organization participation. The liaison will be responsible for positive promotion of Wonder Junior High School. The liaison will also make home visits and work with local health service providers to meet the needs of the students' family if needed.

The WJHS community liaison will be responsible for the coordination of scheduling community professionals to speak with Cadets in the AVID classes. This will allow students to tie relevance

to the career-ready units of study. The liaison will plan beginning of the year orientations, career fairs for all students at WJHS, and activities above the state required activities.

The liaison will coordinate monthly parent/guardian educational sessions. Topics of interest (parent-viewer system, internet safety, healthy diet, study helps, time management,...)to parents/guardians will be addressed. Materials, child care, incentives, and other needed materials will be provided. Community speakers will be scheduled to provide information to parents. Blackboard Connect will be utilized fully to inform parents of meetings.

Along with the duties of the School Community Liaison, teachers will establish two-way communications through phone calls, letters, and/or email. All teachers will be required to initiate positive contacts with parents/guardians of each student in their classes within the first thirty days of each semester. Teachers will keep a written documentation log as evidence of parental contacts.

Parents and teachers will be provided professional development through the Arkansas Conference for Parent Education Network. The Arkansas Parenting Education Network (APEN) promotes parenting education and family caregivers to effectively interact with children, thereby strengthening families and improving outcomes. This is done by:

- Providing information and resources to support parenting education and family support
- Presenting professional development and networking opportunities
- Supporting the infrastructure for professional parent education

.

2. Student Led Conferences Year 1-2-3

Additionally, as recommended by the Scholastic Audit team, and a part of the efforts to increase parental involvement/engagement student-led conferences will held. This will help students take responsibility of their own learning, reflect on what they have learned, and set goals for themselves. During student-lead conferences, teachers act as facilitators as students review their work and progress toward established goals with their parents. Students will review work from a portfolio filled with a project they have completed or assignments they have collected before the conference. Parents will be asked to complete a post-conference reflection form. The conference process helps students comprehend the importance and means of taking charge of their own learning and the importance of leadership.

Training for the conferences will begin with 9th grade students to participate in the fall. 7th and 8th grade students/teachers will be added gradually so as to allow for school personnel to provide needed support in this process. Conferences will be scheduled as students and teachers are trained and portfolios are developed. Professional development will be provided for staff

members participating in each of 9th, 8th, and 7th grade conferences/workshop.

The Parental Involvement Coordinator will be very involved in this process as parent commitment and support for their student in student led conferences is needed.

3. Extended Day - Restructure/Enhance After School and Saturday School Academic Session - Year 1-2-3

Currently, there is a small after school tutoring program that provides 1 hour sessions Monday through Thursday. Additional offerings are needed to accommodate the number of students needing remediation and additional support. After school sessions will be enhanced by adding additional tutors in year 1. Morning sessions will be developed and provided in years 2 and 3.

Saturday School Sessions are currently assigned to students for misbehavior. Saturday School Sessions will be redefined for the purpose of providing additional student supports. Restructuring/Enhancing these programs will include a thorough review of the curriculum being taught. The curriculum will be revised to ensure that appropriate grade level activities are incorporated that engage students in the learning process. Opportunities to add rigor, relevance and authentic experiences to the core areas will be included. Students needing additional support will be identified and targeted for attendance. Parent support for attendance to the various Saturday School Sessions will be encouraged.

4. Extended Day - Credit Recovery Classroom – Year 1-2-3

Graduation rates have been an ongoing concern for West Memphis School District. Our current credit recovery program uses independent study through workbooks with minimal opportunities for teacher oversight. This program does not reach every student, particularly students with many obligations outside of school, and district graduation rates are far below the state average as a result. A credit recovery classroom would allow us to implement the online credit recovery program serving up to 15 students at a time. Credit recovery will be offered as monthly Saturday sessions in year 1 and 2, twice a month in year 3, and during a 5-day summer session in years 2 and 3.

5. Extended Day - ACT Prep Academy Year 1-2-3

The Wonder Junior High ACT Prep Academy focuses on preparing our students to be academically ready to take the ACT and enter college. The Academy will meet for 16 scheduled

Saturday sessions from 9am to 12pm. We will offer whole group and one-on-one academic prep sessions, integrating technology and focusing on college readiness skills. During the Academy, students will work on test-taking strategies, and receive instruction in English, Reading, Math, and Science. Students were chosen to participate in the ACT Prep Academy based on their performance on the ACT Explore, previous academic performance, and/or recommendation. The ACT Prep Academy will provide students an opportunity to take college tours, receive information about college admission, scholarships, and other financial aid opportunities.

AVID's ACT online test prep course will provide on-demand video lessons and a personalized test prep calendar. Student profiles identify strengths and areas needing further instruction.

6. New Teacher Orientation and Follow-Up - Year 1-2-3

Wonder Junior High has approximately 3 new teachers each year. The teachers hired are included in the orientation process for the district, but it is not specific to the expectations of Wonder Junior High School Leadership. The initial 1 day (6 hour) session, designed specifically for new teachers and supporting department heads, will be used to build rapport, establish expectations for lesson design/delivery, school climate and classroom management, as well as daily procedures and information specific to Wonder Junior High School. Two 3 hour follow-up sessions will be provided for on-going support throughout the year. New teachers will be better prepared to address the challenges the school faces if they are equipped with the necessary tools and if lines of communication are established from the first day of school.

7. Digital Learning Supports - Year 1-2-3

Digital learning uses the "digital" as a means to learning. The learning is facilitated by technology that gives teachers and students some element of control over time, place, path and/or pace. Time is no longer restricted to the school day or the school year. Internet access devices give students the ability to learn anytime. Learning reaches beyond the walls of the classroom and students can learn anywhere. The teacher does not serve as the only path to learning. Learning is personal and engaging as interactive and adaptive software allows students to learn in their own style. Teachers can access real-time data and information they need to differentiate the learning and meet the needs of each student. Digital Learning allows students to learn at their own pace. At Wonder Junior High School this is crucial to the success of the school population served.

Wonder Junior High proposes to embrace the concept of Digital Learning by providing a

combination of technology, digital content, and instruction. Additionally, students will utilize the technology as they participate in state assessments in future mandated state testing.

- **Technology:** Technology is the mechanism and tool that delivers content and facilitates how students receive content.
- **Digital Content:** It is *what* students learn and ranges from new engaging, interactive and adaptive software to classic literature to video lectures to games.
- **Instruction:** Utilizing Digital Learning teachers will be able to provide the personalized guidance and assistance to ensure students learn and stay on track for graduation.

Digital Learning will enhance the school reform efforts at Wonder Junior High by increasing equity and access to educational opportunities, improving effectiveness and productivity of teachers and administrators, providing student-centered learning to ensure college and career readiness for all students.

Year 1 - Wonder Junior High School will purchase 20 Mac Desktops to update the computer lab. Learning with computers engages students because of the inquisitive natures. Some mind tools that would aid students in project-based learning are spreadsheets, databases, search engines, and multimedia publishing tools. Furthermore, project-based learning utilizing technology allows students to demonstrate and utilize their diverse intelligences in a variety of ways. An additional 38 Mac Books will be purchased for the entire faculty to include the two interventionist teachers. Teachers will use the Mac Books while engaging in curriculum planning, data disaggregation, and lesson planning. To enhance parent and student access to technology, 15 Mac Desktop Computers will be purchased and placed in the library for parent and student use during after-school tutoring, Saturday tutoring and enhancement programs, and summer school programs. Sixteen Smart Boards will be purchased for each literacy, math, and special services teacher. A Smart Board is an interactive tool that is student friendly and a great way to incorporate student/teacher technology usage in the classroom. The Smart Board also accommodates different learning styles and enables natural collaboration between the teachers and the students. Teachers' desktop computers have not been upgraded for several years. To ensure the effective use of Smart Board technology, 19 Mac Desktop computers will also be purchased for each teacher receiving a Smart Board (8 requested). We will purchase 155 Google Chrome Notebooks for after school and Saturday School tutoring programs, Credit Recovery, and daily classroom use. We will also purchase 8 mobile carts for housing and recharging the notebooks. For each computer purchased, Microsoft Office Suites will also be purchased. Professional development will be provided to enhance the teachers' proficiency in using each of these technology purchases.

Year 2 - Nine Smart Boards will be purchased for each science and social studies teacher. To ensure the effective use of Smart Board technology, To enhance instruction in core classrooms, 120 Mac Desktops will be purchased for placement in the classrooms student use (2-3 per classroom). Additionally, 22 Mac Desktops will be purchased for the remainder of the faculty and 2 Mac Laptops will be purchased for those not receiving them in Year 1. We will also purchase 10 HP LaserJet Air Printers to be distributed among each department. For each computer purchased, Microsoft Office Suites will also be purchased.

Year 3 - We will purchase 7 additional Smart Boards for non-core/ elective teachers as needed to incorporate engaging lessons into their curriculum. We will purchase 192 Google Tablets for student use in literacy classrooms. In literacy classrooms, students will utilize these tablets to download ebooks which provide access to current and classic works of literature for whole class study and individual novel studies. We will also purchase 100 Google Chrome Notebooks for the math department and 100 Google Chrome Notebooks for use in other departments. In math classrooms, Google Chrome Notebooks will be utilized by the students to access on line resources they will need during instruction, as well as various other applications to practice learned skills. In science classrooms, students will utilize this technology to interact directly with scientific models and experiments to enhance their understanding of the material. Google Chrome Notebooks can also be used to conduct scientific research aligned with literacy and math standards. In social studies classrooms, Google Chrome Notebooks will be utilized to access primary sources, create timelines, and conduct research to enhance instruction in the history class and support implementation of Common Core State Standards. Google Chrome Notebooks applications that enhance skill development will be downloaded for use at appropriate times. Google Chrome Notebooks mobile labs will be shared among department members. In art classrooms, students will utilize this technology to research artists, media, and incorporate graphic design programs like Photoshop and Corel Paint to create art. Google Chrome Notebooks will also enable students to create digital portfolios to use for admission to art programs and gain college scholarships. In computer and home economics classes, Google Chrome Notebooks can be used both to complete research projects and to use as a calculator. Google Chrome Notebooks applications that enhance skill development will be downloaded for use at appropriate times. Google Chrome Notebooks will serve as a motivation tool by providing instantaneous feedback for students. For easy access and storage, the notebooks will be housed in a rechargeable cart. Teachers' desktop computers have not been upgraded for several years. A Xerox Printer will also be purchased for the library.

8. Summer Faculty Retreat – Year 2 and 3

A faculty retreat is planned for the staff at Wonder Junior High. The retreat will be held at offsite location such as Whispering Woods Conference Center in Olive Branch, Mississippi. This location is 30 miles from West Memphis and would allow for easy travel for the overnight venture. Two facilitators would conduct sessions to include but not limited to: Revisiting the Vision/Mission of Wonder Junior High School, A Review of Current Initiatives; Revising Instructional Calendars; Effective Instruction; and Team Building. Stipends will be paid for participation.

9. Math and Reading Intervention Teachers - Year 1-2-3

The West Memphis School District proposes hiring two Intervention Teachers with SIG funds. A Reading Intervention Teacher and a Math Intervention Teacher is being proposed for employment utilizing grant funds. Both Intervention Teachers would work closely with the Guidance Counselor and Academic Coaches to provide needed reading or math instruction to students who are at risk of failing and/or dropping out. The two Intervention Teachers will not be assigned to a class roster but would assist students in the classroom, small groups and one on one as needed to develop solid literacy and math skills. Data supports a need for a reading teacher to work with students to improve their overall reading level and study skills. Additionally, math continues to be the weakest area of achievement and skill development at Wonder Junior High. Computer-based reading and mathematics software programs will be purchased to assist the interventionists in their efforts to remediate students identified as needing additional support for academic success in math and literacy.

In addition, IXL math software will be used for a tutoring resource to practice state's standards. IXL software will allow teachers, math coach, and intervention teacher to assess all students' performance on each standard instantly. Data reports will be used to drive instruction and prepare for standardized testing.

The other software that will be utilized in on a daily bases in the Math Remediation/Enrichment classes by the teacher and math intervention teacher is Accelerated Math for Intervention. This researched based software is designed for students who struggle with mathematics. The software will help identify each student's base of knowledge with efficiency so the student can build automaticity of basic math facts, master critical mathematical skills, and develop the motivation and self-efficacy that lead to success.

Triumph Learning for Common Core Coach software will be used for remediation in literacy. Both comprehensive and easy to use, *Common Core Coach* provides grade-level-appropriate content at a new depth of instruction. All lessons are structured around the research-proven model of gradual release, including explicit teacher-led instruction, collaborative peer work, and independent practice.

10. Student Incentives - Year 1-2-3

In keeping with the effort to establish a culture of high expectations, student incentives will be provided for improved grades, improved attendance, a decrease in tardiness and teacher referrals, and positive behavior. The Student Incentive Plan will be developed in August through committee format and will include input from students, parents, teachers and administrators. Efforts to seek parental involvement/ engagement and support will include inviting parents to attend quarterly recognition ceremonies honoring students' achievement based on the Student Incentive Plan. The Incentive Plan Committee will determine the criteria and eligibility for rewards and incentives. Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, electronic tablets, college t-shirts, awards day, etc.)

11. Teacher/Student Mentor/Mentee Program - Year 1-2-3

A Mentor/Mentee Program will be established through the Student Advocacy Committee as a means for improving student attendance, student tardiness, behavior, and overall performance in school. Performance on school assignments and state mandated assessments are adversely affected if students have excessive absences. First period tardiness negatively impacts first period teaching and learning. Specifically, using data from the previous year, the staff will be assigned to students who have been identified as having attendance/tardy or discipline issues. Additional students will be added as current school year data suggests. Mentors will meet with mentees (initially) to build rapport and establish goals for the issue that caused the student to be identified for support through this program. Subsequent meetings will be for checking progress toward achieving established goals.

The mentor will serve as a role model and positive influence for the student. The mentor will work with the Parent Liaison to engage the parents' assistance in support to improve or alleviate the reason for identification and participation. It will be the expectation from the administration that all teachers and staff serve as mentors to selected students. Professional development will be provided to all staff as to the expectations of being a Mentor and the master schedule will reflect 20 minutes twice (2) a week for time for mentors and mentees conferences. These conferences will not compromise the required 360 minutes of instruction.

