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

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

SECTION A -1: LEA Contact Information and Certification

LEA Name: _____Osceola School District	
Mailing Address (Street, P.O. Box, City/Zip) 2750 W. Semmes P.O. Box 528 Osceola, AR 72370	**Starting Date** **August - 2010**
Name, title and phone number of authorized contact person: Milton Washington, Supt. 870-563-2561	**Ending Date** **June – 2013**
Amount of funds requested: ____$3,780,000	**Number of schools to be served:** ___1_____

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

Signature: _____   Date: _____
Superintendent of Schools

AND
Signature: _____   Date: _____
Designated Board Representative

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

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

SECTION A -2: Schools to be Served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Osceola High School	00825	9-12	X						X
Osceola Middle School	00823	6-8	X						X

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

SECTION B, PART 1:

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: ___Osceola High School_____   **LEA #:** _471351_____

Context

1. Grade levels (e.g., 9-12): __9-12_____   2. Total Enrollment: __338_____

3. % Free/Reduced Lunch: __100%_____   4. % Special Education Students: __14%__

5. % English Language Learners: __.01%____

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

    Spanish

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

As of the census of 2000, there were 8,875 people, 3,183 households, and 2,314 families residing in the city. The racial makeup of the city was 47.39% White, 51.03% Black or African American, 0.10% Native American, 0.25% Asian, 0.41% from other races, and 0.82% from two or more races. 1.34% of the population were Hispanic or Latino of any race. The median income for a household in the city was $23,163, and the median income for a family was $26,588. Males had a median income of $27,526 versus $18,788 for females. The per capita income for the city was $12,406. About 26.0% of families and 29.5% of the population were below the poverty line, including 41.0% of those under age 18 and 25.7% of those age 65 or over. Thirty-five percent of the population twenty-five years and older had less than a high school diploma. Only 32% had high school diplomas, and 17% had some college. The single parent female households numbered 3,363 or 17.3% of total households in the county. Grandparents who were raising their grandchildren totaled 1,215 families.

Almost all the students live within the city of Osceola. The community is the industrial hub of South Mississippi County and is surrounded by farm land and borders the Mississippi River. Like most other East Arkansas Delta school districts, it is losing students and finding it difficult to attract teachers

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

Osceola High School receives students from Osceola Middle School and from the Academic Center of Excellence. (ACE)

Osceola Middle School has also been identified as a Tier I school for SIG purposes.   Student demographics are – majority minority, high poverty and low achievement. The students are as equally low performing as the high school.   Students enrolled here were not selected to attend ACE because of low academic achievement or an unlucky draw of the lottery.   The racial make up is 95% +- African American.

Academic Center of Excellence is a conversion charter and serves students 1-10. The demographics there are much more balanced. The racial make up is 55% +- African American. The school is not accredited but is only in year one of school improvement.

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
High School Principal	The principal holds Secondary Social Studies; Coaching and Drivers Ed., and Secondary Principal Certifications. He has MSE +15 hrs. He is young, energetic, and eager to learn to lead instruction.	1 Year	1 Year	2 Years
Dean of Students				
Curriculum Coordinator				

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

Administrators are evaluated by the assistant superintendent each semester using the board approved Administrative Evaluation Instrument. They are observed throughout the year to determine the extent to which they are meeting the goals established by the board and the procedures set by the superintendent.

The SetPoint School Improvement Specialist, while not an evaluator, serves as coach, mentor, and model for the principal in instruction leadership. The consultant works side by side with the principal for approximately 130 days observing teachers, conducting building walkthroughs, reviewing lesson plans, reviewing assessment data, facilitating school leadership teams, promoting high expectations and high levels of rigor, etc. The consultant provides constant feedback to the principal as to where he falls on the School Leadership Rubric.* The consultant' goal is to move the principal to Best Practice. The expectation is for the principal to make fifteen to twenty classroom observations per week and to provide feedback to the teachers. The principal is asked to keep a log of his activities on the days the consultant is not there and it is reviewed by the consultant upon his/her return. An exit conference is held with the principal each day the consultant is present to discuss the activities of the day including recommendations for improving the professional practice of the teachers and the principal. During this conference, the principal is made aware of any thing that may be reported to the superintendent related to the work of the principal.

A work report is generated following the consultant's visit each day and, among other things, reflects on the principal's practices during the time the consultant is present. The work report is sent to the superintendent weekly to keep him/her informed of the implementation of the process. If the principal is reluctant to do the things suggested to improve professional practice, the consultant will recommend to the superintendent a Professional Improvement Plan (PIP) for the principal. If the principal refuses to comply with the provisions of the PIP, the consultant will recommend to the superintendent that the principal be removed.

*See Attachment A

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

The teachers are evaluated by the principal using the board adopted Evaluation Instrument (checklist).*
New teachers are evaluated by the principal three (3) times a year for their first three (3) years in the
district. Non-probationary teachers are evaluated by the principal two (2) times a year.

The teachers are observed frequently by the principal and SetPoint School Improvement Specialist using
building walk-through and classroom observations to monitor for comprehensive lesson planning,
instructional practices, rigorous assessments, level of questioning, questioning techniques, student
engagement, and classroom management. Feedback is given the same day or as close to the same as the
observation as possible. The purpose of the observations is to recognize and acknowledge successful
strategies and to identify ineffective practices. The principal and consultant use one on one job-
embedded professional development to correct any ineffective practices or strategies. Differentiated
supervision is practiced using a suite of tools and measured against the Teacher/School Performance
Rubric.** The principal and consultant work with each teacher in a partnership to move from his/her
current position on the rubric to Best Practice.

A work report is generated each day following the consultant's visit and, among other things, it reflects on
the teacher's instructional practices during the time the consultant is present. The work report is sent to
the superintendent weekly to keep him/her informed of the implementation of the process. Nothing is
ever reported in the work report about a teacher that has not been discussed with the teacher
beforehand. This is not an "I gotcha" exercise. If a teacher refuses to make the changes necessary to
improve professional practice, the consultant will recommend to the principal a Professional
Improvement Plan (PIP) for the teacher. If the teacher refuses to comply with the provisions of the PIP,
the consultant will recommend to the principal that the teacher be removed.

The weekly work report keeps the superintendent informed as to the progress, or lack thereof, that
teachers are making in moving to Best Practice.

*See Attachment B
**See Attachment C

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

The Osceola High School has used JBHM Education Group's School Improvement Process for the previous two years and the JBHM Struggling Learner Process for the previous year.

JBHM Education Group's School Improvement Process places an education specialist in the school two days a week. The specialist is there to coach, mentor, and model for the principal effective instructional leadership strategies, to work with the teachers to develop comprehensive lessons plans, to ensure the lessons plans are delivered to the appropriate level of rigor, and strategies are used to ensure learning for ALL.

The process focuses on Five Essential Practices: Providing a Culture and Climate Conducive to Learning, Maximizing Academic Learning Time, Guaranteeing an Essential Curriculum, Frequent Monitoring and Assessment of Student Learning, and Promoting Professional Practice. Rubrics have been developed for each Essential Practice for the District Leadership, the School Leadership, Teacher and School Performance, and Lesson Planning. The rubrics range from Insufficient Practice, Minimal Practice, Fundamental Practice, to Best Practice. After reviewing data, conducting walk-throughs, and making observations, determinations are made as to where the leadership and teachers are located on their respective rubrics. The coaching and partnering is then designed to move them to best practice in each of the Essential Practices. The specialist identifies ineffective practices and works one on one with the principal and teacher using job embedded professional development to correct the ineffectiveness. The job embedded professional development includes but is not limited to suggested strategies, best practice research, modeling, etc.

Weekly reports are sent the superintendent to keep him/her informed of the level of implementation of the process and to provide a level of accountability. Reports are made to the school board as requested.

The Struggling Learner Initiative focuses on designing better instruction and mentoring teachers to strategically address students' individual learning barriers. The specialist's work includes improving instructional effectiveness and efficiency which are prerequisites to improving academic performance. The depth of the Struggling Learner Initiative requires job-embedded training and modeling of best practices.

The specialists serve in a three-phased process;
- Analyzing student data to identify struggling learners and observing instruction to determine what is happening for them in the classroom.
- Reporting findings and recommendations of professional practices that must be strengthened, defining the areas of focus for training and support
- Collaborating with teachers to determine why students are not on pace, followed by modeling purposeful differentiation of instruction, accommodations, assessments, and evaluation to accelerate learning.

Work reports are sent to the superintendent following each work day reflecting the extent to which teachers are moving toward Best Practice.

The high school also uses The Learning Institute to develop interim assessments to check student progress toward meeting academic expectations and to inform the instructional process. Data is disaggregated and made available to the leadership and teachers. Teachers use this data to inform their lesson planning and teaching strategies.