12. Classroom Libraries/ Updating Media Centers - Year 1-2-3

Updating the collections in the media center will greatly enhance academics at Wonder Junior High School. Star Reading data and state exams indicate that students read below grade level and past practices observed have noted that students are not encouraged to read independently. Our students are exposed to few print materials (books, magazines, newspapers) outside school hours. The purchase of high interest fiction books, nonfiction texts, newspapers and magazines would encourage students to check out books for reading outside of class and at home. Update technology through the purchase of computers, SmartBoards

and updated products for the school automation system. Resources to enhance teacher productivity will be added to the teacher center located in the library. Resources will include poster-maker, book binder, updated Accut Cutter and other need material to boost classroom instruction. Alexandria automation additions will enhance student research and productivity. Comfort and appearance of the media center is a critical need. Seating, flexible furniture arrangement, shelf signage and attention to other aesthetics can help make the library a place students and staff want to be.

13. Ninth Grade Cadet Program - Year 1-2-3

Wonder Junior High proposes to begin a Ninth Grade Cadet program with the purpose of providing needed support, orientation, and transition for all students who will be entering the newly chartered Academies of West Memphis. At Wonder Junior High, Cadets will have the opportunity to be enrolled in two career-ready programs of study; Family and Consumer Science and Construction Fundamentals. These programs will be aligned with CCSS (Literacy in History/Social Studies, Science, and Technical Subjects). Both Cadet career-ready programs at Wonder Junior High will provide foundations needed for participation in any of the 3 Academies (Academy of Business, Technology, Arts, & Communications; Academy of Mathematics, Transportation, Health, & Science; and Academy of Service, Law & Education). Wonder currently offers two career-ready classes, Family & Consumer Science (FACS) and Construction Fundamentals. In order for students to receive the foundational knowledge needed for success, these two classes must be enhanced by updating student equipment. To prepare students for transition to the Academies, teachers will be trained in project based learning and will incorporate project-based learning into Cadet curriculum. The AVID program, a freshmen seminar class used to provide foundational information to prepare students for post-secondary education, will also be utilized as part of the Cadet curriculum.

14. School Culture – Student Motivation/Field Experiences – Year 1-2-3

As a Kick Off to the beginning of each school year, motivational/inspirational speakers will present sessions on Choices and Leadership for Wonder Junior High Students. Yearly session will occur each fall. Topics to choose from include Drugs, Alcohol, Tobacco, Bullying, Character Education, Traffic Safety, Leadership and Choices.

Students will be provided field experiences. Field experiences are planned as a part of the Extended Day Summer and After School Program and also used as incentives for student participation and positive behavior. Each year, students will earn the privilege of attending a culminating educational field experience. The criteria for participating in the field experiences will include student attendance, grades, behavior expectations, and participation in extended school day activities (Tutoring, ACT Prep, Credit Recovery, Saturday School Academic Sessions).

In an effort to provide a safe and orderly environment, a PlascoTrac System is proposed to compliment additional security cameras installed around the campus. Administrators will utilize the mobile units to coordinate with the current tardy system aimed at stopping students from roaming the hallways under the pretense of scanning their Identification Cards in the main office when they are tardy. Using the handheld devices security can conduct hall sweeps and perform schedule inquiries to identify the intended location of the student(s). The PlascoTrac System affords administrators and staff the ability to print passes or reward slips directly from the handheld device.

15. The Learning Institute – Year 1-2-3

The Learning Institute (TLI) is dedicated to helping school districts and schools improve student achievement. TLI provides curriculum alignment and support, interim assessments, research, consulting, and technology services to help teachers, administrators, and policymakers more effectively meet the needs of all students.

At the heart of TLI's services are the math, literacy and science interim assessments that generate meaningful data to help teachers improve instruction. TLI's interim assessment programs provide a clear external measure of student performance after a block or module of instruction has been delivered. The interim assessments are both aligned to the school districts' curricula and customized to reflect the needs of each district's student population(s).

For the past nine years, TLI has been a key partner with districts committed to raising student achievement and implementing a continuous improvement process.

Along with curriculum alignment, interim assessments and data for math, literacy, and science, Wonder Junior High would also have access to the following:

- Quiz Builder test bank for preparing formative assessments and for use with teaching and remediation
- CCSS teaching resources tied to standards
- CCSS Performance Tasks for Writing, Math, and Science
- CCSS Model Literacy Units
- On-site hands-on professional development for teachers to learn to navigate the TLI portal and to use the data analysis plan effectively

16. Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 -2 -3

The District has chosen to implement its activities around the Arkansas Standards and Indicators for School Improvement as identified in the Scholastic Audit and has asked the selected vendor to organize their body of work into complimented sections or components. The selected vendor is Elbow2Elbow Educational Consulting (E2E). The following is a description of the components selected by E2E and the activities that will take place to ensure that goals and objectives as stated in the application are met. The description ensures collaboration between

the selected vendor's specialists and the district school leadership to ensure success of implementation. The six components chosen include Leadership and Decision Making, School Climate, Curriculum and Instruction, Human Capital, Scheduling and Learning Time, and Student Support. The District was interested in having Leadership support as well as mathematics, literacy, science and social sciences support for teachers as they participate in job embedded professional development and learn/practice new skills and strategies.

Elbow 2 Elbow Educational Consulting will provide onsite, job-embedded professional development and consultation for 76 days for 2014-2015, 67 days for 2015-2016, and 75 days for 2016-2017.

1) Leadership and Decision Making

To support leadership and decision making E2E Specialists will: assist the principal in developing a master schedule that affords students access to all classes regardless of cultural background, physical abilities, socioeconomic status and intellectual abilities with attention to matching student needs with strengths of staff.

Additionally, assistance with developing procedures that ensure an effective student/teacher ratio for meeting the needs of all students and require decision changes including staffing assignments and inclusion of community resources based on student achievement data will be provided. A process for joint walkthroughs for the purpose of collecting ongoing data regarding the learning environment and establishing feedback loops on instructional, safety, health, order and equity issues (Barnes & Miller, 2001) will be established.

E2E Specialists will collaborate with school/district leadership and staff in identifying instructional resources to ensure that they are supporting the school's intended/implemented curriculum in all content areas and are age and developmentally appropriate for all students. A variety of electronic and printed resources will be utilized to effectively deliver the curriculum and support learning in all classrooms.

Regular grade level/department meetings will occur to collaboratively analyze student work in all content areas for the purpose of identifying individual student strengths and deficiencies in order to make instructional decisions and to improve student performance will be scheduled by the principal. A plan of action will be developed for implementation of high yield instructional strategies with monitoring and support of classroom instruction by school leadership. All instructional strategies will be aligned to district, school and state learning goals.

To maximize individual student learning needs and the vision/mission/beliefs, E2E Specialists will assist district/school leadership, staff/stakeholders in determining a clearly defined budget policy that includes the allocation/augmentation of all resources by facilitating long-term, collaborative, research-informed financial planning. In addition to developing standing committees to assess resource allocation to ensure resources are equitable and encourage high student/staff performance, the development of partnerships with external entities (art/community centers/libraries/etc.) will be sought.

The development of a protocol for obtaining resources from external sources to augment school allocations will be explored. E2E Specialists will also provide assistance as needed in the development of a needs assessment that includes monitoring and modifying expenditures for maximum benefit. A regular review of ACSIP and grants, as obtained, to ensure that funds are being spent in an informed and intentional manner according to budget will occur on a regular basis.

E2E Specialists will facilitate and seek additional opportunities for school leadership and district personnel to select professional development that addresses the needs of individual administrators, teachers, and students. Professional development will be relevant and embrace innovative, research-based approaches to improving leadership and instructional practice. All professional development for leadership and staff will be aligned with the ACSIP, individual action plans, and Professional Growth Plans.

E2E Specialists will provide guidance and support to district/school leadership by facilitating the development of a formal process to conduct a needs assessment and prioritize professional development offerings based on a review of individual needs, Professional Growth Plans, longitudinal student data, goals in the ACSIP, and data obtained from student portfolios. Additionally, guidance to school leadership in a process to evaluate the impact and implementation of professional development offered and determine fiscal resources needed to meet professional development needs of district/school personnel will be provided.

As identified in the Scholastic Audit, the school needs to develop vision, mission and belief statements that guide decision making and actions of leadership and staff. To this end, E2E Specialists will provide training and support to the district/school leadership, Board of Education, and community stakeholders as they collaboratively address the school's vision, mission and belief statements (DeFour, DeFour & Eaker, 2009). This will include developing, communicating, reviewing, and revising elements necessary to ensure that alignment exists and progress will be monitored and reported to all stakeholders. The vision and mission of the school will serve as the foundation for designing instructional programs and filtering school improvement initiatives. Modifications will be made as needed (Fullan, M., 2007).

To advance effective organizational and leadership skills for school leadership, E2E Specialists will initiate and facilitate collaboration among district/school leadership in the development, implementation, review and revision of administrators' professional growth plans focusing on skills that support teaching and learning, promote student achievement, and are aligned with ACSIP/PIP goals and TESS.

Utilizing the PLC format, E2E Specialists will facilitate collaboration between school leadership and stakeholders, including Educational Service Cooperative and participate as a partner with the Arkansas Department of Education School Improvement Specialists to regularly analyze student performance data and other relevant information that will inform programmatic and academic decisions which meet the needs of the school's diverse population (Bulach, Lunenburg & Potter, 2011).

E2E Specialists will assist school leadership in designing procedures that ensure training and

easy access to Common Core curriculum documents with opportunities for staff to participate in internal and external curriculum development experiences. Additionally, a Curriculum Committee within the school will be created in order to build internal capacity; this committee will use as its guide the Common Core State Standards based curriculum, materials, resources and technology. Procedures that minimize disruptions of instructional time will be an initial focus. Procedures will be put in place that ensure the allocation and equitable distribution of resources, focused on student learning and the school's learning goals. Additional funds, grants, will be sought. Procedures for monitoring and modifying the instructional programs, organizational practices and physical facilities to sustain improvement will be established. The School Improvement Specialist will facilitate district/school leadership discussions for the purpose of monitoring and modifying instructional programs, organizational practices and physical facilities as needed.

2) School Climate

E2E Specialists will assist and form committees consisting of school/district leadership and community members creating a School Improvement Team to assist the school in providing proactive assistance/guidance/support in the design of policy in effort to:

- ensure a safe/nurturing/healthy/orderly/equitable learning environment.
- establish and implement policies and operational procedures including a school-wide discipline plan to minimize disruptions to instruction.
- initiate partnerships with the community justice system and encourage active participation with school leaders in the equitable application of academic and behavior standards.
- initiate partnerships between school and community that design, initiate, and sustain authentic learning experiences and provide additional support structures such as mentors and after school programs.

E2E Specialists will provide guidance to district and school leadership in establishing policies and procedures that link teacher efficacy and student success by (Barrett, 2007):

- coaching school leaders and teachers on the practices necessary to systematically review/revise instruction in academic and behavioral standards so they are well defined, clearly communicated, and equitably applied throughout the learning environment (Schmoker, 2011).
- utilizing Professional Learning Communities (PLCs) as the format to facilitate collaborative opportunities for reflection between certified and non-certified staff in order to study the connection between instructional practices and student successes. These opportunities will include analysis of data to determine if commitment to equity and appreciation of diversity through instructional delivery and design is being honored.
- providing job-embedded professional development to teachers through modeling and PLC reflection activities in innovative strategies including appropriate praise, reinforcement, recognition and opportunities for interactions beyond the classroom that motivate students to high levels of achievement in all content areas (Marzano, 2006).
- facilitating collaboration between students and stakeholders to honor and exhibit quality student work in the community. Exemplary work and scoring rubrics will be displayed in all classrooms and used to guide student self-reflection (Marzano, 2006).

E2E Specialists will ensure and support implementation of multiple strategies for frequent

communication with parents regarding student progress by assisting district/school leadership to (Price, 2008):

- exceed district policy and practice regarding communication about student progress regarding academics and behavior as a means of fostering a school culture of collaborative learning and dialogue.
- provide coaching for positive interactions with parents, while making specific student progress information secure and readily available in a variety of formats, including establishing specific times parents can easily contact teachers to discuss student progress.
- develop a systematic communications plan that guides effective written and face-to-face communication with all stakeholders, utilizing multiple strategies to disseminate information including web pages, presentations at civic organizations, PTA/PTO.

E2E Specialists will assist and support leadership in making decisions to maximize opportunities for all students by providing training in the development/revision of the school's mission/vision/ belief statements and evaluation of practices to determine consistency with statements (Starratt,1995). Utilizing PLCs as a forum, development of skills that demonstrate a commitment to high expectations for all students in academic and extracurricular activities and to develop procedures for regularly and equitably recognizing and celebrating student accomplishments formally and informally will occur. (Northwest Regional Educational Laboratory, 2005).

3) Curriculum and Instruction

E2E Specialists will work side by side with district/school leadership and staff, to evaluate present taught curriculum and facilitate development for more effective and efficient implementation of the intended curriculum that is vertically and horizontally aligned in all areas. All instructional materials and resources will be aligned with the intended curriculum. Research-based practices will be utilized, instructional calendars will be developed, as well as lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning and higher order thinking. An age appropriate and differentiated/tiered curriculum that offers real- world learning experiences will be implemented.

E2E Specialists will facilitate PLC discussions as a means of continuous growth focused on analysis of student achievement to determine (DeFour, DeFour & Eaker, 2009):

- professional development needs of instructional staff and school leadership
- the root cause of achievement gaps.
- alignment of students' learning goals for students with professional growth plans of staff and the ACSIP/PIP.
- proper use of online resources, (AETN, etc.) to enhance professional practice.
- the need for differentiated instruction within all schools and subpopulations.

Additionally, E2E Specialists will provide job embedded professional development, resources and support for school/district leadership and teachers to develop and fully implement PLCs within the school and between schools for the purpose of (DeFour, DeFour & Eaker, 2009):

- vertical and horizontal curriculum articulation in all content areas.
- identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.