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

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

Subject	2010	2009	2008	2007	2006
Reading/Language/English	37%	23%	14%	17%	21%
Mathematics Algebra I	29%	30%	20%	21%	45%
Science Biology	20%	20%	5%		
Social Studies					
Writing					
Geometry	21%	26%	21%	19%	25%

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: ___2010_____

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/Languag/English	63%	23	36	35%	16	7%							0	0	0
Mathematics Algebra I	100	88	20	18	13	20							0	0	0
Science Biology	80	67	28	15	19	1							0	0	0
Social Studies															
Writing															
Geometry	0	76	47	22	21	18							na	na	6

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

Test Year: ___2010_____

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English									37	
Mathematics Algebra I							29			
Science Biology								24		
Social Studies										
Writing										
Other Geometry								26		

Test Year:___2009_____

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English									23	
Mathematics Algebra I							30			
Science Biology								24		
Social Studies										
Writing										
Other Geometry								26		

Test Year: ____2008_____

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English									14	
Mathematics Algebra I							21			
Science Biology									na	
Social Studies										
Writing										
Other Geometry								19		

4. Average daily attendance percentage for last complete school year: __92.7__ Year: _2009-2010__

5. Mobility rate for last complete school year: ___12%_____ Year: 2009-2010_____

6. Graduation rate for all students for most recent year: ___66.5%__ Year: __2009_____

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

	All Students	White, non Hispanic	Black, non Hispanic	Hispanic	Other Ethnic	Special Education
2010	NA	NA	NA			98.61
2009	66.5	NA	NA			98.81
2008	68.7	NA	NA			98.61

Key Questions

1. Which students are experiencing the lowest achievement?

Trend analysis of data in Literacy shows that males are scoring lower than females, and African Americans are scoring lower than Caucasians. African American males are experiencing the lowest achievement in Literacy. For example, on the 2009 Literacy EOC Exam, African American females scored 15% Below Basic, 58% Basic, 27% Proficient. African American males scored 37% Below Basic, 54% Basic and 9% Proficient. Caucasian females scored 17% Below Basic, 33% Basic and 50% Proficient. Caucasian males scored 0% Below Basic, 44 % Basic and 56% Proficient. Both African Americans and Caucasians scored lower on open response than multiple-choice items.

Trend analysis of data in Math show that females are scoring lower in algebra and geometry than males, and African Americans are scoring lower than Caucasians. African American females are experiencing the lowest achievement in math. For example, on the 2009 Geometry EOC Benchmark Exam, 40.4% of African American students scored Below Basic, 54.3% scored Basic, and 17.3% scored Proficient. Caucasian students scored 13.3% Below Basic, 60% Basic, 13.3% scored Proficient, and 13.3% scored Advanced.

Our LEP population does not have the number to be a sub-population group, and our school is a Provision II school in which all students receive free meals.

2. Which students are experiencing the lowest graduation rates?

African American males are experiencing the lowest graduation rates.

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

Until 2009, students experienced the lowest achievement in Literacy. The 2009 Literacy EOC Exam resulted in a turnaround of a three year slide downward (21% to 17% to 14%) for the combined population. During the two years of consultant services by JBHM Education Group, combined population scores on the Literacy EOC increased to 23% proficient in 2009 and to 39% proficient in 2010.

Performance on the Geometry EOC Exam is the next lowest, and for the past year the scores have been flat. There was a 9% increase after our first year with JBHM (25% to 34%) but no gain overall. There was, however, an increase in those scoring advanced, but it was accompanied by a 12% increase in those scoring Below Basic.

Data analysis of the Iowa Test of Basic Skills shows weak performance in both Language and Math. For example, in 2009 OHS scored 21.3% in Mathematics, 33.9% in Reading Comprehension, 28.5% in Language, and 14.3% in Language Mechanics, and 14.3% in Language Expression.

Algebra I over the past two years has been the area of highest achievement. The first year with JBHM Ed. Group resulted in a 16% increase in those scoring proficient and above. The scores rose from 38% proficient and above to 54% proficient and above. 2010 witnessed a 19% drop from 54% to 35%. It should be noted that the Algebra I teacher became ill early in the first semester and never returned to work. A person working through the Alternative Licensure Program was hired to replace the teacher, but this person lacked the skills to manage the classes and did not have the content knowledge to effectively teach algebra. Attempts to intervene with another person were fruitless. For the 2010-11 school year, it appears we have employed two well-qualified people for the math department and look forward to their contributions.

==See Attachment D for a graph depicting achievement for 6 yrs.==

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

The main considerations are the cultural issues that may stem from the student demographics. The majority the student population is African American, most students are from low income backgrounds, one-hundred percent receive free or reduced meals. In addition to the problems inherent in addressing the needs of large numbers of high poverty students, there exists a culture of low expectations for all students.   The culture of low expectations has manifested itself into a self-fulfilling prophesy, and students are moved along through the system without having gained the prerequisites to be successful at the next level.   A review of the retention rates of Osceola Middle School (one of the feeders to the high school) reveals a total of zero students being retained in any of the grade levels represented at that school during the 2009 school year. This feeder school is also a Tier I school and in year 6 of school improvement. The college remediation rate for 2008 as reported on the Report Card was 82.1%, the result of extremely low ACT scores. The composite ACT score for Osceola High School is **16.5** while the State and National averages were 20.6 and 21.1 respectively. The grade inflation rate for the school is 40. This rate indicates that 40% of the students with a B in a course tested by the EOC exam did not score proficient on that test.

 A model was needed that confronts the culture of low expectations - one that will help build our capacity as instructional leaders and teachers to deliver effective and rigorous instruction to ALL students.   The lack of highly qualified teachers willing to locate to the area precludes the decision to use the Turnaround Model as it requires replacing fifty percent of the teachers.   Closure is not an option because there is no other high school in the district.   We need to "transform" the entire "system" to one of high expectations for everyone – students, teachers, administrators and school board members. We recognize our lack of capacity to accomplish this alone and sought a model that builds the necessary capacity to ensure sustainability.

SetPoint is a collaboration of two nationally recognized education organizations. JBHM Education Group, a team of noted specialists in changing low-performing schools, and Renaissance Learning, the world's leading provider of computer-based assessment technology for pre-K-12 schools. The resulting consortium offers a research-based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnover to charters or outside management organizations - a model that works in part because it maximizes buy-in from all stakeholders. SetPoint is built on decades of experience in thousands of schools around the country and a belief that turning around chronically low-performing schools requires systemic change that touches all systems and personnel involved in the process, from the boardroom to the classroom. It pairs proven classroom technology with intensive coaching in best practices to build capacity for real, sustainable change within the local district.

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?

Section B, Part 1: 7 describes the demographics of the city of Osceola. While the city, as represented in the 2000 census, was almost 52% African American, the school population today is almost 80% African American. The description of the community also illustrates the level of poverty in the community.

Poverty often breeds a culture of low expectations. Given enough time this belief begins to legitimize itself with data to support the belief.

Our selected model, SetPoint, begins its process by building a culture and climate of high expectations. All stakeholders will be informed and supported in order to improve the professional practice of instructional leaders and teachers thus resulting in higher student achievement. The model is culture confronting.

In creating this culture and climate, one of the first things to ensure is that policies and procedures are in place and implemented. The students must be at school, the bell must mean something so the students are in class on time with materials, ready to learn. There must be a qualified teacher present and in the classroom with rituals and procedures in place. They must have high expectations for behavior and achievement. There should be rules and consequences for behavior that are fair and consistently implemented. The teacher should be prepared to deliver a comprehensive lesson plan to the appropriate level of rigor.

Step 3-B: Review of ADE Scholastic Audit and other School Data

1. 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.

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

Arkansas Department of Education (ADE) Scholastic Audit Summary for Osceola High School and Overview of Proposed Implementation Plan

Academic Performance
Standard 1: Curriculum

ADE Scholastic Audit findings on curriculum show that two indicators (29%) received a rating of 1, which indicates little or no development and implementation. Those indicators receiving a rating of 1 involve vertical communication and the intentional focus on key curriculum transition points and curriculum access to an academic core. The remaining five indicators (71%) received a rating of 2, indicating limited development or partial implementation. Those receiving a 2 rating relate to curriculum alignment; interscholastic discussions; elimination of unnecessary curricular overlaps; links from school curriculum to continuing education; and a systematic process for monitoring and evaluating the curriculum.

Scholastic Audit recommendations for curriculum include the development of curriculum documents for all subject areas that are aligned with Arkansas Academic Content Standards and promote mastery as well as eliminate unintentional curricular gaps and overlaps. School leadership should ensure that the curriculum is research-based and provides higher-order thinking and problem-solving. District leadership should develop a plan to provide successful transitions from middle to high school, identifying key transition points in algebra and literacy. The plan should include a review of graduation plans and performance data with interventions to meet the needs of students.

Overview of Implementation Plan for Academic Performance Standard 1: Curriculum

*SetPoint's comprehensive school improvement process encompasses a blended model for school reform: mentoring for district leaders (including special education), school instructional leaders, and school instructional staff. Through mentoring at all levels of school implementation, SetPoint's specialists support the capacity of the school and district to make the changes necessary to improve the learning of all students. This process is based upon standards-based research focusing on five essential practices; the first practice is **guaranteeing all students have access to the essential curriculum**.*

To that end, the on-site specialists coach and mentor school staff on the following activities related to curriculum:
- *Ensuring the taught curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations*
- *Facilitating discussion among schools regarding vertical alignment of the curriculum*
    - o *to ensure that standards are clearly articulated from kindergarten through twelfth grade*
    - o *to eliminate overlaps and close gaps in curriculum*
    - o *to focus with intention on key curriculum transition points within grade configuration (e.g., from primary to middle and middle to high)*
- *Coaching to ensure the curriculum provides specific links to continuing education, life, and career options, making learning relevant*
- *Facilitating a systematic process for monitoring, evaluating, and reviewing the curriculum (through on-site coaching, mentoring, modeling, and training)*
- *Ensuring that the taught curriculum provides access to an academic core for all students, focusing on high expectations for every student's learning in ways that are compatible with the varied interests of the schools' diverse student population*

Academic Performance
Standard 2: Classroom Evaluation/Assessment

ADE Scholastic Audit findings on classroom evaluation/assessment include evidence that led to rating of 1 for seven indicators (87%), while one indicator (13%) received a rating of 2. Those receiving a rating of 1 include the use of frequent, rigorous, aligned assessments; teacher collaboration in design of authentic assessments; student articulation of proficiency requirements; the use of test scores to identify curriculum gaps; provision of feedback by assessments for instructional purposes; and analysis of student work samples. The indicator receiving a rating of 2 relates to coordination of ACTAAP by school and district leadership.

Scholastic Audit recommendations for classroom evaluation/assessment include the development and implementation of a classroom assessment policy by district administration with input from all stakeholders to ensure the appropriate use of local and state assessments. Through training and support for faculty, school leadership should facilitate the collaborative development and use of rigorous, relevant and authentic classroom assessments, both formative and summative, which inform instruction and provide students with meaningful feedback. School leadership should provide training and support for teachers on the creation and use of rubrics to define student performance levels with clear expectations and exemplary models are displayed.

Overview of Implementation Plan for Academic Performance Standard 2: Classroom Evaluation/Assessment

*The processes of true school reform are not solely based on teaching the curriculum, but also on frequently assessing understanding and revising instruction as needed. To that end, SetPoint holds that all instructional staff must frequently **monitor student progress** toward understanding the essential curriculum on an ongoing basis. As part of the mentoring process, specialists focus on classroom evaluation and assessment, which could include the following:*
- *Ensuring that classroom assessments of student learning are frequent, rigorous, and aligned with the Arkansas Academic Content Standards*
- *Supporting teacher collaboration in the design of authentic assessment tasks that are aligned with the core content subject matter*
- *Modeling assessment methods in which students can articulate the academic expectations in each*

class and demonstrate that they know what is required for proficiency
• Using test scores to identify curriculum gaps, as well as using multiple assessments specifically designed to provide meaningful feedback on student learning for instructional purposes
• Ensuring that performance standards are clearly communicated, evident in classrooms, and observable in student work
• Supporting school and district leadership in coordinating implementation of the Arkansas Comprehensive Testing, Assessment, and Accountability Program
• Analyzing student work samples to inform instruction, revise curriculum and pedagogy, and obtain information on student progress

Academic Performance
Standard 3: Instruction

ADE Scholastic Audit Team findings on instruction show that four indicators (50%) were evaluated with a rating of 1, while four (50%) received a rating of 2. Those receiving the lowest rating of 1 included the use of varied, effective instructional strategies; alignment of instruction; teacher examination and discussion of student work; and frequent monitoring and instructional use of homework. The indicators receiving a rating of 2 include consistent monitoring of instructional strategies for diverse student population; teacher demonstration of content knowledge; incorporation of technology; and sufficient instructional resources.

Scholastic Audit recommendations for instruction include leadership monitoring of instruction to focus on student engagement and improved instructional strategies. Teachers should be supported to increase the use of high-yield strategies, such as graphic organizers and word walls, and increase student-centered learning, including cooperative and project-based learning. School leadership should provide teacher training and opportunities such as common planning time for collaboration on student work analysis to inform their instruction. Teachers should include provisions to address student learning styles, promote higher-order thinking skills, differentiate instruction to meet needs of the diverse population, and align instruction to content standards. The principal should be involved in work and professional development sessions to assist and facilitate sharing.

Overview of Implementation Plan for Academic Performance Standard 3: Instruction

While focusing on curriculum and assessment are important, without implementation through effective instruction, they are incomplete. SetPoint holds as an essential practice that schools must **maximize the use of instructional time***. School specialists look at all aspects of instruction to ensure the best use of time, including the following:*
• Using a variety of effective, research-based instructional strategies in every classroom
• Aligning those instructional strategies and learning activities with the district, school, and state learning goals and assessment expectations for student learning
• Monitoring instructional strategies consistently and maintaining alignment with the changing needs of a diverse student population to address a variety of learning approaches and learning styles
• Coaching teachers on the content knowledge necessary to challenge and motivate students to high levels of learning
• Utilizing all available resources (including textbooks, supplemental resources, and technology) to deliver effective instruction
• Facilitating collaborative work groups to evaluate and discuss student work to inform instruction

Learning Environment
Standard 4: School Culture

ADE Scholastic Audit findings related to school culture resulted in a performance rating of 1 for six indicators (55%) and a rating of 2 for five indicators (45%). The indicators receiving the lowest 1 rating included leadership support for safe, orderly equitable learning environment; leadership promotes idea that all children can learn; high expectations by teachers for all students; acceptance of teacher role in student success; and staff assignments maximize opportunities for all students. Indicators receiving a rating of 2 are teacher communication with families; evidence of caring staff; multiple communication strategies to all stakeholders; student achievement highly valued; and school/district support to meet the needs of all students.

Scholastic Audit recommendations for school culture involve collaboration of leadership with all stakeholders to establish a climate of high expectations and positive school culture. School leadership should establish an advisor/advisee program. School leadership should actively involve parents and community members in removing barriers to student academic success through an advisory task force with representatives from all stakeholders, which works to open and strengthen channels of communication between school and community and promote parent involvement to improve student achievement.

Overview of Implementation Plan for Learning Environment Standard 4: School Culture

A fourth essential practice is **promoting the school culture and climate for learning**. *In order to support the school culture, SetPoint specialists will conduct activities such as:*
   • Supporting a safe, orderly and equitable learning environment
   • Fostering and supporting the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning
   • Modeling for staff to hold high expectations for all students academically and behaviorally
   • Supporting staff in both formal and informal decision-making processes regarding teaching and learning
   • Modeling and mentoring staff in their professional role in student success and failure
   • Assisting and supporting school resource allocation, including staff assignments to ensure all student have access to the best possible instruction, and the use of an advisor/advisee program so that student opportunities are maximized
   • Encouraging staff to communicate regularly with families about individual student's progress, caring about students and inspiring their best efforts, using multiple strategies and context for communication, placing value on student achievements, and supporting the physical, cultural, socioeconomic, and intellectual needs of all students

Learning Environment
Standard 5: Student, Family and Community Support

ADE Scholastic Audit findings on the area of student/family/community support show that one indicator (20%) received a rating of 1, and four indicators (80%) received a rating of 2. The indicator receiving the lowest rating is active partnership of family and community members. The remaining indicators receiving a 2 include student access to all curriculum; reduction to barriers to learning; provision of additional assistance opportunities for students; and maintenance of accurate student record system.

Scholastic Audit recommendations for student/family/community support focus on the redesign of

the remediation instructional program to function as a true extension of classroom instruction with written guidelines on entry and exit criteria, appropriate staffing, and evaluation of its effectiveness. School leadership with the aid of SP Ed Coordinator should develop a plan to revisit the implementation of the co-teaching model. School leadership should provide on-going, job-embedded professional development related to co-teaching and evaluate its implementation. The district should develop a process to use technology needed for an effective student records system and efficient data management practices. Professional development in access and use of data would support and sustain data management at the school and classroom levels.

Overview of Implementation Plan for Learning Environment Standard 5: Student, Family and Community Support

As a part of the school culture and climate, specialists support school officials in the following activities:
   • *Partnering with families and community members, working together to promote programs and services*
   • *Ensuring structures are in place to ensure all students have access to all the curriculum and reducing barriers to learning, including the effective use of the co-teaching model*
   • *Providing additional assistance to students to support their learning beyond the initial classroom setting, such as ensuring that the remediation program is a true extension of classroom instruction*
   • *Maintaining accurate student records*

Learning Environment
Standard 6: Professional Growth, Development and Evaluation

ADE Scholastic Audit findings on professional growth, development and evaluation show that four indicators (33%) received a rating of 1 and eight indicators (67%) were evaluated with a rating of 2. The lowest-rated indicators included alignment of staff development priorities with student performance goals and staff professional growth plans; use of employee evaluation and individual professional growth plans to improve staff proficiency and change instructional practice; and personnel evaluation process to meet or exceed statute standards. Indicators receiving a rating of 2 include support for long-term professional growth; plan for building instructional capacity; professional development connected in school improvement plan with student learning goals, student achievement, and specific instructional needs; on-going, job-embedded professional development; clearly defined evaluation process; leadership provision of fiscal resources for appropriate staff development.

Scholastic Audit recommendations for professional development and evaluation focus on school and district leadership to design a process for long-term, job-embedded professional development to promote organizational, professional, and personal growth of staff members. District leadership should create a professional development committee with representatives from K-12 all stakeholder groups to be responsible for using a variety of data to identify trends and priorities and a method for evaluating the professional development effectiveness and impact on staff behavior and student achievement. School leadership should plan professional development aligned with individual teacher needs, student learning needs, and total school improvement efforts. District and school administrators should ensure that the formal evaluation process is used and that all teachers and administrators have Individual Professional Growth Plans collaboratively developed with the supervisor, which correlate to improved student achievement and are based on needs identified through the results of a well-defined, organized system of evaluation.

Overview of Implementation Plan for Learning Environment Standard 6 Professional Growth, Development and Evaluation

SetPoint's fifth essential practice is **promoting the professional practice** *of staff. The focus on increasing the professional capacity of the school's instructional staff is essentially the core of our work. To that end, the on-site specialists support staff growth through the following activities:*
- *Supporting long-term professional growth for instructional and leadership staff through the use of a well-defined, organized system of evaluation*
- *Providing on-going, job-embedded professional development for building instructional capacity*
- *Supporting professional practices that are directly connected to the needs of students, based upon student achievement data*

Efficiency
Standard 7: Leadership

ADE Scholastic Audit findings on leadership resulted in a rating of 1 for four indicators (36%), a rating of 2 for six indicators (55%), and a rating of 3 for one indicator (9%). Indicators with the lowest evaluation are shared vision; decisions focused on student data; protection of instructional time; and resource planning and allocation. Indicators with a rating of 2 relate to data disaggregation; ensuring staff access to curriculum materials; policy and resource infrastructure; school board focus on academic performance; and principal leadership skills. The indicator with a rating of 3 is administrator growth plans.