- communicating research-based practices for curriculum and instruction (Marzano, 2006).
 - analyzing student performance data in making curricular improvement decisions. Specialists will work directly with district staff to review existing curriculum policies/procedures. Recommendations for new policies and/or revisions will be made.
- Professional development on data analysis will be provided for administrators and staff. Criterion referenced test data will be analyzed and charted for growth.

4) Human Capital - Personnel and Professional Development

E2E Specialists will provide training to school leadership on ways to provide feedback to teachers in the use of authentic assessments and rubrics.

E2E Specialists will coach teachers in the development of lessons that provide opportunities for student reflection and articulation of learning goals. The use of teacher-to-student feedback and peer-to-peer feedback during classroom demonstration lessons (Marzano, 2006) will be modeled. Procedures will be established that ensure performance standards are clearly communicated with students and parents. Classroom teachers will receive coaching, follow-up, and job embedded support in the implementation of high yield strategies, lesson design and delivery that includes content area and interdisciplinary connections from E2E Literacy and Mathematics Specialists. A review of Board policies regarding homework will be conducted and recommendations for revision will be made as needed.

E2E Specialists will provide professional development and coaching on (Joyce & Showers, 2002):

- the development of authentic classroom assessments aligned with Common Core State Standards.
- multiple intelligences, preferred learning styles and instructional modifications.
- using multiple forms of data to identify gaps in the curriculum for all students and subgroups.
- protocols for analyzing student work across grade levels to inform and revise instruction.
- curriculum, pedagogy and classroom assessment to enhance student achievement and measure growth over time.

Demonstration lessons and/or professional development in the design of assessment tasks that are age and developmentally appropriate and allow students to demonstrate characteristics of rigorous work including models of student work that distinguish between various performance levels will be provided (Joyce & Showers, 2002).

Job embedded professional development and support to school leadership and teachers during PLC meetings and in the classroom to build capacity will be provided on:

- high yield instructional strategies (Marzano, 2006).
- lesson design and delivery that accommodates various learning styles.
- multiple intelligences and brain research to include learning activities that require students to complete assessment tasks that mirror state and national assessments.
- using inquiry learning as well as high order thinking and problem solving.
- standards based units of study and current research.
- protocols of analyzing student work in all content areas and grade levels.

- effective implementation of homework to include purpose, frequency, student perception, monitoring, authentic application, feedback and instructional follow-up that should follow assignments.
- collaboration between teachers as they develop units of study and lessons across content areas that are standards based and culturally responsive.

Job embedded professional development will be provided through classroom coaching and support of fully functioning PLCs that includes opportunities for continuous reflection, discussion, and processing of new learning (Reeves, D., 2005).

To build capacity with leadership and staff, E2E Specialists will provide professional development and job embedded coaching to facilitate:

- a distributed leadership model that builds capacity and maximizes the use of resources and data through local board of education training, teacher leaders training, collaborative meetings, and scheduled timely opportunities for specific feedback to teachers based on data obtained from Classroom Walkthroughs (Joyce & Showers, 2002).
- discussions with district ACSIP committee members, school leadership, stakeholders, school staff and students on establishing priorities for improving student academic performance and closing gaps among subpopulations.
- regularly planned instructional staff meetings on Common Core State Standards for staff to share ideas, research and instructional strategies.

5) Scheduling and Learning Time

E2E Specialists will assist district/school leadership in developing and implementing a master schedule that:

- maximizes instructional time accomplishing the school's/district's mission.
- supports staff members as they use time as a resource and provide quality instruction to maximize student learning.
- gives priority to the developmental needs and learning styles of students
- ensures staff assignments, including instructional assistants' assignments are made to meet specific student needs based on analysis of student performance data.
- provides regular common team planning time by content area and/or grade level for the purpose of collaboration on ACSIP goals and objectives.
- makes room assignments to allow opportunities for resource sharing, mentoring, and collaboration among similar grade levels or subject areas.
- ensures students have ample access to Smart Core requirements.

A system of review for the following will be established:

- requests for events outside of the classroom during the instructional day to ensure they reinforce specific learning goals, extend classroom instruction and occur at appropriate curriculum points.
- an evaluation of the impact of team planning and PLCs on student performance to achieve ACSIP goals and objectives.
- a systemic, timely approach for the adjusting of schedules/policies as determined appropriate based on instructional needs and performance.

- teaching assignments/licensure to ensure appropriate teaching/grade level/content specific assignments.

E2E Specialists will provide training for ongoing monitoring of and assistance for the ethical administration of state assessments to include a testing schedule complete with assessment accommodations for students with special needs.

6) Student Support

E2E Specialists will support establishment of family friendly schools where parents are active partners in the educational process and where communication among home/school/community is proactive, regular and meaningful (Price, 2008).

E2E Specialists will collaborate with and support school/district leadership and staff in:

- reviewing past and current community involvement procedures to develop an action plan that includes active, effective recruitment and involvement of parents, community members and minority representatives to serve on school committees in meaningful ways and to remove barriers to student learning.
- developing and implementing a plan including multiple opportunities for families and school staff to interact, such as family nights, technology nights, open house, etc.
- coordinating with community partners in designing programs and creating opportunities to maximize learning for all students, such as service learning projects.
- facilitating discussions including supplemental or remediation providers to identify gaps and overlaps in services and provide additional assistance from outside agencies.
- providing job embedded professional development and support to teachers as they select culturally sensitive instructional resources, to ensure a variety of appropriate, researched-based materials that actively engage students in learning (Joyce & Showers, 2002).
- evaluating all remediation and supplementary programs ensuring they are used effectively to support student achievement and are expanded or modified to meet the needs of participating students.
- creating a tiered intervention system to address the specific needs of students who are experiencing learning problems.
- analyzing the student record system and make recommendations to enhance or correct existing practices in order to ensure that it provides timely information relative to the student's academic and educational development in an organized manner.

E2E Specialists will partner with school leadership to:

- ensure successful transition planning for students, with other institutions, to include the local 2 year college and alternative career options. Partnerships with local colleges to provide concurrent credit will be reviewed.

E2E Specialists will work with district staff to ensure collaborative opportunities exist horizontally/vertically across the district and between schools.

In order to meet the learning needs of a diverse student population, school leadership coaching and ongoing support in regularly monitoring classroom instruction to ensure that teachers plan

and modify instruction based on student feedback will be provided.

The effective use of technology for instructional purposes, as well as monitoring and the establishment of student centered instruction in the classroom will be evaluated during classroom observations and walkthroughs.

17. Project Manager – Year 1-2-3

- Provide support to approved activities for all sponsored projects.
- Maintain communication with principal to ensure timely receipt of federally required reports and documentation in accordance with federal regulations and the terms and conditions of grant award.
- Review and communicate award expiration dates, altered timeframes, milestones, and major changes in budgets to appropriate staff (Program, Finance, etc.)
- Communicate professionally and in a timely fashion with principal, superintendent and ADE to ensure effective grant management and advancement of program implementation.
- Regularly monitor and document grant expenditures and grant funded activity to ensure compliance with federal regulations and specific terms and conditions of grant award.
- Develop and provide training, tools and resources for staff on grants administration, ADE rules and regulations, and policies and procedures.
- Develop, implement, and train staff in the proper application of time-keeping, branding and marking, data collection and management, and programmatic reporting policies. Monitor the application of these policies.
- Review grant reports and communications with principal, ADE and stakeholders for accuracy and compliance prior to submission.
- Conduct internal compliance audits on funded projects.

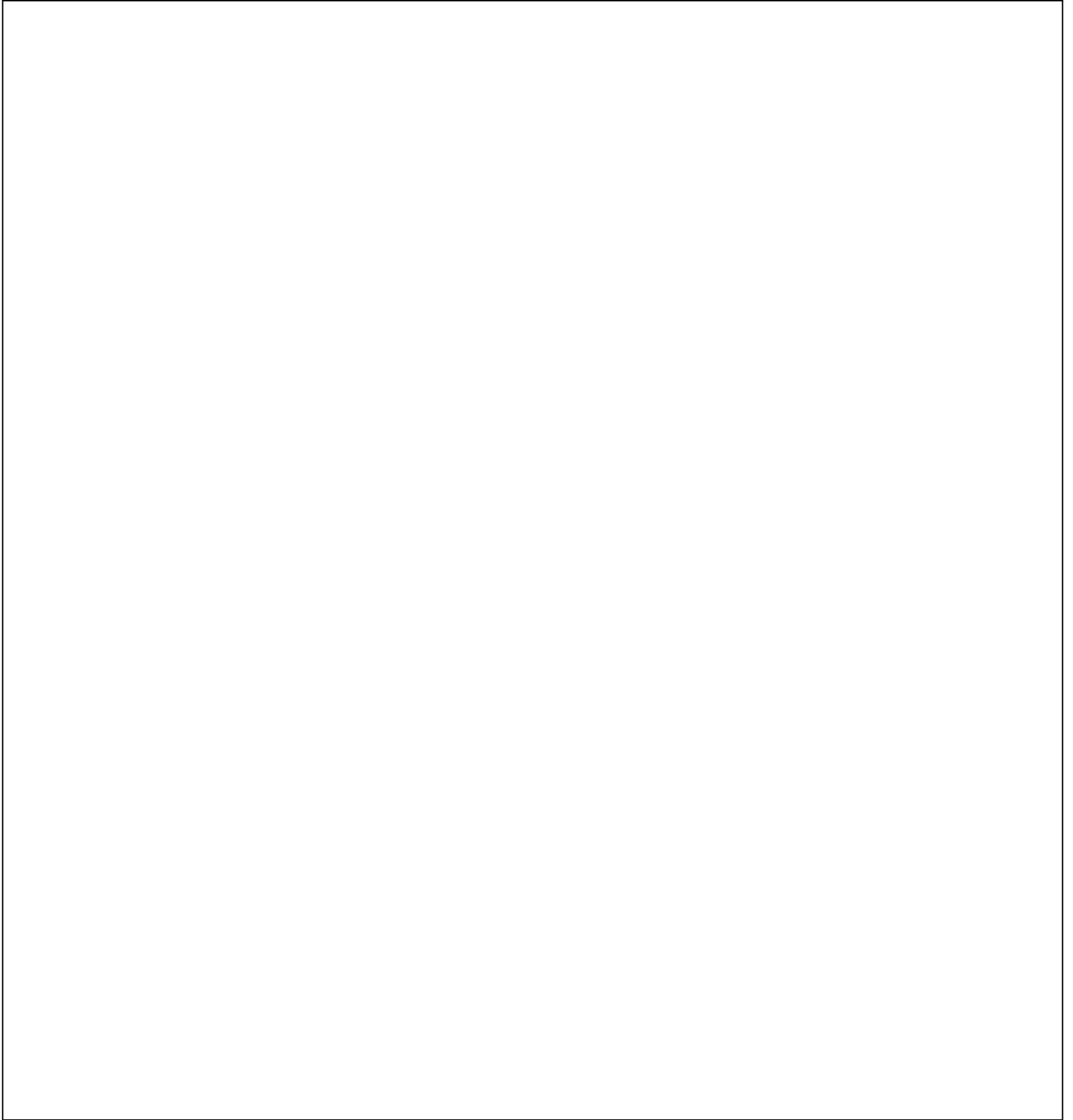
18. Curriculum Specialists Year 1-2-3

To support improvement efforts, the district proposes to utilize SIG funds to have a mathematics coach, literacy coach and a ½ time science coach dedicated to SIG implementation. The coaches will be dedicated to implementing the support structure needed to ensure full implementation of grant activities aimed at increasing student achievement at Wonder Junior High. To build capacity, the E2E Specialists will work closely with the Curriculum Specialists. The expectation for the Instructional Coaches will be to assist with ensuring that strategies, aimed at improving teacher practice to meet the needs of the learners at Wonder Junior High, occur. Having these positions will ensure that teachers have constant support and feedback as

they implement standards based instruction, high yield strategies and utilize data to inform instruction.

19. ADE Site Director – Year 1-2-3

Required position for two days a week onsite support for SIG implementation.



SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	December 19, 2013
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	January 7, 2014
4. LEA application due for priority schools.	February 12, 2014
5. Application Review by ADE * Review process is on the following page.	February 17-28, 2014
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	April 1, 2014
7. Provide technical assistance for initial grant implementation.	April 2014 – June 2014

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 100 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school identified in Part A of the application.

May 2014– June 2014 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	

2014-

2015 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2014-2015 School Year	
July	<ul style="list-style-type: none">* Schedule 9th Grade Cadet Training for Staff* Mobile Labs, electronic boards and iPads ordered* Contract with Elbow2Elbow for specified job embedded professional development services* Form District School Improvement Team* Hire Project Manager* Hire Parent Liaison* Hire Curriculum Specialists* Hire Literacy and Math Interventionists* Initial meeting between E2E Educational Consulting, District School Improvement Team, and School Leadership Team to prepare for implementation* AVID purchased* Schedule ACT Prep Academy Saturday Sessions for the year* Schedule Credit Recovery Saturday Sessions for the year* Plan year long training plan for Student Led Conferences
August	<ul style="list-style-type: none">* Inventory current classroom libraries. Compile novel lists; books ordered per grade level; Additional books ordered for student use in the media center* Begin 9th Grade Cadet full implementation* Inventory current periodical subscriptions for Media Center and purchase periodicals* District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include PARCC Assessments and timelines and to review established roles and responsibilities of team members* Schedule weekly Wonder Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs* PLCs begin meeting weekly and establish their focus for the year* Data from PARCC Assessments analyzed and data walls created* School Improvement Specialist to review Arkansas' Flexibility Plan and ASCIP with Wonder Jr. High Leadership Team and plan for faculty and stakeholder input in ACSIP revisions* School Leadership develops and implements an incentive program for student attendance

2015-

	<ul style="list-style-type: none">* Discipline committee and Incentive Plan committee created and school plan developed and meeting schedule for year developed and calendared* Conduct two day New Teacher Orientation for teachers new to Wonder Jr. High* Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards* Technology needs assessment conducted* Mobile computer labs prepared, iPads delivered* Training for teachers/students on usage of iPad in mathematics and literacy classrooms* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Establish processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students* Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers* Student incentive plan developed* Parent phone numbers entered into district parent notification system* Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning* Finalize initial Common Core Exemplar texts choices; purchase needed texts* Identify students for Credit Recovery Program* Begin Teacher training on Student Led Conferences
September	<ul style="list-style-type: none">* Training and support continued for teachers/students on usage of iPad in core classrooms* Develop Mentor/Mentee Program and train teachers on protocol for implementation* Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol* Create action plans for specific areas in need of improvement based on identified teacher and student needs* Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year* E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons* Schedule six Parental Involvement sessions to be offered throughout the year* Continue to repair or replace any necessary digital equipment or internal connections

2016-

	<ul style="list-style-type: none">* Technology integration support provided to teachers* Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data* Monitor and support student-centered instruction and development of individualized students plans to promote mastery ongoing throughout the year* Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects* Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics* Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction* Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP.* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center novels ordered, processed and shelved* Books for Classroom Libraries ordered* Convene faculty and other stakeholders to begin review and revision of ACSIP* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* PLCs meet weekly* Technical assistance in effective instructional leadership practices provided to building administrator ** Form Common Core Cadre from ELA, math, sci , ss, technical subject teachers and leadership; schedule monthly meetings*Schedule monthly professional development devoted to enhancing Common Core implementation*Teacher and Student training on Student Led Conferences
October	<ul style="list-style-type: none">* Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in core classrooms with a focus on effective utilization of instructional materials, resources, lesson

2017-

	<p>design and delivery, multiple forms of data analysis, and research-based practices</p> <ul style="list-style-type: none">* Classroom library novels purchased, coded and available to students with checkout procedures developed and communicated to students* Continue implementation of Arkansas' Flexibility Plan and revision of ACSIP as needed* Data from interim assessments analyzed and data walls updated* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Provide job embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation* Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards<ul style="list-style-type: none">* Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Digital media received and inventoried* Technology walk-throughs conducted to assess technology integration in the classroom* Technology integration support provided to teachers* Training for teachers and students on Student Led Conferences
November	<p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none">* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.

2018-

	<ul style="list-style-type: none">* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Develop an ACT Saturday Implementation Plan* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Analyze data for the check-out of new novels in Media Center and classroom libraries* Nonfiction print resources ordered for Media Center* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers* Schedule and implement introduction to Common Core Glossary of Key Terms- full faculty
December	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol*Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP

2019-

	<ul style="list-style-type: none">* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Media Center automated check-out system analysis of usage* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers* Conduct Student Led Conferences
January	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Continue implementation of Flexibility Plan and ACSIP* Data from interim assessments analyzed and data walls updated* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center analyzes data for periodicals, fiction and nonfiction print usage* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Support implementation of Common Core sample Performance tasks across the curriculum

2020-

	*Training for students and teachers on Student Led Conferences
February	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/ Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center analyzes usage of print resources* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Analyze Common Core Writing Samples* Teacher and student training on Student Led Conferences
March	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, PARCC Assessments and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan monitored by committee, data analyzed , adjustments made as needed* Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for

2021-

	<ul style="list-style-type: none">special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP.* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Classroom library usage data analyzed* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Conduct a digital equipment refresher training for students and teachers* Technology integration support provided to teachers
April	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center to review data on usage of periodicals, determine needs, orders placed for next school year* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers*Review of PARCC Assessment Released Performance tasks for science, social studies, and technical subjects*Begin holding Student Led Conferences

2022-

May	<p>Weekly Leadership Team meetings continue</p> <ul style="list-style-type: none">* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan / Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center to analyze data on usage of periodicals, determine needs, orders placed for next school year* Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Finalize initial Common Core Exemplar texts choices; purchase needed texts* Analyze PARCC Writing Samples*Plan Faculty Retreat
June	<ul style="list-style-type: none">* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Analyze any available data from PARCC Assessments* Determine scheduling and staffing needs to transition the beginning phases of implementation into Common Core
July	<ul style="list-style-type: none">* Analyze increased funding needed for continued implementation of Common Core elements for 2016-2017* Determine staffing, scheduling, funding and resource needs for initial phase of Common Core implementation

2016 School Year

2023-

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	<ul style="list-style-type: none">* Inventory current classroom libraries. Compile novel lists; books ordered per grade level* Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center.* Inventory current periodical subscriptions for Media Center and purchase periodicals* District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include PARCC Assessments and timelines and to review established roles and responsibilities of team members.* Schedule weekly Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs* PLCs begin meeting and establish an instruction focus for the year* Data from state PARCC Assessments analyzed and data walls created* School Improvement Specialist to review Arkansas' Flexibility Plan and ASCIP with Leadership Team and plan for faculty and stakeholder input in ACSIP/PIP revisions.* School Leadership reviews and revises the incentive program for student attendance* Discipline committee and Student Incentive committee reconvenes to review and amend school plan* Conduct two day New Teacher Orientation for teachers new to building* Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards* Technology needs assessment conducted* Digital wiring replaced or repaired* Existing digital equipment is repaired or replaced* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* PLCs meet weekly* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Establish processes and procedures for special services teachers to support PARCC Assessment readiness for special services students.* Establish processes and procedures for timely and accurate completion of portfolio assessments for services

2024-

	<p>students.</p> <ul style="list-style-type: none">* Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers.* Student incentive plan revised as needed* Parent phone numbers entered into district parent notification system* Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning* Revise Common Core Cadre as needed; schedule weekly meetings* Schedule professional development devoted to Common Core implementation* Schedule Common Core modeling of curricular units and/or key instructional pieces in core classrooms* Begin Teacher training on Student Led Conferences
September	<ul style="list-style-type: none">* Training for and teachers/students on usage of iPad in mathematics and literacy classroom* Review Mentor/Mentee Program and train teachers on protocol for implementation* Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol* Create action plans for specific areas in need of improvement based on identified teacher and student needs* Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers* E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons* Plan the first of six Parental Involvement/Engagement sessions* Continue to repair or replace any necessary digital equipment or internal connections* Technology integration support provided to teachers* Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data* Monitor and support student-centered instruction and development of individualized student plans to promote mastery - ongoing throughout the year* Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects* Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards and PARCC Assessments in core areas* Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction* Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines.* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for

2025-

	<p>special education students</p> <ul style="list-style-type: none">* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Books for Classroom Libraries ordered* Convene faculty and other stakeholders to begin review and revision of ACSIP/PIP* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* PLCs meet weekly* Technical assistance in effective instructional leadership practices provided to building administrator* Determine PD needed to develop Common Core content -area expertise in Language Arts/Math/Social Studies/Science* Schedule department level meetings based on Common Core Unit requirements* Teacher and student training on Student Led Conferences
October	<p>Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices</p> <ul style="list-style-type: none">* Inventory current Media Center subscriptions of periodicals* Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase* Periodical subscriptions completed, received, available to students/staff* Classroom library novels purchased, coded, and available to students with checkout procedures developed and communicated to students* Continue implementation of Arkansas' Flexibility Plan and revision of ACSIP/PIP as needed* Data from interim assessments analyzed and data walls updated* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers

2026-

	<ul style="list-style-type: none">* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation* Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards and PARCC Assessments* Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Technology walk-throughs conducted to assess technology integration in the classroom* Technology integration support provided to teachers* Determine Common Core ELA and math units to be piloted* Teacher and student training on Student Led Conferences
November	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Students Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Develop an ACT Saturday Implementation Plan* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the

2027-

	<p>regular classroom setting</p> <ul style="list-style-type: none">* PLCs meet weekly* Analyze for the checkout of new novels in Media Center and classroom libraries* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers* Schedule technology training as needed to implement Common Core units being piloted
December	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.*Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan monitored by committee, data analyzed , adjustments made as needed* Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers* Overview of Common Core model lessons to facilitate transitioning into science, social studies and technical subjects
January	<p>Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum</p> <ul style="list-style-type: none">* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Continue implementation of Flexibility Plan and ACSIP/PIP* Data from interim assessments analyzed and data walls updated

2028-

	<ul style="list-style-type: none">* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center analyzes data for periodicals, fiction and nonfiction print usage* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Present Common Core Pilot Units in target classes* Develop Common Core Pacing Guide for ELA and math* Teacher and student training on Student Led Conferences
February	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan/ monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students

2029-

	<ul style="list-style-type: none">* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Teacher and student training on Student Led Conferences
March	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan / Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Classroom library usage data analyzed* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Conduct a digital equipment refresher training for students and teachers* Technology integration support provided to teachers* Develop Common Core Pacing Guides that mesh science, social studies, and technical subjects into ELA and math
April	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide

2030-

	<p>progress monitoring reports relative to the goals, objectives, benchmarks and activities</p> <ul style="list-style-type: none">* Technical assistance in effective instructional leadership practices provided to building administrator* Principals, administrative support to continue weekly observations to include reflection conferences with teachers* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers*Plan Faculty Retreat*Begin conducting Student Led Conferences
May	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan /Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on

2031-

	<p>students attitude toward reading</p> <ul style="list-style-type: none"> * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers* Determine materials needed for Common Core implementation; place orders *Conduct Student Led Conferences
June	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from PARCC Assessments
July	

2017 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	<ul style="list-style-type: none"> * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * Conduct interest surveys of students/faculty/administration for purchase of periodicals for Media Center * Inventory current periodical subscription for Media Center and purchase periodicals * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include PARCC Assessments and timelines and to review established roles and responsibilities of team members * Schedule weekly Wonder Jr. High School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs begin meeting weekly and establish instructional focus for the year * Data from state PARCC Assessment analyzed and data walls created * School Improvement Specialist to review Arkansas' Flexibility Plan and ASCIP/PIP with Leadership Team and plan for faculty and stakeholder input in ACSIP/PIP revisions

	<ul style="list-style-type: none"> * School Leadership develops and implements an incentive program for student attendance * Discipline committee and Student Incentive Committee reconvene * Conduct two day New Teacher Orientation for teachers new to building Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards * Technology integration support provided to teachers * Digital wiring replaced or repaired * Existing digital equipment is repaired or replaced * Mobile labs, iPads, ordered * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * PLCs meet weekly * Technical assistance in effective instructional leadership practices provided to building administrator * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year * Establish processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers * Student incentive plan developed * Parent phone numbers entered into district parent notification system * Parental involvement sessions planned * Convene Common Core Cadre; schedule weekly meetings * Schedule Common Core professional development * Review/revise 2015-2016 Common Core units implemented in ELA and math classes * Teacher and student training on Student Led Conferences
September	<ul style="list-style-type: none"> * Training for teachers/students on usage of iPad in mathematics and literacy classroom * Develop Mentor/Mentee Program and train teachers on protocol for implementation * Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol * Create action plans for specific areas in need of improvement based on identified teacher and student needs * PLCs meet weekly * Principal, administrative support staff to continue weekly classroom observations to include reflection

	<p>conferences with teachers</p> <ul style="list-style-type: none"> * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons * Continue to repair or replace any necessary digital equipment or internal connections * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place. * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards and PARCC Assessments in Literacy and Mathematics * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Books for Classroom Libraries ordered * Convene faculty and other stakeholders to begin review and revision of ACSIP/PIP * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Repeat revised Common Core Pilot units in all ELA and math classes * Design additional units incorporating all curricular areas * Teacher and student training on Student Led Conferences
October	<ul style="list-style-type: none"> * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices

- * Inventory current Media Center subscriptions of periodicals
- * Media Specialist to conduct interest survey of students, staff and administrators regarding periodicals to purchase
- * Periodical subscriptions completed, received, available to students/staff
- * Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students
- * Media Center to develop and communicate checkout procedures to staff and students
- * Continue implementation of Arkansas' Flexibility Plan and revision of ACSIP/PIP as needed
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, PARCC Assessments and activities
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol
- * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year
- * Discipline Plan monitored by committee, data analyzed , adjustments made as needed
- * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards and PARCC Assessments
- * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning
- * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * PLCs meet weekly
- * Digital media received and inventoried

	<ul style="list-style-type: none"> * Technology walkthroughs conducted to assess technology integration in the classroom * Technology integration support provided to teachers * Research additional inclusions of technology to enhance Common Core Pilot units * Teacher and student training on Student Led Conferences
November	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan /Student Incentive monitored by committee, data analyzed , adjustments made as needed * Develop an ACT Saturday Implementation Plan * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly *Review Media Center automated checkout system with students and staff * Analyze for the checkout of new novels in Media Center and classroom libraries * Nonfiction print resources ordered for Media Center * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers * Continue analysis of Common Core pacing guides and student products * Teacher and student training on Student Led Conferences
December	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. *Principal, administrative support staff continue weekly observations to include reflection conferences with teachers

	<ul style="list-style-type: none"> * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Media Center automated checkout system analysis of usage * Continue to monitor functionality of digital equipment and repair as needed * Technology integration support provided to teachers
January	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives benchmarks and activities. * Technical assistance in effective instructional leadership practices provided to building administrator * Continue implementation of Flexibility Plan and ACSIP/PIP * Data from interim assessments analyzed and data walls updated * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol. * Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * ACT Saturday School, 6 Saturdays leading up to the spring administration, begins and is organized for students scoring below 19 on the ACT * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the

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	<p>regular classroom setting</p> <ul style="list-style-type: none">* Media Center analyzes data for periodicals, fiction and nonfiction print usage* PLCs meet weekly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Teacher and student training on Student Led Conferences
February	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* Media Center analyzes usage of print resources* PLCs meet weekly* Technology walk-through conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Analyze available PARCC Assessment testing information
March	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, PARCC Assessments and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers

	<ul style="list-style-type: none"> * Discipline Plan/Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed * Monitor and support student centered instruction and development of individualized student plans to promote mastery ongoing throughout the year * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom library usage data analyzed * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Conduct a digital equipment refresher training for students and teachers * Technology integration support provided to teachers * Participate in Mock PARCC Assessment testing; analyze results, create data walls * Teacher and student training on Student Led Conferences
April	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Discipline Plan monitored by committee, data analyzed , adjustments made as needed * Principals, administrative support to continue weekly observations to include reflection conferences with teachers * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special services students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility

	<ul style="list-style-type: none"> * Technology repaired or returned if under warranty * Technology integration support provided to teachers * Design and implement remediation based on Mock PARCC Assessment results *Plan Faculty Retreat *Begin Conducting Student Led Conferences
May	<ul style="list-style-type: none"> * Weekly Leadership Team meetings continue * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Discipline Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * PARCC Assessment in ELA and math * Conduct Student Led Conferences
June	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze PARCC Assessment results as available; create data walls
July	

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SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

List planning meetings the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
Feb 3, 2014	District Office	Loutilous Holmes	Assistant Superintendent – Federal Programs
		Jon Collins	Superintendent
		Palmer Quarrels	Wonder Junior High Principal
		Carol Miller	Title 1 Instructional Supervisor
		Bill Cook	Business Manager
		Willie Harris	Assistant Superintendent Sec. Education
		Gary Adams	Assistant Superintendent Elem. Education
Feb 11, 2014	Transportation	Mike Kessinger	Director
Feb 11, 2014	Special Services	Tina Rooks	Director
Feb 11, 2014	Curriculum and Instruction	Nancy Moore	Data Analyst

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each priority school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s priority schools: and
- Implement intervention activities for each priority school it commits to serve.
- Extends the school year or day.
- Reflects a 15% limit of the grant monies awarded for the purchase and professional development concerning technology expenditures.
- Reflects a 10% limit of the grant monies awarded for the purchase of external provider supplemental services. (Arkansas Flexibility request requires all Priority Schools to have an onsite provider weekly. These funds could be used in addition to services already provided).