Scholastic Audit recommendations for leadership include the development of instructional leadership capacity at the school level for the principal, dean of students, counselor, and staff department chairs or representatives. The principal should collaborate with all stakeholder groups to review and redesign the master schedule to provide quality instruction and maximize student learning. School leadership should continue the practice of conducting unannounced classroom observations to provide meaningful feedback to teachers in order to inform instruction as initiated by the JBHM Education Group consultant. Additional school personnel, including deans of students to complete classroom observations using the "Essential Practices Survey" form.

Overview of Implementation Plan for Efficiency Standard 7: Leadership

All of the work of the SetPoint specialists is focused on creating capacity within the instructional team. The leader of that team, the school principal, is the focus of the school improvement specialist. These specialists support the school leaders in a variety of areas, including the following:
- *Developing and sustaining a shared vision*
- *Focusing on student academic performance in a data-driven, collaborative manner*
- *Ensuring that all instructional staff have access to curriculum materials and training needed to meet and exceed student learning expectations for Arkansas public schools*
- *Supporting policies and procedures that protect instructional time and allocate resources to focus on curriculum and instruction to sustain continuous school improvement*
- *Ensuring the school leadership provides the support needed for a safe and effective learning environment, including guidance in developing policies for anticipated needs*
- *Modeling the leadership skills required to provide an intentional focus on student academic performance, learning environment, and efficiency*
The school performance process, as guided by the school leadership mentor, is designed to include the following activities at each school site:
- *Develop, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:*

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

To strengthen the work of the school leadership mentor, additional services of content specific specialists may be needed, specifically to coach content-area teachers, special education staff, or anyone needing additional support in addressing the needs of struggling learners (those needing additional interventions).

Efficiency
Standard 8: School Organization and Fiscal Resources

ADE Scholastic Audit findings on school organization and fiscal resources show an evaluation rating of 1 for six indicators (60%) and a rating of 2 for four indicators (40%). Indicators receiving the lowest rating are related to allocation of staff based on student learning needs; efficient use of instructional time; staff planning vertically and horizontally; and schedule alignment with school mission. Indicators receiving a 2 include organization for use of all available resources and student access to the entire curriculum.

Scholastic Audit recommendations for school organization and fiscal resources include a school-based budget for implementing a coordinated plan, developed jointly with district administration, for school improvement, supplementing the funding provided through categorical sources identified in the ACSIP. The principal should ensure that the master schedule attends to the needs

of students and the strengths of teachers, that students and parents have the necessary information to make informed decisions about course selection, and that class size differences and student class conflicts are minimized. The principal, with assistance from stakeholders, should evaluate the use of human and other resources in order to recommend needed changes.

Overview of Implementation Plan for Efficiency Standard 8 : School Organization and Resources

SetPoint specialists, particularly the school leadership mentors, serve the school instructional leaders as models and mentors for the skills needed to support high student and staff performance, including addressing the use of all resources available to the school leader. The specialists assist school leaders with evaluating all areas of school organization:
- *Ensuring master schedules and time allotments are efficient*
- *Allocating staff*
- *Protecting instructional time and quality instructional opportunities*
- *Offering quality planning opportunities*
- *Maintaining equitable, consistent use of fiscal resources, by evaluating all discretionary funds (local, state, and federal) and aligning spending to school needs*

Efficiency
Standard 9: Comprehensive and Effective Planning

ADE Scholastic Audit findings on planning led to an evaluation rating of 1 for twelve indicators (75%) and a rating of 2 for four indicators (25%). Indicators receiving the lowest rating relate to collaborative development of vision, beliefs, and mission; planning for data collection and analysis and the use of data in school improvement plan; research and expectations reflected in plans; student analysis of their learning needs; identification of strengths and limitations; goals for building capacity; alignment of school improvement action steps with goals and objectives; ACSIP implementation and evaluation; alignment of ACSIP with school profile, mission, and desired results; Indicators receiving a 2 include defining results for student learning; identification of resources and timelines in ACSIP; evaluation of the degree to which expected impact is achieved; and commitment to continuous improvement.

Scholastic Audit recommendations for comprehensive and effective planning call for school leadership and all stakeholders to revisit the mission statement and develop vision and belief statements to guide decision-making and be widely shared with school and community. The ACSIP should be collaboratively developed by a team of all stakeholder groups, including school administration, all staff members, and other representatives. It should involve collection and analysis of multiple sources of data, the use of research and a needs assessment to identify interventions, and development of action items aligned to stated goals that focus on closing achievement gaps of sub-populations and on building instructional capacity through on-going, job-embedded professional development. A systematic, data-driven process for evaluating the level of implementation and effectiveness of the ACSIP must be developed by the ACSIP Committee.

Overview of Implementation Plan for Standard 9: Comprehensive and Effective Planning

SetPoint specialists support the learning community, including all plans for improvement the school might be implementing, with the guide of having one plan for the school. Through this process, the specialists will assist the school leadership in the evaluation of all available data, including student achievement data and formative local assessments, to design individualized targets for student learning. Ultimately, the gathered data will be used to evaluate instructional programming and make revisions to improve instruction, student performance, and school success.

Timelines, Evaluation

The Scholastic Audit was performed in February 2009, and the school received the report later in the Spring. The administration and school leadership team reviewed the recommendations and began a plan to address the recommendations. The principal of the high school left for another district as did the assistant superintendent for curriculum and instruction. A first year principal was hired, and an elementary principal was moved into the position of director of curriculum and instruction. The change of leadership in these key areas resulted in the postponement of the development and implementation of a comprehensive plan to respond to the findings of the Scholastic Audit.

SetPoint specialists will support the school's focus on the ACSIP, including all identified strategies for school improvement and to address the corrective actions set forth by the Scholastic Audit. The overall School Performance Process provides the school with intensive, on-site mentorship for both school leadership and staff in correlating, aligning, and implementing essential curriculum, instruction, and assessment. The first day on the job, the SetPoint specialist will begin the process of reviewing data. The specialist will review the achievement data and collect data from building walkthroughs and observations. Within the first two months, the specialist will develop an Action Step Accountability Plan (ASAP) or comparable report. This report will itemize goals and the steps to reach these goals. In addition, the ASAP will specify the personnel involved in execution of the action steps and the appropriate timeline for implementation.

The School Performance Specialists are experienced, successful school administrators who have been trained in the SetPoint School Performance Process. The School Performance Specialist will direct the implementation of the SetPoint Process. The specialist has at his beck and call a team of other specialist to assist where needed. The other specialists include content coaches, struggling learner specialists, and Special Education consultants. Educational research supports that on-site, practical professional development is the most effective method of changing the behavior of school leaders and teachers (Zemelman, et al, 2005). The team members will be in the schools three to four days a week —mentoring, modeling, and coaching the school leadership and staff in research-based instructional and leadership strategies (or "best practices"). In addition to mentoring instructional leadership, the team members have assisted in the development of written products to assist with the implementation of effective school improvement strategies, including Resource Guides compiling state tools for implementing curriculum and assessment standards.

The weekly work reports are the core of the school performance process. These reports, sent to the superintendent by Wednesday of the week following the work, document the school's ongoing activities toward improvement, noting issues with implementation and ensuring fidelity of the process. These reports are driven by the School Performance Rubric, a document that is discussed with school personnel on day one, and then drives the activities throughout the school year. The work report creates a feedback loop to the superintendent and board and helps to ensure accountability. There will be a mid-year accountability report sent to the superintendent as well as a summative report at the end of the year. The summative report will also include Next Steps and any barriers to implementation. Reports will be made to the school board upon request.

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

Other data sources:

ACT Scores

In 2009, there is no listing of the number of students taking the ACT Exam. The breakdown of scores is:

Mathematics	17.5
Science	17.2
English	15.4
Composite	16.5
Reading	16.9
State Average ACT	20.6
National Average ACT	21.1

The college remediation rate is 81.6

Advanced Placement Courses (AP)

Number of students taking AP Courses	46
Number of AP Exams taken	81
Number of Exams Scored 3,4, or 5	0

These data are more indicators of a weak curriculum and inadequate teaching practices. The culture of low expectations and the subsequent teaching to knowledge and comprehension levels is one of the most prevalent issues facing this school. Until recently, there was little accountability for teaching and learning.

At the end of the 2009 year the scores increased in literacy by nine percentage points from 14% proficient and above to 23%.   The algebra 1 scores increased from 38% to 54% proficient and above. Geometry scores increased from 25% to 34% proficient and above. The principal left after one year for another school, and few teachers left or retired. A first year principal was hired in during the summer of 2009, and the instructional leadership training began anew.   The results of the 2010 End of Course exams saw an increase in Literacy of 14% moving from 23% proficient and above to 37%. Geometry remained flat in the proficient above category. Algebra 1 showed a drop of 19% points from 54% to 35% proficient and above. A major factor in the decline in algebra was the absence of a certified teacher for a majority of the year. The algebra teacher became ill early in the first semester and never returned to work. A teacher working through the Alternative Licensure Program was hired, but he had weak classroom management skills and would not implement suggested corrective action. It was later discovered he also lacked the content knowledge to teach algebra.

For each of the past two years, JBHM Education Group has worked with the principal to improve instructional leadership and with the teachers to improve instruction practices. The nominal growth referenced above was the result of a JBHM school improvement consultant working 70 days. SetPoint will put consultants in the school for approximately 235 (man) days during the school year. The SetPoint

process is the same plus it includes Renaissance Learning's training and suite of tools, subsequent training and follow up to assure implementation.

Limited attempts have been made to collect information from outside stakeholders such as parents and business leaders. Again the culture has included a belief that apathy and lack of concern existed in the community toward the school. We now recognize the importance and necessity of bringing every stakeholder on board if we are to accomplish this task of transforming the school. We pledge to be proactive in seeking stakeholder input and involvement.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

Selecting the Intervention Model and Partners for a Low-Achieving School
Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section

Transformation

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

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

   <u>The Teacher Fair Dismissal Act would prevent the non-renewal or dismissal of the principal at this point in time.   State Statutes and dollars strongly support the Transformation of any schools that are consistently low performing. There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction, this time can be used. Much of the work with SetPoint consultants and teachers does include actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners etc.</u>

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

   <u>No existing district policy would impede the transformation model. Many policies would support the model as it is a continuous improvement model.</u>
   _____
   _____
   _____

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

<u>None exist at the present time.</u>

_____

_____

_____

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 <u>and</u> there is tangible evidence that the principal has the skills necessary to initiative dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

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

<u>One barrier at the present time would be the Teacher Fair Dismissal Act as it would prevent the non-renewal or dismissal of teachers and principals at this point in time. Districts must make teachers aware of the intent to non-renew on or before May 1.</u>

_____
_____
_____
_____

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

<u>No existing district policy would impede or limit the turnaround model.</u>

_____
_____
_____
_____

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

<u>None exist at this time.</u>

_____
_____
_____
_____

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:

   Arkansas has a statute limiting the number of open enrollment charters. Districts may convert an existing school to a Conversion Charter. Federal regulations for SIG requires the charter to be restarted under the direction of a non-profit Charter management Organization or a for-profit Educational Management Organization.   The question remains as to whether this action by a district would be construed as an open enrollment charter or a conversion charter. A conversion charter is still operated by the local district, not an EMO nor a CMO.
   _____

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

   We know of none that would be a barrier or limit it. We have a conversion charter in the district._____
   _____
   _____
   _____
   _____

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

   None exist in the Osceola School District.
   _____
   _____
   _____
   _____
   _____

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 know of no statutes or policies that would interfere except for the limitations 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:

    None exist that would prevent this; however, none exist to support it either.
    _____
    _____
    _____
    _____
    _____

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 in the Osceola School District.
    _____
    _____
    _____
    _____
    _____

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:

   The State Board would have to approve the closing of the only high school in a district because the students would have to go to another school and another district would be the only option.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:

   None. Local boards have to option to close schools but if there is no other school at that grade level they must negotiate with another district to accept the displaced students.

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

   None

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

   This is the problem. There is not a higher achieving high school in the district for the students to attend if the school is closed. There would have to be an arrangement made with another district to accept the students from the closed school.

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	**Lead Y/N**	**Support Y/N**	**Services Provided**	**Experience (Types of Schools and Results)**
SetPoint	N	Y	Consulting, job embedded professional development, leadership in school improvement	JBHM has had a strong proven success record in the district with the work they have done with the district so far. Gains were made in student achievement and it is expected gains will continue.
District Staff	N	Y	Support, curriculum mapping, ACSIP funding	District staff is in place to support the needs of the schools
Partner businesses/area churches	N	Y	Donations for students and teacher incentives and assisting with other needs of the district	It is a research based proven model to have the community business involved in the schools improves morale and school climate
Local Educational Cooperative	N	Y	Professional Development	All local Cooperatives have a long standing history of providing the district with support, professional development and connection with other local school districts.

Step 4 – B – 4, Part 1: 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				
	Intervention Model			
Characteristic	**Turnaround**	**Transformational**	**Restart**	**Closure**
School Performance				
☐ All students experience low achievement/graduation rates.	✓		✓	✓
x☐ Select sub-groups of students experiencing low-performance		✓		
☐ Students experiencing low-achievement in all core subject areas	✓		✓	✓
x☐ Students experience low-achievement in only select subject areas		✓		
School Capacity				
x☐ Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
x☐ Evidence of pockets of strong instructional staff capacity		✓		
x☐ Evidence of limited staff capacity	✓		✓	✓
x☐ Evidence of negative school culture	✓		✓	✓
x☐ History of chronic-low-achievement	✓		✓	✓
☐ Physical plant deficiencies				✓
x☐ Evidence of response to prior reform efforts	✓	✓		
District Capacity				
☐ Willingness to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
☐ Capacity to negotiate with external partners/providers			✓	
x☐ Ability to extend operational autonomy to school	✓		✓	
☐ Strong charter school law			✓	
x☐ Experience authorizing charter schools			✓	
☐ Capacity to conduct rigorous charter/EMO selection process			✓	
☐ Capacity to exercise strong accountability for performance			✓	
Community Capacity				
☐ Strong Community commitment to school	✓	✓	✓	
x☐ Supply of external partners/providers			✓	
☐ 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. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

A. Best Fit: _Transformational_____

B. Second Best Fit: ____Turnaround_____

C. Third Best Fit: _____Restart_____

D. Fourth Best Fit: _____Closure_____

2. Now answer the questions below 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?

   The LEA has selected an external provider. The current principal has been in the position for two years or less. It is the philosophy of SetPoint, our chosen external provider, not to abandon the frontline educators but rather to provide them with the necessary tools for success. SetPoint will provide job embedded professional development to build capacity for highly effective instructional leadership, classroom instruction and student monitoring and achievement.
   _____
   ____

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

   Rather than replace, we would prefer to grow our staff by identifying ineffective practices and correcting them with job embedded assistance. Those teachers resistant to making necessary changes will be given ample opportunity and support to meet expectations and if resistance continues will be afforded due process.
   _____
   ____

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

    The LEA recognizes its limitations in transforming its schools but pledges to support the External Provider as it diagnosis ineffective practices and prescribes corrective actions. The LEA will assist the chosen external provider SetPoint in continuing their on-going and powerful proven track record of transforming low achieving schools.

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

    Decision making must become student centered rather than adult centered. Decisions about staffing, and scheduling will be made with regard to the affect they would have on student achievement and a climate conducive to learning.

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 leader will be supported by providing the job embedded professional development necessary to support the transformation model requirements for building the capacity of the leader and faculty at each school to move to best practices in teaching and learning. The changes will be brought about by setting high expectations for everyone and frequent monitoring to assure fidelity of implementation. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the children of the district.
    _____
    _____
    _____
    _____
    _____

Step 4 - B - 5: 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	**Arkansas Department of Education will continue monitoring and assistance with ACSIP and federal programs technical advice and serve in needed capacity.**
Local Education Agency	**District will provide all necessary support for the district to bring low achieving schools to schools of excellence with the assistance of the chosen School Improvement External Provider**
Internal Partner (LEA staff): _____**District Staff**	Provide all necessary staff and resources to ensure the success of the external provider and the school
Lead Partner: _____**NONE**_____	**Will not be taken over by outside management**
Support Partner: SetPoint _____	External Provider for School Improvement; Principal mentorship; teacher coaching; data analysis etc.
Support Partner: Renaissance Learning	**Full implementation of Renaissance Learning; data collection of student growth in reading and math; and professional development for all staff**
Support Partner: Support staff _____	Point-in-time Remediation partners - All teachers are reading, writing and math teachers including use of State Standards and released items
Principal: __**Z. Bowles**_____	**will serve as instructional leader and continue to work with external provider to ensure teacher and student success**
School Teams ACSIP Teams; Leadership teams; curriculum leads etc.	ACSIP planning; implementation of ACSIP Plan; curriculum alignment; job embedded professional development and collaboration
Parents & Community PTA; Partners in education	Will provide donations tutoring and other requests made by the school to provide support and other needs.

2. 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 below to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

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

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

• Provide weekly work reports to the Superintendent and reports to the School Board as requested.

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

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

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

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

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

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

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

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

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

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

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

The objective is to get everyone in the school – and those in district roles supporting the school – focused on the Five Essential Practices and the tools that help guide the journey to Best Practice.

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

Step 4 - B - 6: Forge Working Relationships

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

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

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

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

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

Parent and Community Involvement~
To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.
Key things to remember:
1) We will be working with parents who often do not know how to help their students.
2) Not many will have computer access at home.
3) We will not be working with the typical "helicopter" parent.
4) The school SetPoint will be working with will be a High School.

Our Main Goals:
1) Help parents stay informed on student progress
2) Explain state and national assessment requirement
3) Inform parents about the tools and processes being used to improve student achievement
4) Give parents access to ways to help their students
The School improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments.

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

Parent Meeting to inform them of what parent involvement looks like: R40069 Community Reading Night Kit

Set up of Home Connect A Parent's guide to Home Connect

A Sample letter to Parents about Home Connect (available in Spanish)

> What is Home Connect
> Math Facts in a Flash and Home Connect
> Math Glossary and Worked Examples

Communication on a Daily Basis:

TOPS reports for both reading and math

> Math Facts in a Flash: we need to be sure to cover the importance of goal setting.

1) On Neos that are taken home parents will have a home connect.

2) Through Home Connect

> Keyboarding everyday on Neos: in school and at home and how the parents can track progress.
> Reading to students everyday.