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of priority schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years. \$100,000 of the \$2,000,000 awarded each year will be held for a state site director.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

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SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: West Memphis School District Priority School Wonder Junior High School

Total 3-Year Budget \$ **\$3,721,470**

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model during the school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.

- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

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COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a priority school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL		YEAR 1		YEAR 2	YEAR 3
		Pre-Imp			
<input type="checkbox"/>	1. Developing teacher and school leader effectiveness				
<input type="checkbox"/>	Select a new principal				
<input type="checkbox"/>	Make staff replacements				
<input type="checkbox"/>	Support required, recommended and diagnostic strategies				
<input type="checkbox"/>	Change and sustain decision making policies and mechanisms				

<input type="checkbox"/>	Change and sustain operational practices				
<input type="checkbox"/>	Implement local evaluations of teachers and principal				
	Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
	Subtotal				
<input type="checkbox"/>	2. Reforming instructional programs				
<input type="checkbox"/>	Develop data collection and analysis processes				
<input type="checkbox"/>	Use data to drive decision making				
<input type="checkbox"/>	Align curriculum vertically and horizontally				
	Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>					
<input type="checkbox"/>					
	Subtotal				
<input type="checkbox"/>	3. Increasing learning team and creating community-oriented schools				
<input type="checkbox"/>	Increase learning time (extended day, week, or year)				
<input type="checkbox"/>	Develop community partnerships that support the model				
<input type="checkbox"/>	Implement parent and community involvement strategies for ongoing engagement and support				

Additional options (specify) Any of the required and permissible activities					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
Subtotal					
<input type="checkbox"/>	4. Flexibility and Sustain Support				
<input type="checkbox"/>	Implement a comprehensive approach to school transformation				
<input type="checkbox"/>	Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
Subtotal					
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
Subtotal					
Total for Transformation Model					

CLOSURE MODEL		YEAR 1		YEAR 2	YEAR 3
		Pre-Imp			
<input type="checkbox"/>	Costs associated with parent and community outreach				
<input type="checkbox"/>	Costs for student attending new school				
Subtotal					

Restart Model		YEAR 1		YEAR 2	YEAR 3
		Pre-Imp			
<input type="checkbox"/>	Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/>	Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/>	LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>					

<input type="checkbox"/>				
<input type="checkbox"/>				
	Total			

TRANSFORMATION MODEL		YEAR 1		YEAR 2	YEAR 3
		Pre - Imp			
<input type="checkbox"/>	Select a new principal				
<input type="checkbox"/>	Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/>	Recruit, place and retain staff 1. Teacher Orientation		7,800	7,800	7,800
<input type="checkbox"/>	Select new staff				
<input type="checkbox"/>	Replace staff deemed ineffective				
<input type="checkbox"/>	Negotiate collective bargaining agreements				
<input type="checkbox"/>	Support for staff being reassigned				
<input type="checkbox"/>	Retaining surplus staff				
<input type="checkbox"/>	Create partnerships to support transformation model				
<input type="checkbox"/>	Change decision-making policies and mechanisms around h infusion of human capital				
<input type="checkbox"/>	Adopt a new governance structure				
<input type="checkbox"/>	High-quality, job-embedded professional development		129,200	113,900	127,500

2. Elbow2Elbow Educational Consulting				
Implementing data collection and analysis structures				
Increase learning team (extended day, week, and/or year)				
<p>Extended Day - Restructure/Enhance After School and Saturday School Academic Session - Year 1-2-3</p> <p>3. <u>Before and After School Tutoring</u> Year 1 - (6 Content Teachers @ \$50/hour x 4 hours) Stipend: \$1,200 a week @ 36 weeks = \$43,200 Transportation = \$3,000 • Year 1 Total Budget = \$46,200</p> <p>Year 2 - (6 Content Teachers @ \$50/hour x 4 hours) Stipend: \$1,200 a week @ 36 weeks = \$43,200 Transportation \$3,000 • Year 2 Total Budget = \$46,200</p> <p>Year 3 (6 Content Areas @ \$50/hour x 6 hours) Stipend: \$1,800 week @ 36 weeks = \$64800 Transportation \$3000 • Year 3 Total Budget = \$67,800</p>		46,200	46,200	67,800
<p>4. <u>Saturday sessions</u> Year 1: 6 Content Areas @ \$50/hour x 3 hours x 1 Saturday Stipend: \$900 a month @ 9 months = \$8,100</p>		8,100		

<p>Year 2: 6 Content Areas @ \$50/hour x 3 hours x 2 Saturday) Stipend: \$1,800 a month @ 9 months = \$16,200</p> <p>Year 3: 6 Content Areas @ \$50/hour x 3 hours x 2 Saturday) Stipend: \$1,800 a month @ 9 months = \$16,200</p>			16,200	16,200
<p>5. <u>Extended Day - Credit Recovery Classroom – Year 1-2-3</u></p> <p><u>Year 1 - 1 Teacher @ \$50/hour</u> 1 Saturday per month x 9 months x 2 hours x \$50/hour Stipend: \$100 a month @ 9 months= \$900</p> <p>1 week in summer – 5 days for 3 hours \$50/hour Stipend: \$750/week</p> <ul style="list-style-type: none"> • Year 1: \$1,650 <p><u>Year 2 - 1 Teacher @ 50/hour</u> 1 per month x 9 months x 3 hours x \$50 stipend Stipend: \$150 a month @ 9 months = \$1,350</p> <p>1 week in summer –5 days for 4 hours \$50/hour Stipend: \$1000/week</p> <ul style="list-style-type: none"> • Year 2: \$2,350 		1,650	2,350	

<p><u>Year 3 - 1 Teacher @ 50/hour</u> 2 per month x 9 months x 2 hours x \$50 Stipend: \$200 a month @ 9 months = \$1,800</p> <p>1 week summer session (5 days x 4 hours x \$50) Stipend: \$1000/week</p> <ul style="list-style-type: none"> Year 3: \$2,800 				2,800
<p>6. <u>Extended Day - ACT Prep Academy Year 1-2-3</u></p> <p><u>Year 1 – 2 – 3</u> 16 sessions for 3 hours each – 5 Instructors (Eng, Math, Science, Reading, Tech) and 1 coordinator \$50/hour</p> <p>Coordinator Stipend: \$150 a week @16 sessions = \$2,400</p> <p>Instructors: Stipend: \$1,000 a week @ 16 sessions = \$12,000</p> <p>Materials and Supplies: AVID Online Test Prep: \$1,600 (50 student licenses)</p> <p>Year 1-2-3 Annual Total: \$16,000</p>		16,000	16,000	16,000
<p>Student supports (emotional, social, and community-based)</p> <p>7. <u>Teacher/Student Mentor/Mentee Program - Year 1-2-3</u></p>		2000	2000	2000

<p>Annual Materials and Supplies (journals, markers, chart tablets, mentor book of resources, and character education supplemental materials)</p>				
<p>8. <u>Student Led Conferences</u></p>				
<p>\$5000 yearly materials and supplies (Binders for each student portfolio, paper/ink for portfolios, paper/ink for parent communication, training handouts for teachers, training handouts for students, organization materials for each classroom)</p>		5000	5000	5000
<p>9. <u>Student Incentives - Year 1-2-3</u></p>				
<p>Year 1: \$50 x 483 students = \$24,150 materials and supplies Calculators, high interest books, college and school logo t-shirts, student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.</p>		24,150	24,150	24,150
<p>Year 2: \$50 x 483 students = \$24,150 materials and supplies Calculators, high interest books, college and school logo t-shirts, student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.</p>				
<p>Year 3: \$50 x 483 students = \$24,150 materials and supplies Calculators, high interest books, college and school logo t-shirts,</p>				

<p>student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.</p> <p>School Culture – Student Motivation/Field Experiences – Year 1-2-3</p> <p><u>10. Motivational Speakers</u> (fee and travel expenses) for student kick off annual assemblies to be held Fall 2014, Fall 2015, and Fall 2016)</p> <ul style="list-style-type: none"> Year 1-2-3 Annual Total: \$2,500 <p><u>11. Field Experiences</u> - Saturdays/After School 4 trips for 75 students - Year 1-2-3</p> <p>\$120 per trip for bus and driver fee x 4 trips = \$480 \$10 meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080</p> <p>\$50 admission fees x 75 students = \$3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (i.e. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc.)</p>		2,500	2,500	2,500
		7,310	7,310	7310

<ul style="list-style-type: none"> Year 1-2-3 Annual Total for Field Experiences: \$7,310 <p>12. <u>College Field trips</u> – Saturdays/After School 4 trips for 75 students - Year 1-2-3 \$300 per trip for bus and driver fee x 4 trips = \$1,200 \$10 meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080</p> <ul style="list-style-type: none"> Year 1-2-3 Annual Total for Field Experiences: \$4,280 <p>13. <u>Freshman 3-day culminating trip to Martin Luther King Center in Atlanta, GA</u> - 60 students & 10 sponsors - Year 1-2-3 10 sponsors X \$200 stipend each x 3 days = \$6,000 2 chartered buses at \$5,000 x 2 = 10,000 Lodging at \$100 per night/double occupancy for 3 nights = \$10,500 \$ Three (3) 10 meals daily x 3 days = \$6,300</p> <ul style="list-style-type: none"> Year 1-2-3 Annual Total for Freshman 3-day culminating trip: \$32,800 		4,280	4,280	4,280
<p>14. <u>Parent/Community Liaison</u></p> <p>Year 1 \$15,000 salary + \$3,750 benefits = \$18,750</p> <p>Publications, materials, incentives</p>		32,800	32,800	32,800
		32,277		

<p>Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games Total: \$8,000 yearly</p> <p>Mileage/Transportation - Reimbursement of mileage incurred by liaison = \$500 yearly</p> <p>Additional Professional Development for Parents and Teachers Arkansas Conference for Parent Education Network - Hot Springs, Arkansas 7 parents and 3 teachers – 10 participants Registration: \$200 x 10 = \$2,000 Travel: 360 miles x .40 = \$144 + \$45 (\$15 parking x 3 days) = \$189 x 3 vehicles = \$567 Meals: \$32 x 3 days = \$96 per person x 10 = \$960 Lodging: 5 rooms x \$150 x 2 nights = \$1,500</p> <ul style="list-style-type: none"> • Year 1 Total: \$32,277 <p>Year 2 \$15,450 salary + 3,862 benefits = \$19,312</p> <p>Publications, materials, incentives Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games</p>			<p>32,839</p>	
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<p>Total: \$8,000 yearly</p> <p>Mileage/Transportation Reimbursement of mileage incurred by liaison = \$500 yearly</p> <p>Additional Professional Development for Parents and Teachers Arkansas Conference for Parent Education Network - Hot Springs, Arkansas 7 parents and 3 teachers – 10 participants Registration: \$200 x 10 = \$2,000 Travel: 360 miles x .40 = \$144 + \$45 (\$15 parking x 3 days) = \$189 x 3 vehicles = \$567 Meals: \$32 x 3 days = \$96 per person x 10 = \$960 Lodging: 5 rooms x \$150 x 2 nights = \$1,500</p> <ul style="list-style-type: none"> • Year 2 Total: \$32,839 <p>Year 3 \$15,913 salary + 3,978 benefits = \$19,891</p> <p>Publications, materials, incentives Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games Total: \$8,000 yearly</p> <p>Mileage/Transportation - Reimbursement of mileage incurred by liaison = \$500 yearly</p>				<p>33,418</p>
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<p>Additional Professional Development for Parents and Teachers Arkansas Conference for Parent Education Network - Hot Springs, Arkansas 7 parents and 3 teachers – 10 participants Registration: \$200 x 10 = \$2,000 Travel: 360 miles x .40 = \$144 + \$45 (\$15 parking x 3 days) = \$189 x 3 vehicles = \$567 Meals: \$32 x 3 days = \$96 per person x 10 = \$960 Lodging: 5 rooms x \$150 x 2 nights = \$1,500</p> <ul style="list-style-type: none"> Year 3 Total: 33,418 				
<p>Additional options (specify) Any of the required and permissible activities under the transformational of new school model</p>				
<p>15. <u>Student Tracking System</u></p> <p>Year 1 PlascoTrac Hardware and Web License = \$3,500 PlascoTrac Professional Development = \$700 PlascoTrac Supplies & Miscellaneous = \$700 Pass Paper, Printer Paper, Label Paper, Labels Avision Security 6 Avigilon 2 MP Indoor cameras (high definition quality) = \$10,000</p> <p>Year 2:</p>		<p>14,900</p>	<p>11,200</p>	