Opportunities for parents to read and quiz to improve their own skills which will ultimately help the students.

Communication on a Weekly Basis:

Opening the computer labs at the school so that parents have a time to log into Home Connect.

Communication on a semester basis:

High school parents are generally motivated by both graduation references and school activities in which their children are involved. When meetings are planned with these two areas as a focus, parents generally attend and become advocates for their children. The process noted above will be followed for all grade levels with the appropriate focus for each level of school, concentrating on the identified needs of each school.

==See following Rubric of Parent and Community Involvement Success==

Family and Community Engagement Rubric

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

organizations become part of the learning community.	member growth and improvement.	for collaborative planning with family and community organizations and services to improve student achievement (including mentoring, resource provision, etc.) • Strategies for engagement include consideration of all student populations and are differentiated as necessary for greatest impact.	organizations and services, but efforts are not strategic, connected, or focused on student achievement goals.	way and controlled by the teacher or school.

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

In creating the 2009-10 ACSIP, achievement data for Literacy and Math from 2006 – 2009 was collected and disaggregated. Analysis of student achievement data shows a need for improvement in both Literacy and Math content areas, as outlined in the Needs Assessment and illustrated in the charts and graphs provided. Another area that shows need for improvement is that of graduation rate, as shown by the steady decline indicated in the profile section of this application.

Community demographics of high poverty and low levels of education in the community have been factors in creating a school culture of low expectations, contributing to low student performance and lack of community involvement. Turnover in some administrative and staff positions has inhibited continuity in implementation of school improvement plans and professional growth.

The Arkansas Department of Education conducted a Scholastic Audit of Osceola High School in February 2009. Based on the Scholastic Audit Performance levels used were: Performance Level 4 – exemplary level of development and implementation; Performance Level 3 – fully functional and operational level of development and implementation; Performance Level 2 – limited development or partial implementation; and Performance Level 1 – little or no development and implementation. The Scholastic Audit of our school resulted in rankings of Performance Level 1 and 2 for all nine indicators of the Academic Performance and Efficiency standards as summarized in **Step 3-B** beginning on page 16 of this application. Findings of the Scholastic Audit team resulted in several recommendations based on evidence of the school's deficiencies. The deficiencies highlighted in the Executive Summary that require initial attention include a lack of collaboration among stakeholders, and a lack of capacity for shared leadership. These deficiencies are indicative of the challenges that we face in our capacity to attain the level of professional practice and organization needed to adequately serve our students.

The State of Arkansas used a rigorous evaluation system and deemed schools that are consistently low achieving as Tier I, Tier II and Tier III schools. Osceola High School was designated a Tier I school based on the data assessment by the state. Osceola High School is in year 6 of school improvement for restructuring. These designations reinforce the fact that our school has not made sufficient progress in raising student achievement.

The LEA, school, and partners have assessed the needs of the school and determined that the best solution is intensive intervention of the Transformation Model through the help of an external provider to transform our school from non-performing to a school of excellence. It was determined through the success of the JBHM Education Group in our district and in other schools across Arkansas that they should continue and intensify their local effort through SetPoint as our school improvement model. During the past two years, JBHM Education Group has assisted us in making gains in professional practice and student achievement. We are confident that through the use of SetPoint, a collaborative effort of JBHM and Renaissance Learning, we can build on that success to increase our professional capacity. JBHM's specialists, all of whom are veterans of successful careers in K–12 education, will increase the number of consultant days and variety of services in working with our principal and staff. Renaissance Learning will also provide training for teachers to use technology to increase student achievement. The expectation is to build capacity, so at the end of the three-year process with little additional assistance, the school will be able to provide excellent instructional leadership, have a climate conducive to learning, maximize student academic learning time, have a guaranteed essential curriculum and through job-embedded professional development, deliver high quality classroom instruction and monitor student achievement to ensure success for all students.

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SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

Goal # 1 Increase student achievement in literacy as measured by the state Grade 11 Literacy End of Course Exam through implementation of standards-based curriculum and best practices for instruction/assessment, including the use of technology.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Increase student achievement in reading and writing.	At least 15% annual growth in percentage of students scoring proficient or advanced on the statewide Grade 11 End of Course Literacy Exam; test results will be monitored by the building principal and counselor.	Grade 11 Literacy score will increase from 37% to 52% proficient and above .	April 2011	□ District X School X Partner □ Other

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

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

Goal # 2   Increase student achievement in mathematics as measured by the state Algebra I and Geometry End of Course Exams through the use of standards-based essential curriculum and best practices for instruction/assessment, including the use of technology..

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1. Increase student achievement in Algebra I. 2. Increase student achievement in Geometry.	• At least 21% annual growth in percentage of students scoring proficient or advanced on the statewide Algebra I End of Course Exam; test results will be monitored by the building principal and counselor. • At least 29% annual growth in percentage of students scoring proficient of advanced on the statewide Geometry End of Course Exam; test results will be monitored by the building principal and counselor.	• Algebra EOC score increase from 29% Proficient & Above (PAA) to 50%. • Geometry EOC score will increase from 21% PAA to 50%.	April 2011 April 2011	☐ District X School X Partner ☐ Other

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

Goal # 3 School leaders and staff provide a school culture and climate conducive to learning.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1. The principal and staff demonstrate leadership to ensure the climate of the school and each classroom reflects high expectations for student behavior.	• Administrative policies and procedures approved by the Board for student behavior are consistently implemented by school leaders. • School leaders routinely provide adequate resources, support, and feedback to teachers regarding student discipline. • School leaders provide data to district administration and school board for periodic review. • School leaders monitor development and implementation of systems and procedures for classroom management and discipline plans to ensure consistency across the building and compliance with district policies. • Systems and procedures are consistently implemented for effective classroom management and discipline. • Student input is consistently solicited and respected in the classroom. • Student behavior reflects the teacher's high expectations for conduct. • Parents are meaningfully involved in their students' academic life to enhance expectations for behavior and learning.	Principal documents implementation of discipline policy. Service provider completes work reports using the JBHM Performance Rubric, which shows fundamental practice when school administrators and staff demonstrate at least 75% of outcomes. Increase in parent participation is documented.	April 2011 May 2011	X District X School X Partner X Other- Parents

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

Goal # 4: The school staff develops, maintains, and delivers an essential curriculum aligned to the state standards in all content areas.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
2. The board approved, essential curriculum and supporting materials are the focus of instruction daily. 3. Lesson plans classroom activities, and assessments are effectively aligned with the essential curriculum.	• The principal provides feedback, support and redirection to teachers regarding lesson plans, pacing guides, and best practice strategies • The principal manages available resources including tools for success, time, collaborative planning, personnel, money, and technology. • Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. • IEPs are consistently a source of planning, instruction, and assessment.	Principal documents formal board-approved teacher evaluations. Aligned curriculum documents are published. Service provider consultant collaborates with the principal to complete the JBHM Performance Rubric for Essential Curriculum, which shows evidence of fundamental practice when building principal and at least 75% of teachers demonstrate outcomes.	April 2011 April 2011	X District X School X Partner ☐ Other

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

Goal # 5:Student achievement is monitored in order to identify needs and adjust instruction to improve student learning.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1. Building leaders and teachers ensure that student progress is monitored frequently, using assessment strategies that reflect those used by the state and national assessments. 2. Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.	• School leaders follow district procedures to implement board-approved policy for monitoring student achievement. • School leadership monitors student achievement data and uses the assessment data to improve professional practice and student achievement. • School leaders consistently and effectively allocate resources, including the use of technology, for monitoring student achievement. • Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome. • Classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently. • Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments.	The use of state and local assessment analysis for identifying school and student needs is documented via ACSIP. Service provider consultants and school leaders complete the JBHM School Performance Rubric on monitoring student achievement, which shows fundamental practice when school leaders and teachers demonstrate at least 75% of outcomes.	July 2011 April 2011	X District X School X Partner ☐ Other

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

Goal # 6: School leaders and staff ensure that learning time is maximized to address the diverse needs of students.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1. School leaders ensure each classroom reflects the effective use of instructional time and high expectations for student learning 2. Each classroom teacher demonstrates an understanding of student learning needs and differences.	• School leaders monitor and support the implementation of board-approved policy on school-wide academic learning time and protection of instructional time for the school day and academic year. • School leaders monitor and collect data daily regarding quality engagement of teachers and students in a rigorous instructional program. • School leaders provide consistent support and feedback to affirm or redirect teachers. • School leaders consistently request and effectively allocate resources for maximizing academic learning time. • Instructional time is consistently protected and maximized by each teacher. • Teacher administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary by teachers. • Best practice strategies, including the use of technology, are consistently planned and utilized for learning activities by each teacher.	Principal conducts and documents formal board-approved teacher evaluations. Service provider consultant collaborates with the principal to complete the JBHM Performance Rubric for maximizing academic learning time, which shows evidence of fundamental practice when the principal and teachers demonstrate at least 75% of outcomes.	April 2011 April 2011	X District X School ☐ Partner ☐ Other

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B. DESCRIPTIVE INFORMATION: Proposed Activities

Based on the data review and intervention model selected; provide a detailed description of actions the LEA has taken, or will take, to ensure the school receives ongoing technical assistance and support. Include **information** and **evidence** for the following areas: 1. Design and implement interventions consistent with the final requirements; 2. Recruit, screen, and select external providers, if applicable to ensure their quality; 3. Align other resources with the interventions; 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and 5. Sustain the reforms after the funding period ends. **Attach a separate sheet and describe in narrative form.**

- Design and implement interventions consistent with the final requirements (i.e., strategies for implementation, funding for each strategy, timelines for each strategy, evaluation process, responsible staff member(s), process for LEA oversight).