<p>PlascoTrac Supplies & Miscellaneous = \$1,200 Pass Paper, Printer Paper, Label Paper, Labels Avision Security 5 OUTDOOR cameras = \$10,000</p> <ul style="list-style-type: none"> Year 2: \$11,200 <p>Year 3: PlascoTrac Supplies & Miscellaneous = \$1,200 Pass Paper, Printer Paper, Label Paper, Labels</p> <ul style="list-style-type: none"> Year 3: \$1,200 				1,200
<p>Ninth Grade Cadet Program - Year 1-2-3</p> <p><u>16. AVID</u> Year 1: AVID Membership Fee \$3,500; summer institute \$7700; AVID libraries \$5,100; AVID District Professional Service Fee year 1 \$9,000</p> <p>Year 2: AVID membership fee \$3,700; AVID Summer Institute \$2800; AVID District Professional Service fee \$6,000</p> <p>Year 3: AVID membership fee \$3,900; AVID Summer Institute \$2800</p>		25,300	12,500	\$6,700

<p style="text-align: center;">17. College and Career Readiness</p> <p><u>Family Consumer Science</u></p> <p>Year 1</p> <p>15 sewing machines \$120 ea = \$1,800 Washer/Dryer = \$800 20 Calculators x \$12.50 = \$250 Dave Ramsey Financial Curriculum = \$200 2-Ovens x \$800 = \$1,600 Sustainable Learning Gardens (soil, plants, fertilizer, garden tools) = \$3,000</p> <ul style="list-style-type: none"> • Year 1 Total: \$7,650 <p>Year 2</p> <p>4 Handmixers x \$50 = \$200 20 Hand shears x \$32.50 = \$650 3 garbage disposals x \$125 = \$375 Parenting Curriculum “Easy to Love; Difficult to Discipline” = \$300 2 Dining Room Sets x \$500 = \$1,000</p> <ul style="list-style-type: none"> • Year 2 Total: \$2,525 <p>Year 3</p> <p>Refrigerator \$2,000 Supplies such as knives, flour/sugar containers, scales for weighing \$1,000</p>		<p style="text-align: center;">7,650</p>	<p style="text-align: center;">2,525</p>	<p style="text-align: center;">3,000</p>

- Year 3 Total: \$3,000

18. Construction Fundamentals

Year 1

Stop Saw – Table Saw \$2,000

2 - Dust collector x \$400 = \$800

2 Drill press x \$900 = \$1,800

3 Scroll Saw x \$600 = \$1,800

2 Band Saws \$900 = \$1,800

Planer = \$900

Wood = \$3,000

30 pairs of safety glasses x \$5 = \$150

Ear plugs \$100

300 pen kits x \$3 = \$900

Disc Sander = \$600

Belt Sander = \$600

- Year 1 Total: \$14,450

Year 2

3 Lathe x \$500 = \$1,500

Miter Saw = \$900

Joiner = \$900

Wood Turning Tools = \$200

Wood = \$3,000

30 pairs of safety glasses x \$5 = \$150

14,450

6,750

<p>Ear plugs \$100</p> <ul style="list-style-type: none"> Year 2 Total: \$6,750 <p>Year 3</p> <p>Oscillating Spindle Sander = 1,000</p> <p>\$3000 Handtools (Hand tools such as hammers, screwdrivers, mallets, wood clamps, tape measures, try squares, wrenches, wood files)</p> <p>Wood = \$3,000</p> <p>30 pairs of safety glasses x \$5 = \$150</p> <p>Ear plugs \$100</p> <ul style="list-style-type: none"> Year 3 Total: \$7,250 				7,250
LEA-activities designed to support implementation of the transformation model				
19. Summer Faculty Retreat			22,500	22,500
<p>20. <u>Content Area Teacher Materials and Supplies for Implementation of High Yield Instructional Strategies Year 1-2-3</u></p> <ul style="list-style-type: none"> Year 1: 483 students x \$5 X 25 core teachers = \$60,375 Year 1: 155 students x \$25 X 15 core teachers = \$60,375 Year 1: 155 students x \$25 X 15 core teachers = \$60,375 		60,375	60,375	60,375

21. <u>Digital Learning Supports - Year 1-2-3</u>				
Year 1				
<u>Software/Equipment</u>				
Microsoft Office Suite 45 @ \$140 = \$6,300			34,410	
Microsoft Office Suite 19 @ \$140 = \$2,660				
Microsoft Office Suite 22 @ \$140 = \$3,080				
Google Chromes Carts - 8 @ \$2,500 = \$20,000				
Microsoft Office Suites 15 @ \$140= \$2,100				
Year 1 Software/Equipment Total = \$34,140				
 <u>Hardware</u>				
Google Chromes - 155 @ \$275 = \$42,625			193,625	
Mac Desktops - Computer Lab 20 @ \$1300 = \$26,000				
Mac Desktops - All Literacy and Math Teachers 20 @ \$800 = \$16,000				
Mac Laptop Computers All Faculty 38 @ \$1,500 = \$57,000				
Mac Desktops Library - Desktops 15 @ \$800 = \$12,000				
SmartBoards - Literacy and Math Teachers 8 @ \$5,000 = \$40,000				
 Year 1 Hardware Total = \$193,625				
 Year 2				
<u>Software/Equipment</u>				
Microsoft Office Suites 200 @ 140 = \$28,000			31,000	

<p>HP LaserJet Air Printer (Each Department) - 10 @ \$300 = \$3,000</p> <ul style="list-style-type: none"> Year 2 Software/Equipment Total = \$31,000 <p><u>Hardware</u></p> <p>Mac Desktops for Remainder of Faculty 22 @ \$800 = \$17,600</p> <p>Mac Laptop Computers for Faculty 2 @ \$1,500 = \$3,000</p> <p>Dell Desktops Library - (15 @ \$500 = \$7,500 and 15 @ \$140 = \$2,100) = \$9,600 total</p> <p>iMac Desktops 2-3 per classrooms - Desktops 120 @ \$800 = \$96,000</p> <p>SmartBoards for Science/History 9 @ \$5,000 = \$45,000</p> <ul style="list-style-type: none"> Year 2 Hardware Total = \$171,200 <p>Year 3</p> <p><u>Software/Equipment</u></p> <p>9 Google Tablet carts @ \$2,000 = \$18,000</p> <p>Mac Cart @ \$1,800 = \$1,800</p> <p>6 Google Chrome Book carts @ \$2500 = \$15,000</p> <p>Xerox Printer in Library = \$10,000</p> <ul style="list-style-type: none"> Year 3 Software/Equipment Total = \$44,800 <p><u>Hardware</u></p> <p>Google Tablets for student use in Literacy - 192 @ \$350 = \$67,200</p> <p>Mac Laptops for AVID Program (24 @ \$1300 = \$31,200 and 24 @</p>			171,200	44,800
				191,960

<p>\$140 = \$3,360) = \$34,560 total Google ChromeBooks for student use in the Math Department - 100 @ \$276 = \$27,600 Google ChromeBooks for student use in the Other Departments - 100 @ \$276 = \$27,600 SmartBoards Voc/Technology/P.E. 7 @ \$5,000 = \$35,000</p> <ul style="list-style-type: none"> Year 3 Hardware Total = \$191,960 				
<p><u>22. The Learning Institute – Year 1-2-3</u> Curriculum alignment, interim assessments, data, educational resources, and professional development</p> <p>Year 1: \$12,860 Year 2: \$12,860 Year 3: \$12,860</p> <p>TOTAL GRANT BUDGET = \$38,580</p>		12,860	12,860	12,860
<p><u>23. Classroom Libraries/ Updating Media Centers - Year 1-2-3</u></p> <p>Year 1 Stipend to keep the library open after school (1 hour/ 2 days per week) - \$50.00 x 72 days = \$3,600</p> <p>Professional Library for teachers/administrators (50 books x \$50 per book) = \$2,500 Professional books for PLC book study sessions (50 books X \$50 = \$2,500) = \$5,000</p>		119,000		

<p>Update library titles necessary for enhanced implementation of Common Core -\$55,000</p> <p>Classroom library book sets and individual titles for 8 core classrooms - \$25,000</p> <p>Furniture- Update seating, and library environment</p> <ul style="list-style-type: none"> • Computer Tables - \$5,000 • Four Person Computer Hub - \$2,500 • Opac Stations(2) - \$1,600 • Shelf Signage - \$3,000 <p>Alexandria</p> <ul style="list-style-type: none"> • Wireless Scanner - \$700 • Linear Scanner - \$1,100 • Slip Printer- \$1000 <p>Productivity Needs – Printer, ACCUT</p> <ul style="list-style-type: none"> • Poster Maker and Awards Suite - \$10,000 • Book Binder - \$3,000 <ul style="list-style-type: none"> • Year 1 Total: \$119,000 <p>Year 2</p> <p>Stipend to keep the library open after school (1 hour/ 2 days per week) - \$50.00 x 72 days = \$3,600</p> <p>Stipend to keep the library open during Summer School - \$50.00 x 20 days x 4 hrs =\$4,000</p> <p>Professional Library for teachers/administrators - 50 books x \$50 per</p>			36,900	
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<p>book = \$2,500 Professional books for PLC book study sessions 50 books X \$50 = \$2,500 = \$5,000</p> <p>Update library titles necessary for enhanced implementation of Common Core - \$5000</p> <p>Replacement cost classroom library book sets and individual titles for 8 core classrooms =\$ 5,000</p> <p>Furniture- Update seating, and library environment - Lounge Seating - \$10,000</p> <p>Alexandria</p> <ul style="list-style-type: none"> • Lexile Finder - \$600 • Sondzabound - \$600 • Sneek Peek - \$600 <p>Productivity Needs – Printer, ACCUT</p> <ul style="list-style-type: none"> • Accucut System - \$9,000 • Year 2 Total: \$36,900 				
<p>Year 3</p> <p>Stipend to keep the library open after school (1 hour/ 2 days per week) - \$50.00 x 72 days = \$3,600</p> <p>Stipend to keep the library open during Summer School - \$50.00 x 20 days x 4 hrs =\$4,000</p> <p>Professional Library for teachers/administrators - 50 books x \$50 per book = \$2,500</p> <p>Professional books for PLC book study sessions - 50 books X \$50 =</p>				126,200

<p>\$2,500</p> <p>Update library titles necessary for enhanced implementation of Common Core - \$55,000</p> <p>Classroom library book sets and individual titles for 8 core classrooms - \$30,000</p> <p>Furniture- Update seating, and library environment</p> <ul style="list-style-type: none"> • Tables - \$10,000 • Chairs - \$12,000 <p>Alexandria –</p> <ul style="list-style-type: none"> • Textbook Tracker - \$3,000.00 <p>Productivity Needs – Printer, ACCUT</p> <ul style="list-style-type: none"> • Laminator - \$3,600 • Year 3 Total: \$126,200 				
<p><u>. 24. Math and Reading Intervention Teachers - Year 1-2-3</u></p> <p>Year 1</p> <p>Math Interventionist Salary/ Benefits \$49,000 salary + \$12,250 benefits =\$ 61,250</p> <p>Literacy Interventionist Salary/Benefits \$49,000 salary + \$12,250 benefits = \$61,250</p>		203,534		

<p>Budget Materials, Supplies, and Software <i>2 Microsoft Office Suites @ \$140 = \$280</i></p> <p>Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000 ·Chart Paper, Colored Paper, Sticky Notes, Highlighters, Index Cards, Markers</p> <p>Calculators</p> <ul style="list-style-type: none"> · TI-30 X Scientific Calculators 200 @ 15 = \$4,500 · TI-84 Plus Calculators 50 @ 105 = \$5,250 · iXL Math @ \$5,760 · Accelerated Math @ \$58,744 · Triumph Learning Common Core Reading Coach \$4,500 <ul style="list-style-type: none"> • Year 1 Total: \$203,534 <p>Year 2</p> <p>Math Interventionist Salary/ Benefits \$50,470 salary + \$12,617 benefits = \$63,087</p> <p>Literacy Interventionist Salary/Benefits \$50,470 salary + \$12,617 benefits = \$63,087</p> <p>Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000 Chart Paper, Colored Paper, Sticky Notes, Highlighters, Index Cards, Markers</p> <p><i>Calculators TI-84 Plus</i></p> <ul style="list-style-type: none"> · 50 @ \$105 = \$5,250 · AAA Batteries = \$500 			170,331	
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<p><i>Software: \$36,407</i></p> <ul style="list-style-type: none"> · <i>iXL Math @ \$5,760</i> · <i>Accelerated Math @ \$26,147</i> · <i>Triumph Learning Common Core Reading Coach @\$4,500</i> <ul style="list-style-type: none"> • Year 2 Total: \$170,331 <p>Year 3</p> <p>Math Interventionist Salary/ Benefits - \$51,984 salary + \$12,996 benefits = \$64,980</p> <p>Literacy Interventionist Salary/Benefits - \$51,984 salary + \$12,996 benefits = \$64,980</p> <p><i>Materials and Supplies:</i></p> <ul style="list-style-type: none"> · <i>Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000</i> · <i>Chart Paper, Colored Paper, Sticky Notes, Highlighters, Index Cards, Markers</i> · <i>AAA Batteries = \$500</i> <p><i>Software:</i></p> <ul style="list-style-type: none"> · <i>iXL Math @ \$5,760</i> · <i>Accelerated Math @ \$16,347</i> · <i>Triumph Learning Common Core Reading Coach @\$4,500</i> <ul style="list-style-type: none"> • Year 3 Total: \$159,067 				<p>159,067</p>
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<p style="text-align: center;"><u>25. Curriculum Specialists Year 1-2-3</u></p> <p>Year 1 Full time Math Curriculum Specialist - \$56,000 salary + \$14,000 benefits = \$70,000 Full time Literacy Curriculum Specialist - \$56,000 salary includes \$14,000 benefits = \$70,000 Half time Science Curriculum Specialist - \$23,000 salary \$5,750 benefits = \$28,570</p> <ul style="list-style-type: none"> • Year 1 Total: \$168,570 <p>Year 2 Full time Math Curriculum Specialist - \$57,680 salary + \$14,420 benefits = \$72,100 Full time Literacy Curriculum Specialist - \$57,680 salary + \$14,420 benefits = \$72,100 Half time Science Curriculum Specialist - \$23,690 salary + \$5,992 benefits = \$29,682</p> <ul style="list-style-type: none"> • Year 2 Total: \$173,882 <p>Year 3</p>		168,570	173,882	

<p>Full time Math Curriculum Specialist - \$59,410 salary + \$14,852 benefits = \$74,262</p> <p>Full time Literacy Curriculum Specialist - \$59,410 salary + \$14,852 benefits = \$74,262</p> <p>Half time Science Curriculum Specialist - \$24,400 salary + \$6,100 benefits = \$30,500</p> <ul style="list-style-type: none"> Year 3 Total: \$179,024 				179,024
<p>26. <u>Project Manager (Non Certified Position) – Year 1-2-3</u></p> <p>Year 1 \$15,000 salary + \$3,750 benefits = \$18,750</p> <p>Year 2 \$15,450 salary + \$3,862 benefits = \$19,312</p> <p>Year 3 \$15,913 salary + \$3,978 benefits = \$19,891</p>		18,750	19,312	19,891
<p>27. <u>ADE Site Director – Year 1-2-3</u></p> <ul style="list-style-type: none"> Year 1: \$100,000 Year 1: \$100,000 Year 1: \$100,000 		100,000	100,000	100,000

Total		\$1,292,421	\$1,144,664	\$1,284,385
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Priority:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

The amount requested from SIG 1003g is thoroughly outlined in the budget narrative and budget worksheet in this application. The following table represents current and existing expenditures of the West Memphis School District Federal Programs at Wonder Junior High.

ALL SIG 1003G FUNDS WILL BE SPENT AT WONDER JUNIOR HIGH SCHOOL AS OUTLINED IN THE BUDGET AND BUDGET NARRATIVE.

Activity	Explanation	Amount
Professional Development Title IIA	Job embedded professional development at Wonder Junior High	\$17,000
Title IIA	Classroom Reduction Teachers	\$60,000
Title I	Tutoring program and supplies; Professional Development	\$374,400
NSLA	Professional Development	\$244,164
Total		\$695,564

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

- Must address an extended school day or year
- **Must limit external provider support at 10% of the amount of grant monies awarded**
- Must limit technology and technology professional development at 15% of the grant monies awarded

Recruit, place and retain staff:

1. New Teacher Orientation and Follow-Up - Year 1-2-3

Year 1

Professional Resources: Charlotte Danielson's Enhancing Instructional Practice: A Framework for Teaching, Harry Wong's First Days of School - Kit

\$50 each book x 8 = \$400 x 2 books = \$800

Total: \$800

1 Day (6 hour session) New Teacher Orientation:

8 people x \$250 stipend per day = \$2,000

2 half day (3 hour session) Follow-up:

8 people x \$125 stipend per ½ day x 2 session = \$2,000

Materials and supplies for new teachers (ink/paper for new teacher handbook, chart paper, instructional posters, classroom organizational materials, dry erase boards/markers, bulletin board supplies, etc.)

6 teachers x \$500 = \$3,000

- Year 1 Total = \$7,800

Year 2

Professional Resources: two new books/kits for study (titles to be determined based on needs)

\$50 each book x 8 = \$400 x 2 books = \$800

Total: \$800

1 Day (6 hour session) New Teacher Orientation:

8 people x \$250 stipend per day = \$2,000

2 half day (3 hour session) Follow-up:

8 people x \$125 stipend per ½ day x 2 session = \$2,000

Materials and supplies for new teachers (ink/paper for new teacher handbook, chart paper, instructional posters, classroom organizational materials, dry erase boards/markers, bulletin board supplies, etc.)

6 teachers x \$500 = \$3,000

- Year 2 Total = \$7,800

Year 3

Professional Resources: two new books/kits for study (titles to be determined based on needs)

\$50 each book x 8 = \$400 x 2 books = \$800

Total: \$800

1 Day (6 hour session) New Teacher Orientation:

8 people x \$250 stipend per day = \$2,000

2 half day (3 hour session) Follow-up:

8 people x \$125 stipend per ½ day x 2 session = \$2,000

Materials and supplies for new teachers (ink/paper for new teacher handbook, chart paper, instructional posters, classroom organizational materials, dry erase boards/markers, bulletin board supplies, etc.)

6 teachers x \$500 = \$3,000

- Year 3 Total = \$7,800

TOTAL GRANT BUDGET = \$23,400

_High-quality, job embedded professional development:

2. Elbow2Elbow Educational Consulting - Year 1 - 2 – 3

- Year 1: 76 days for 2014-2015 x \$1,700 per day = \$129,200
- Year 2: 67 days for 2015-2016 x \$1,700 per day = \$113,900
- Year 3: 75 days for 2016-2017 x \$1,700 per day = \$127,500

TOTAL GRANT BUDGET = \$ 372,472

**Extended Day - Restructure/Enhance After School and Saturday School
Academic Session - Year 1-2-3**

3. Before and After School Tutoring

Year 1 - (6 Content Teachers @ \$50/hour x 4 hours)

Stipend: \$1,200 a week @ 36 weeks = \$43,200

Transportation = \$3,000

- Year 1 Total Budget = \$46,200

Year 2 - (6 Content Teachers @ \$50/hour x 4 hours)

Stipend: \$1,200 a week @ 36 weeks = \$43,200

Transportation \$3,000

- Year 2 Total Budget = \$46,200

Year 3 (6 Content Areas @ \$50/hour x 6 hours)

Stipend: \$1,800 week @ 36 weeks = \$64800

Transportation \$3000

- Year 3 Total Budget = \$67,800

TOTAL GRANT BUDGET = \$160,200

4. Saturday sessions)

Year 1: 6 Content Areas @ \$50/hour x 3 hours x 1

Saturday Stipend: \$900 a month @ 9 months = \$8,100

Year 2: 6 Content Areas @ \$50/hour x 3 hours x 2 Saturday)

Stipend: \$1,800 a month @ 9 months = \$16,200

Year 3: 6 Content Areas @ \$50/hour x 3 hours x 2 Saturday)

Stipend: \$1,800 a month @ 9 months = \$16,200

TOTAL GRANT BUDGET = \$40,500

5. Extended Day - Credit Recovery Classroom – Year 1-2-3

Year 1 - 1 Teacher @ \$50/hour

1 Saturday per month x 9 months x 2 hours x \$50/hour

Stipend: \$100 a month @ 9 months= \$900

1 week in summer – 5 days for 3 hours \$50/hour

Stipend: \$750/week

- Year 1: \$1,650

Year 2 - 1 Teacher @ 50/hour

1 per month x 9 months x 3 hours x \$50 stipend

Stipend: \$150 a month @ 9 months = \$1,350

1 week in summer –5 days for 4 hours \$50/hour

Stipend: \$1000/week

- Year 2: \$2,350

Year 3 - 1 Teacher @ 50/hour

2 per month x 9 months x 2 hours x \$50

Stipend: \$200 a month @ 9 months = \$1,800

1 week summer session (5 days x 4 hours x \$50)

Stipend: \$1000/week

- Year 3: \$2,800

TOTAL GRANT BUDGET = \$6,800

6. Extended Day - ACT Prep Academy Year 1-2-3

Year 1 – 2 – 3

16 sessions for 3 hours each – 5 Instructors (Eng, Math, Science, Reading, Tech) and 1 coordinator \$50/hour

Coordinator

Stipend: \$150 a week @ 16 sessions = \$2,400

Instructors:

Stipend: \$1,000 a week @ 16 sessions = \$12,000

Materials and Supplies:

AVID Online Test Prep: \$1,600 (50 student licenses)

- Year 1-2-3 Annual Total: \$16,000

TOTAL GRANT BUDGET = \$48,000

Student Supports (emotional, social, and community-based)

7. Teacher/Student Mentor/Mentee Program - Year 1-2-3

- Year 1-2-3 Annual Materials and Supplies (journals, markers, chart tablets, mentor book of resources, and character education supplemental materials) - \$2,000

TOTAL GRANT BUDGET = \$6,000

8. Student Led Conferences

\$5000 yearly materials and supplies (Binders for each student portfolio, paper/ink for portfolios, paper/ink for parent communication, training handouts for teachers, training handouts for students, organization materials for each classroom)

- Year 1: \$5000
- Year 2: \$5000
- Year 3: \$5000

TOTAL GRANT BUDGET = \$15,000

9. Student Incentives - Year 1-2-3

Year 1: \$50 x 483 students = \$24,150 materials and supplies

Calculators, high interest books, college and school logo t-shirts, student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.

- Year 1: \$24,150

Year 2: \$50 x 483 students = \$24,150 materials and supplies

Calculators, high interest books, college and school logo t-shirts, student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.

- Year 2: \$24,150

Year 3: \$50 x 483 students = \$24,150 materials and supplies

Calculators, high interest books, college and school logo t-shirts, student awards (trophies, plaques, certificates), free admission to local events, hand-held devices, backpacks, gift cards, notebooks, binders, art supplies, games for activity day, etc.

- Year 3: \$24,150

TOTAL GRANT BUDGET = \$72,450

School Culture – Student Motivation/Field Experiences – Year 1-2-3

10. Motivational Speakers (fee and travel expenses) for student kick off annual assemblies to be held Fall 2014, Fall 2015, and Fall 2016)

- Year 1-2-3 Annual Total: \$2,500

TOTAL GRANT BUDGET = \$7,500

11. Field Experiences - Saturdays/After School 4 trips for 75 students - Year 1-2-3

\$120 per trip for bus and driver fee x 4 trips = \$480

\$10 meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080

\$50 admission fees x 75 students = \$3,750 to allow for cultural opportunities throughout the school year to increase student learning, attendance and behavior by adding relevant and authentic experiences in the core areas (i.e. trips to the Orpheum Theater, Playhouse on the Square in Memphis, TN to connect the literature our students are reading to real live performance, Clinton Presidential Library, etc.)

- Year 1-2-3 Annual Total for Field Experiences: \$7,310

TOTAL GRANT BUDGET = \$21,930

12. College Field trips – Saturdays/After School 4 trips for 75 students - Year 1-2-3

\$300 per trip for bus and driver fee x 4 trips = \$1,200

\$10 meals for 75 students & 2 sponsors = \$770 x 4 trips = \$3,080

- Year 1-2-3 Annual Total for Field Experiences: \$4,280

TOTAL GRANT BUDGET = \$12,840

13. Freshman 3-day culminating trip to Martin Luther King Center in Atlanta, GA - 60 students & 10 sponsors - Year 1-2-3

10 sponsors X \$200 stipend each x 3 days = \$6,000

2 chartered buses at \$5,000 x 2 = 10,000

Lodging at \$100 per night/double occupancy for 3 nights = \$10,500 \$

Three (3) 10 meals daily x 3 days = \$6,300

- Year 1-2-3 Annual Total for Freshman 3-day culminating trip: \$32,800

TOTAL GRANT BUDGET = \$98,400

14. Parent/Community Liaison

Year 1 \$15,000 salary + \$3,750 benefits = \$18,750

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games

Total: \$8,000 yearly

Mileage/Transportation - Reimbursement of mileage incurred by liaison = \$500 yearly

Additional Professional Development for Parents and Teachers

Arkansas Conference for Parent Education Network - Hot Springs, Arkansas

7 parents and 3 teachers – 10 participants

Registration: \$200 x 10 = \$2,000

Travel: 360 miles x .40 = \$144 + \$45 (\$15 parking x 3 days) = \$189 x 3 vehicles = \$567

Meals: $\$32 \times 3 \text{ days} = \$96 \text{ per person} \times 10 = \960

Lodging: $5 \text{ rooms} \times \$150 \times 2 \text{ nights} = \$1,500$

- Year 1 Total: \$32,277

Year 2 $\$15,450 \text{ salary} + 3,862 \text{ benefits} = \$19,312$

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games

Total: \$8,000 yearly

Mileage/Transportation Reimbursement of mileage incurred by liaison = \$500 yearly

Additional Professional Development for Parents and Teachers

Arkansas Conference for Parent Education Network - Hot Springs, Arkansas

7 parents and 3 teachers – 10 participants

Registration: $\$200 \times 10 = \$2,000$

Travel: $360 \text{ miles} \times .40 = \$144 + \$45 (\$15 \text{ parking} \times 3 \text{ days}) = \$189 \times 3 \text{ vehicles} = \567

Meals: $\$32 \times 3 \text{ days} = \$96 \text{ per person} \times 10 = \960

Lodging: $5 \text{ rooms} \times \$150 \times 2 \text{ nights} = \$1,500$

- Year 2 Total: \$32,839

Year 3 $\$15,913 \text{ salary} + 3,978 \text{ benefits} = \$19,891$

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to games

Total: \$8,000 yearly

Mileage/Transportation - Reimbursement of mileage incurred by liaison = \$500 yearly

15. Student Tracking System

Year 1

PlascoTrac Hardware and Web License = \$3,500

PlascoTrac Professional Development = \$700

PlascoTrac Supplies & Miscellaneous = \$700

Pass Paper, Printer Paper, Label Paper, Labels

Avision Security

6 Avigilon 2 MP Indoor cameras (high definition quality) = \$10,000

- Year 1: \$14,900

Year 2:

PlascoTrac Supplies & Miscellaneous = \$1,200

Pass Paper, Printer Paper, Label Paper, Labels

Avision Security

5 OUTDOOR cameras = \$10,000

- Year 2: \$11,200

Year 3:

PlascoTrac Supplies & Miscellaneous = \$1,200

Pass Paper, Printer Paper, Label Paper, Labels

- Year 3: \$1,200

TOTAL GRANT BUDGET = \$27,300

Ninth Grade Cadet Program - Year 1-2-3

16. AVID

Year 1: AVID Membership Fee \$3,500; summer institute \$7700; AVID libraries \$5,100; AVID District Professional Service Fee year 1 \$9,000

- Total: \$25,300

Year 2: AVID membership fee \$3,700; AVID Summer Institute \$2800; AVID District Professional Service fee \$6,000