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

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

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

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

4. Monitoring Student Achievement

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

5. Promoting Professional Practices

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

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

TIMELINES

Timelines for each strategy:

The timeline attached on the timeline section of the grant is very detailed and includes a timeline for all three years. Each strategy is addressed and includes a full implementation plan and a creation of capacity building for all SetPoint goals and objectives.

- Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., (1) LEA request for proposals, (2) memorandum(s) of understanding, (3)provider contracts,*See Attachment E and(4) evaluation procedures).

   The district has used other reform models. Based on past experience and level of success with JBHM Services this district and school has chosen SetPoint as an external provider. The district has determined JBHM Services coupled with Renaissance Learning with full efficacy to be the best choice for our current needs. SetPoint has built in high quality and ongoing evaluations for in the classroom daily instruction, Renaissance Learning evaluations, student achievement, instruction leadership, process evaluations etc. The Transformation will be a constant monitoring and adjustment process with changes made based on current need and success level and rate of implementation. SetPoint was also chosen for its unique charateristics.

   Meeting and exceeding the specifications for the "transformation" model under the

federal School Improvement Grant and Race to the Top programs, SetPoint is a step-by-step implementation of the elements of effective instruction and school management, along with a laser focus on the foundational skills of reading, math, and writing. Transformational models can be powerful drivers of permanent change, as long as they focus on the right things, are rigorously implemented, and include practical and proven systems that remain in place after the formal transformation period is over. The SetPoint program does all of these things. Since school change starts at the top, the senior specialist on the sustainable transformation project works directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching the person whose title originally meant – and means in SetPoint schools – "principal teacher." The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on the use of rubrics and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and identifying needs for further professional development.

Characteristics that make SetPoint Unique:

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

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

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

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

5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making

6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing

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

8. Wireless-networked laptops, built specially for school use, for all students, to

provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment

9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement

10. Implementation of the evidence-based Response to Intervention (RTI) approach to efficiently delivering differentiated instruction, practice, and remediation.

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

LEA Oversight:

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

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

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

RESPONSIBLE STAFF MEMBERS
Since school change starts at the top, the senior specialist on the sustainable transformation project will work directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on use of rubric and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists will spend similar amounts of time with teachers and other instructional

staff, supporting, coaching, and identifying further professional development. The goal is to build staff capacity to sustain highly effective instructional leadership and classroom instruction.

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

- Align other resources with the interventions (i.e., Local, State and Federal funding sources, Educational partnerships (Universities/Cooperatives/ERZ/STEM), other community and educational resources).
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (i.e. LEA policies and practices that have or will be modified, possible impact of any changes, contractual agreements).

For schools to change, behaviors must change – for adults as well as students. SetPoint sustainable transformations start with a detailed Memorandum of Understanding specifying binding obligations on the consortium, the school, and the LEA. Experienced specialists work throughout the transformation engagement building capacity to support and maintain academic improvement, from the classroom to the boardroom.

The main tools used to guide the transformation process in these five areas are rigorous rubrics that evaluate each practice on a four-point scale from "insufficient" to "best practice." These rubrics are applied throughout the transformation process – at all levels, from the classroom to the boardroom. Agreement from the school district that everyone concerned will work toward "best practice" in every area is one of the conditions required before SetPoint will accept an engagement.

JBHM specialists employ multiple sets of rubrics, in each of the Five Essential Practices and covering all key roles in the school and district, to move the entire school system to the "best practice" level over time. Based on the rubrics, the ILeRT tool reports progress toward the "SetPoint" of "best practice."

In applying the rubrics to their daily work with school leadership and faculty, JBHM specialists use a web-based reporting tool called ILeRT ("Instructional Leadership Reporting Tool"). ILeRT collects input from building walk-throughs, classroom observations, and discussions of reports and dashboards that keep all personnel involved and informed about progress – from professional development needs and other issues, and renders all this information in a series of teachers to school board members.

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

The SetPoint process begins with a Memorandum of Understanding (MOU) between the school district and the members of the SetPoint consortium. The MOU sets expectations on both sides and must assure the level of district commitment to make the changes necessary to implement the full SetPoint program, including changes in district and board level support for the school. The MOU also makes clear areas where SetPoint will assist the district and the board in this process with model policies and procedures, and with coaching as necessary.

SetPoint will conduct a general audit of the school and will work with district leadership, administrators and teachers to establish practices and policies for a successful school implementation. SetPoint will work collaboratively to
- review and analyze data and school plans
- develop actions
- establish time lines
- monitor and guide implementation
- determine follow up steps

- Sustain the reforms after the funding period ends (i.e. ADE support, Stakeholder and Community Support). SIG funds provide LEAs with funding to implement and support selected interventions for the first three years. The expectation is that LEAs will develop plans to sustain reform efforts beyond these years. Describe how reform efforts will be sustained beyond year three.

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

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

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

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

In order to promote professional practices for teachers, SetPoint uses job-embedded professional development and the implementation of learning teams in which teachers and leadership collaborate regarding instructional practices. Prompted by the JBHM ILert (Instructional Leadership Reporting Tool), SetPoint specialists, model, support, and train teachers in a customized manner to remove any barriers to student performance. The specialists also work with Renaissance's Learning DEEP (Developing Enduring Excellence through Partnership) Capacity Process to create a multi-year process to develop best-practice implementation of technology. These processes are designed to institutionalize improvements and establish internal structures to maintain fidelity over time.

YEAR BY YEAR DESCRIPTION OF DEEP CAPACITY

The DEEP Capacity professional development model reflects our belief that effective and engaged leaders are critical to the success of any school improvement initiative, including successful implementation of Renaissance Learning products and Renaissance Best Practices™. The foundation of Renaissance Learning professional development strategy is to provide ongoing leadership training and support for school and district leaders. This plan includes the following supports to enhance leadership:

- Developing a shared vision of the use of Renaissance Learning products as part of a school improvement strategy and instructional improvement system.
- Communicating the district instructional improvement vision and specific expectations to teachers.
- Reviewing the staff development strategy and ensuring that time is available for teachers to participate in activities to promote their professional growth.
- Ensuring teachers have access to materials and resources (books, paper, hardware, etc.) needed to implement the programs effectively.
- Using the data tools made readily available by Renaissance Learning, including the Renaissance Dashboard, to quickly and proactively monitor the fidelity of the implementation of Renaissance Learning products and best practices.
- Supporting teachers through classroom observations using rubrics to ensure that concepts and practices presented and modeled are being implemented in classrooms.
- Communicating clear goals to the community and fostering support and involvement through Home Connect.
- Interpreting data from Renaissance Learning assessment and practice-monitoring products to address diverse student needs.
- Guiding collaborative discussions using data from Renaissance assessment and practice-monitoring products to plan effective instruction and make informed decisions.

Additionally, DEEP Capacity is Renaissance Learning's initiative to help schools and districts build an internal support structure that will create job-embedded experts and will ensure ongoing fidelity of implementation of Renaissance Learning products, even when leaders change or funding expires.

Renaissance Learning DEEP Capacity Initiative

Year 1: Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate goals for the year. Members of the leadership team use Renaissance Learning software and Renaissance Place Real Time Web-based, hosted programs to monitor the progress of implementation. Renaissance staff provides onsite and remote training opportunities, along with yearlong support for designated champions at each site. Training opportunities include on-site seminars, online training and coaching sessions, and self-study materials to train all staff at each school. Data reviews are provided throughout the year, culminating in a year-end data analysis and consultation.

Year 2: An onsite or remote consultant will work with the leadership team to facilitate the use of data for resource allocation and program improvement. The consultant will provide seminars on key educational strategies for building effective and responsive classrooms.

Renaissance Learning will continue with coaching and data consulting throughout the year to assist mentors in supporting their peers in strengthening implementation. In-depth training will begin to create a district team of trainers via a Training of Trainers model. **Year 3**: An onsite or remote consultant will work with the leadership team and the district training team to create a culture in which administrators, teachers, parents, and students can articulate the principles of effective practice; administrators use data to drive continual improvement in student achievement and indentify how plans align to new reforms; teachers use data to communicate and plan for students across tiers and across disciplines; and teachers integrate key, research-based instructional and assessment strategies to support the core curriculum. Coaching throughout the year will provide continued assistance to embedded trainers for ongoing staff development and program support. Renaissance Learning also offers Training of Trainers, a four-day program designed to equip a key individual or team from a school or district with the knowledge, skills, and materials they need to provide customized professional development for their entire staff. Over the course of this four-day session, educators will explore Renaissance Learning assessment software and best practices in depth, gaining an understanding of both the strategies and the research behind them. Throughout the session, educators and administrators are provided with activities that will help deliver effective professional development catered to the unique needs of the school or district, in order to create a strategic implementation plan. Schools and districts gain the internal capacity to build and sustain an effective implementation over time and ensure that processes which promote success for all learners become an integral part of the education culture.

Integrated within the DEEP Capacity plan to establish performance benchmarks and improve staff motivation is Renaissance Learning's proven Model Educator program. This program provides recognition for staff, from teachers to leadership, for achieving objective standards starting with program knowledge and extending, at the Master Educator level, to hitting specific percentage goals of improvement in student performance.

Additionally, implementation coaching is provided by Renaissance Learning to help them become "embedded experts" who can assist their peers with both the products and essential strategies in their classrooms.