- Total: \$12,500

Year 3: AVID membership fee \$3,900; AVID Summer Institute \$2800

- Total: \$6,700

TOTAL GRANT BUDGET = \$ 44,500

17. College and Career Readiness -

Family Consumer Science

Year 1

15 sewing machines \$120 ea = \$1,800

Washer/Dryer = \$800

20 Calculators x \$12.50 = \$250

Dave Ramsey Financial Curriculum = \$200

2-Ovens x \$800 = \$1,600

Sustainable Learning Gardens (soil, plants, fertilizer, garden tools) = \$3,000

- Year 1 Total: \$7,650

Year 2

4 Handmixers x \$50 = \$200

20 Hand shears x \$32.50 = \$650

3 garbage disposals x \$125 = \$375

Parenting Curriculum "Easy to Love; Difficult to Discipline" = \$300

2 Dining Room Sets x \$500 = \$1,000

- Year 2 Total: \$2,525

Year 3

Refrigerator \$2,000

Supplies such as knives, flour/sugar containers, scales for weighing \$1,000

- Year 3 Total: \$3,000

TOTAL GRANT BUDGET = \$13,175

18. Construction Fundamentals

Year 1

Stop Saw – Table Saw \$2,000

2 - Dust collector x \$400 = \$800

2 Drill press x \$900 = \$1,800

3 Scroll Saw x \$600 = \$1,800

2 Band Saws \$900 = \$1,800

Planer = \$900

Wood = \$3,000

30 pairs of safety glasses x \$5 = \$150

Ear plugs \$100

300 pen kits x \$3 = \$900

Disc Sander = \$600

Belt Sander = \$600

- Year 1 Total: \$14,450

Year 2

3 Lathe x \$500 = \$1,500

Miter Saw = \$900

Joiner = \$900

Wood Turning Tools = \$200

Wood = \$3,000

30 pairs of safety glasses x \$5 = \$150

Ear plugs \$100

- Year 2 Total: \$6,750

Year 3

Oscillating Spindle Sander = 1,000

\$3000 Handtools (Hand tools such as hammers, screwdrivers, mallets, wood clamps, tape measures, try squares, wrenches, wood files)

Wood = \$3,000

30 pairs of safety glasses x \$5 = \$150

Ear plugs \$100

- Year 3 Total: \$7,250

TOTAL GRANT BUDGET = \$28,450

19. Summer Faculty Retreat – Year 2 and 3

Total Budget: \$45,000

45 staff members lodging, meals, and supplies = \$500 per person
• Year 2 Total: \$22,500

45 staff members lodging, meals and supplies = \$500 per person
Year 3 Total: \$22,500

TOTAL GRANT BUDGET = \$45,000

20. Content Area Teacher Materials and Supplies for Implementation of High Yield Instructional Strategies Year 1-2-3

- Year 1: 483 students x \$5 X 25 core teachers = \$60,375
- Year 1: 155 students x \$25 X 15 core teachers = \$60,375
- Year 1: 155 students x \$25 X 15 core teachers = \$60,375

Content Area Teacher Material and Supplies Three Year Total = \$181,125

21. Digital Learning Supports - Year 1-2-3

Year 1

Software/Equipment

Microsoft Office Suite 45 @ \$140 = \$6,300

Microsoft Office Suite 19 @ \$140 = \$2,660

Microsoft Office Suite 22 @ \$140 = \$3,080

Google Chromes Carts - 8 @ \$2,500 = \$20,000

Microsoft Office Suites 15 @ \$140= \$2,100

Hardware

Google Chromes - 155 @ \$275 = \$42,625

Mac Desktops - Computer Lab 20 @ \$1300 = \$26,000

Mac Desktops - All Literacy and Math Teachers 20 @ \$800 = \$16,000

Mac Laptop Computers All Faculty 38 @ \$1,500 = \$57,000

Mac Desktops Library - Desktops 15 @ \$800 = \$12,000

SmartBoards - Literacy and Math Teachers 8 @ \$5,000 = \$40,000

Year 1 Software/Equipment Total = \$34,140

Year 1 Hardware Total = \$193,625

Year 2

Software/Equipment

Microsoft Office Suites 200 @ 140 = \$28,000

HP LaserJet Air Printer (Each Department) - 10 @ \$300 = \$3,000

Hardware

Mac Desktops for Remainder of Faculty 22 @ \$800 = \$17,600

Mac Laptop Computers for Faculty 2 @ \$1,500 = \$3,000

Dell Desktops Library - (15 @ \$500 = \$7,500 and 15 @ \$140 = \$2,100) = \$9,600 total

iMac Desktops 2-3 per classrooms - Desktops 120 @ \$800 = \$96,000

SmartBoards for Science/History 9 @ \$5,000 = \$45,000

- Year 2 Software/Equipment Total = \$31,000
- Year 2 Hardware Total = \$171,200

Year 3

Software/Equipment

9 Google Tablet carts @ \$2,000 = \$18,000

Mac Cart @ \$1,800 = \$1,800

6 Google Chrome Book carts @ \$2500 = \$15,000

Xerox Printer in Library = \$10,000

Hardware

Google Tablets for student use in Literacy - 192 @ \$350 = \$67,200

Mac Laptops for AVID Program (24 @ \$1300 = \$31,200 and 24 @ \$140 = \$3,360) = \$34,560 total

Google ChromeBooks for student use in the Math Department - 100 @ \$276 = \$27,600

Google ChromeBooks for student use in the Other Departments - 100 @ \$276 = \$27,600

SmartBoards Voc/Technology/P.E. 7 @ \$5,000 = \$35,000

- Year 1 Software/Equipment Total = \$44,800
- Year 1 Hardware Total = \$191,960

TOTAL SOFTWARE/EQUIPMENT GRANT BUDGET = \$109,940

TOTAL HARDWARE GRANT BUDGET = \$556,785

22. The Learning Institute – Year 1-2-3

Curriculum alignment, interim assessments, data, educational resources, and professional development

Year 1: \$12,860

Year 2: \$12,860

Year 3: \$12,860

TOTAL GRANT BUDGET = \$38,580

23. Classroom Libraries/ Updating Media Centers - Year 1-2-3

Year 1

Stipend to keep the library open after school (1 hour/ 2 days per week) - $\$50.00 \times 72 \text{ days} = \$3,600$

Professional Library for teachers/administrators (50 books x \$50 per book) = \$2,500 Professional books for PLC book study sessions (50 books X \$50 = \$2,500) = \$5,000

Update library titles necessary for enhanced implementation of Common Core -\$55,000

Classroom library book sets and individual titles for 8 core classrooms - \$25,000

Furniture- Update seating, and library environment

- Computer Tables - \$5,000
- Four Person Computer Hub - \$2,500
- Opac Stations(2) - \$1,600
- Shelf Signage - \$3,000

Alexandria

- Wireless Scanner - \$700
- Linear Scanner - \$1,100
- Slip Printer- \$1000

Productivity Needs – Printer, ACCUT

- Poster Maker and Awards Suite - \$10,000
- Book Binder - \$3,000

- Year 1 Total: \$119,000

Year 2

Stipend to keep the library open after school (1 hour/ 2 days per week) - $\$50.00 \times 72 \text{ days} = \$3,600$

Stipend to keep the library open during Summer School - $\$50.00 \times 20 \text{ days} \times 4 \text{ hrs} = \$4,000$

Professional Library for teachers/administrators - $50 \text{ books} \times \$50 \text{ per book} = \$2,500$

Professional books for PLC book study sessions $50 \text{ books} \times \$50 = \$2,500 = \$5,000$

Update library titles necessary for enhanced implementation of Common Core - $\$5,000$

Replacement cost classroom library book sets and individual titles for 8 core classrooms $= \$5,000$

Furniture- Update seating, and library environment - Lounge Seating - $\$10,000$

Alexandria

- Lexile Finder - $\$600$
- Sondzabound - $\$600$
- Sneek Peek - $\$600$

Productivity Needs – Printer, ACCUT

- Accucut System - $\$9,000$

- Year 2 Total: $\$36,900$

Year 3

Stipend to keep the library open after school (1 hour/ 2 days per week) - $\$50.00 \times 72 \text{ days} = \$3,600$

Stipend to keep the library open during Summer School - $\$50.00 \times 20 \text{ days} \times 4 \text{ hrs} = \$4,000$

Professional Library for teachers/administrators - $50 \text{ books} \times \$50 \text{ per book} = \$2,500$

Professional books for PLC book study sessions - $50 \text{ books} \times \$50 = \$2,500$

Update library titles necessary for enhanced implementation of Common Core - $\$55,000$

Classroom library book sets and individual titles for 8 core classrooms - $\$30,000$

Furniture- Update seating, and library environment

- Tables - \$10,000
- Chairs - \$12,000

Alexandria –

- Textbook Tracker - \$3,000.00

Productivity Needs – Printer, ACCUT

- Laminator - \$3,600

- Year 3 Total: \$126,200

TOTAL GRANT BUDGET = \$282,100

24. Math and Reading Intervention Teachers - Year 1-2-3

Year 1

Math Interventionist Salary/ Benefits \$49,000 salary + \$12,250 benefits = \$ 61,250

Literacy Interventionist Salary/Benefits \$49,000 salary + \$12,250 benefits = \$61,250

Budget Materials, Supplies, and Software

2 Microsoft Office Suites @ \$140 = \$280

Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000

- Chart Paper
- Colored Paper
- Sticky Notes
- Highlighters
- Index Cards

- Markers

Calculators

- TI-30 X Scientific Calculators 200 @ 15 = \$4,500
- TI-84 Plus Calculators 50 @ 105 = \$5,250

- iXL Math @ \$5,760
- Accelerated Math @ \$58,744
- Triumph Learning Common Core Reading Coach \$4,500

- Year 1 Total: \$203,534

Year 2

Math Interventionist Salary/ Benefits \$50,470 salary + \$12,617 benefits = \$63,087

Literacy Interventionist Salary/Benefits \$50,470 salary + \$12,617 benefits = \$63,087

Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000

- Chart Paper
- Colored Paper
- Sticky Notes
- Highlighters
- Index Cards
- Markers

Calculators TI-84 Plus

- 50 @ \$105 = \$5,250
- AAA Batteries = \$500

Software: \$36,407

- iXL Math @ \$5,760
- Accelerated Math @ \$26,147
- Triumph Learning Common Core Reading Coach @\$4,500

- Year 2 Total: \$170,331

Year 3

Math Interventionist Salary/ Benefits - \$51,984 salary + \$12,996 benefits = \$64,980

Literacy Interventionist Salary/Benefits - \$51,984 salary + \$12,996 benefits = \$64,980

Materials and Supplies:

- Miscellaneous Supplies (\$1,000 x 2 Interventionists) = \$2,000
- Chart Paper
- Colored Paper
- Sticky Notes
- Highlighters
- Index Cards
- Markers

- *AAA Batteries = \$500*

Software:

- *iXL Math @ \$5,760*
- *Accelerated Math @ \$16,347*
- *Triumph Learning Common Core Reading Coach @\$4,500*

- Year 3 Total: \$159,067

TOTAL GRANT BUDGET = \$532,932

25. Curriculum Specialists Year 1-2-3

Year 1

Full time Math Curriculum Specialist - \$56,000 salary + \$14,000 benefits = \$70,000

Full time Literacy Curriculum Specialist - \$56,000 salary includes \$14,000 benefits = \$70,000

Half time Science Curriculum Specialist - \$23,000 salary \$5,750 benefits = \$28,570

- Year 1 Total: \$168,570

Year 2

Full time Math Curriculum Specialist - \$57,680 salary + \$14,420 benefits = \$72,100

Full time Literacy Curriculum Specialist - \$57,680 salary + \$14,420 benefits = \$72,100

Half time Science Curriculum Specialist - \$23,690 salary + \$5,992 benefits = \$29,682

- Year 2 Total: \$173,882

Year 3

Full time Math Curriculum Specialist - \$59,410 salary + \$14,852 benefits = \$74,262

Full time Literacy Curriculum Specialist - \$59,410 salary + \$14,852 benefits = \$74,262

Half time Science Curriculum Specialist - \$24,400 salary + \$6,100 benefits = \$30,500

- Year 3 Total: \$179,024

TOTAL GRANT BUDGET = \$521,476

26. Project Manager (Non Certified Position) – Year 1-2-3

Year 1 \$15,000 salary + \$3,750 benefits = \$18,750
Year 2 \$15,450 salary + \$3,862 benefits = \$19,312
Year 3 \$15,913 salary + \$3,978 benefits = \$19,891

TOTAL GRANT BUDGET = \$57,953

Additional Professional Development for Parents and Teachers

Arkansas Conference for Parent Education Network - Hot Springs, Arkansas

7 parents and 3 teachers – 10 participants

Registration: \$200 x 10 = \$2,000

Travel: 360 miles x .40 = \$144 + \$45 (\$15 parking x 3 days) = \$189 x 3 vehicles = \$567

Meals: \$32 x 3 days = \$96 per person x 10 = \$960

Lodging: 5 rooms x \$150 x 2 nights = \$1,500

- Year 3 Total: 33,418

TOTAL GRANT BUDGET = \$98,534

27. ADE Site Director – Year 1-2-3

- Year 1: \$100,000
- Year 1: \$100,000
- Year 1: \$100,000

ADE Site Director Three Year TOTAL: \$300,000

ASSURANCES

STATEMENT OF ASSURANCES

By the signature of the Superintendent of the LEA
assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority 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 priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority 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.

Superintendent's Signature

Date Feb. 27, 2014

Signature page in appendix

Superintendent's Printed Name Jon Collins

SIG ARRA 1003(g) - Revised November 6, 2013 Arkansas
Department of Education – Division of Learning Services

SECTION E:

E. 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.

Applicants must indicate which, if any, of the waivers below it intends to implement

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.

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name: Wonder Junior High School

LEA #: 1803035

SECTION A, Part 1 General Information

LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1 Needs Assessment

Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

X Annual Goals

SECTION B, PART 4

X Proposed Activities

SECTION B, PART 5

X Timeline

SECTION B, PART 6

X LEA Consultation

SECTION C

X Budget

SECTION D

X Assurances

SECTION E

X Waivers

ATTACHMENTS (scanned or mailed):

X Signature Page (page 2 in the application is to be mailed)

X School Board Minutes Showing Approval of SIG 1003(g) Application

X Principal's Professional Growth Plan
Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

<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.cepdc.org/index.cfm?fuseaction=document_ext.showDocumentByID&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/AdoLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey

How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time

www.TheLeaderinMeBook.com

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) 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>