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

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

5. The most highly-rated and advanced technology for frequent monitoring of student

achievement, used daily in the classroom to inform instruction and decision-making

The SetPoint sustainable transformation process starts with review of previous scores on state assessments, and sets goals for improvement based on those assessments. However, in order to improve student achievement SetPoint will integrate formative assessment – assessment for learning - into classroom routines so that the results are promptly used to inform instruction. SetPoint employs classroom embedded technology for regular assessment utilizing Renaissance Learning's leading technological tools for formative assessment including, interim assessments and practice monitoring.

STAR Assessments and Practice Management tools (AR, AM, MFF)
Formative Assessment - Better formative assessment is imperative if educators are to capitalize on the standardized, high-stakes testing movement and achieve school reform. Renaissance Learning's proven computer-adaptive formative assessments provide educators with data that leads to school improvement. The STAR assessments include:
  ➢ STAR Early Literacy™ for grades K–2, for emergent readers in any grade, and for diagnostic use with older struggling readers;
  ➢ STAR Reading™ for independent readers through grade 12; and
  ➢ STAR Math™ for screening and tracking math achievement level in grades 1–12.

 Each STAR test can measure the same outcomes as a standardized, summative assessment. As formative assessments, however, they can be administered periodically or more frequently and integrated into classroom routines, providing teachers with the data they need to inform instruction that ensures academic growth for each student.

STAR Early Literacy and STAR Math provide diagnostic information, thereby suggesting approaches that will achieve the most pronounced and rapid growth. STAR assessments are quick and easy to administer (requiring about ten minutes each for groups of students); produce immediate, easy-to-interpret results; and are repeatable and affordable.

STAR tests can likewise be used for screening and benchmarking when given two to four times per year. In this capacity they can monitor the growth of groups toward goals.

The data produced by the STAR assessments and Renaissance practice-monitoring programs, made intelligible and accessible by a variety of immediately generated reports, facilitates team planning for teaching staff. Each STAR program includes a Goal-Setting Wizard, and STAR Early Literacy and STAR Math both produce a Diagnostic Report that offers interpretive explanations of the data as well as strategies for targeting instruction. In addition, diagnostic reporting capabilities are under development for the STAR assessments, with the first of these—a new Student Skills and Diagnostic Report for STAR Early Literacy—available in fall of 2010. Similarly, Renaissance practice-monitoring programs yield specific data to inform teachers of objectives mastery and progress toward goals. Equipped with these tools, teachers are better able to collaborate with other teachers and plan strategies to maximize student learning.

Progress monitoring.
Renaissance Learning's suite of practice-monitoring tools, used daily, measure and monitor

learning tasks or how well a student comprehends direct instruction. When given monthly or more frequently they can be used for progress monitoring, measuring growth, and monitoring the effects of specific interventions. For these reasons teachers and administrators are able to integrate frequent assessment into their instructional practices and use the data generated to zero in on each student's areas of weakness and tailor instruction and interventions to maximize growth. Educators can also subsequently monitor the effects of those efforts to differentiate instruction, making additional adjustments as necessary and continuously monitoring the effects of those new instructional approaches over time. As opposed to measuring outcomes (as is often the case with summative and formative assessment) these instruments provide estimates of student engaged time or academic learning time (ALT):

> **Accelerated Reader™** measures comprehension and reading levels on authentic literature (trade books), as well as measuring literacy skills, vocabulary acquisition, and success on reading assignments in basal reading series. When STAR Reading indicates that a student in grade 4 or above is reading below grade level,
> **Successful Reader™** provides research-based intervention. This program includes a daily guided independent reading component powered by Accelerated Reader, ensuring that practice occurs at the optimal level for growth.
> **MathFacts in a Flash™** administers and measures tasks that lead to computational fluency.
> **Accelerated Math™** administers and measures practice to develop mastery of mathematical objectives and problem-solving skills.

The STAR assessments and Renaissance practice-monitoring programs quickly and efficiently collect data on student performance. Turning this data into information that can be used to more effectively plan for individual students as well as ensure continuous school improvement is a core element of the DEEP Capacity professional development plans. Renaissance Learning has consulted with leading national experts in Response to Intervention to define strategies for using our data as a part of a model decision-making framework. Through ongoing professional development and data consulting we—

> Guide principals and grade-level teams in using screening data from STAR assessments to allocate intervention resources effectively and to ensure that core instruction (Tier 1) highly effective.
> Help teachers and principals use growth model data available through the STAR assessments to set effective goals for students in intervention and to monitor their progress.
> Analyze diagnostic information to plan for individual needs.
> Include practice-monitoring data as part of a robust student profile.
> Review data to determine whether or not students are highly engaged in reading and math practice to determine whether or not the school is meeting the goals for student performance defined in the implementation plan.

With the comprehensive and ongoing professional development provided by Renaissance Learning, educators are trained to use Renaissance daily practice software (Accelerated Reader, Successful Reader, Accelerated Math, and MathFacts in a Flash) with core instructional best practices to enhance student engagement in reading and math. They are also trained to use Renaissance assessments

(STAR Reading, STAR Math, and STAR Early Literacy) and progress-monitoring tools to generate a continuous stream of feedback on the effectiveness of instructional approaches and interventions. These assessments provide data on how students are progressing in relation to proficiency standards with outcome measurements—much like the measurements used in high-stakes standardized tests—and they may be used to predict performance on summative tests. Teachers and school leaders are trained specifically on the interpretation of data and the use of that data to differentiate and adapt their instruction to maximize the growth of all learners.

6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing

Both the amount and quality of instruction will be expanded for all students, with special emphasis on the core skills of reading, math and writing. SetPoint will assist schools in restructuring schedules to protect academic learning time, and to provide additional time for students who need the most support. Instructional time will include ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

The SetPoint transformation team will work to institute adjustments in time allocations and scheduling to give heightened emphasis on the three core subjects of reading, mathematics, and writing.

- READING: Determining up to 75% of academic achievement, reading will make up a large portion of the school day. The SetPoint model strives to create a culture of reading with the goal for all students to read at or above grade level. This serves as the foundation of acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts.

- MATH: The foundations for all mathematics is computational fluency which starts with developing automaticity in math facts at appropriate levels for the student's grade, and remediating students who have not achieved those levels. Conceptual understanding, another essential element in mathematical fluency, will be achieved by solid instruction and a sound curriculum selected and demonstrated with strong participation from the SetPoint team. Additionally time will be allotted to procedural and problem-solving fluency which will be achieved through practice working problems linked to objectives and standards.

- WRITING: Closely connected to reading, writing competence contributes to academic success across the content areas. School activities will be selected from the strategies identified by the Carnegie Corporation's Writing Next study (2007) as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers.

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

SetPoint specialists will work side by side with teachers to improve lesson planning and classroom management, eliminating wasted time and emphasizing an element of Academic Learning Time usually underemphasized in most curricula – time for practice of acquired skills. Research on Academic Learning Time clearly indicates that practice time is as important as time for explicit instruction. Additionally recent brain research has reinforced this point by discovering that neural pathways broaden and become more efficient with repeated practice of skills and processes.

- In reading, the initial tasks to practice are those that develop the skills required for independent reading. After that, the key task is reading books at appropriate levels and with high comprehension (90% or more), monitored by regular quizzing.

- In math, the initial priority is practicing math facts (addition, subtraction, multiplication and division) to the point of automaticity, the practicing problem-solving skills linked to standards.

- In writing, the initial priority is practice in keyboarding, followed by practice using various strategies that have been proven by research to build effective written communications.

In reading, mathematics and writing, practice will be frequent (short daily sessions), at appropriate levels of challenge, and monitored. The Renaissance Learning technology employed in these three key curricular areas manages practice process and collects data that permit direct measurement of practice time.

RLI Practice Management Software Description and/or Z-Plans
Renaissance Learning products and services provide educators the necessary technology tools and professional development for the purpose of creating research-based, data-focused instructional improvement systems. Renaissance Learning offers customized plans for schools, districts, and regional and state agencies to set targets and goals that support a data-driven model for learning. Renaissance Learning products, when implemented with fidelity, will impact the essential skills of reading, mathematics, and writing—accelerating learning for all students.
The following plans detail Renaissance Learning's recommended implementation for data-driven schools. Called 35Z90 (reading), Z4 (math), and NEO™ (writing) all three plans stress differentiated instruction and practice to help each student reach individualized goals. The plans are summarized as follows:
35Z90 (Reading)
Determining up to 75% of academic achievement, reading must make up a large portion of the school day, especially in elementary years but even through grade 12. The goal is for all

students to read at or above grade level, which then serves as the foundation for acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts. The reading goals outlined in the 35Z90 plan include:

- ➤ **K-2:** Explicit instruction, frequent assessment of early literacy skills, and time for read-to and read-with activities, to get each student to independent reader status as early as possible.
- ➤ **1-12:** Appropriate instruction and substantial independent reading practice time (at least 35 minutes/day) to ensure that each student maintains or exceeds grade-level reading comprehension.

Z4 (Math)

The Z4 math plan follows the three elements defined by the National Math Panel as the basis for higher mathematical literacy that supports achievement in the physical and social sciences, as well as preparation for college and a career. The foundation for all mathematics is computational fluency. That starts with developing automaticity in math facts at appropriate levels for the student's grade, and remediating students who have not yet achieved those levels. The other two elements are conceptual understanding—achieved through good instruction using a sound district curriculum—and procedural and problem-solving fluency—which is achieved through practice working problems linked to objectives and standards. The goals of the Z4 plan are:

- ➤ **K-1:** Explicit instruction in early numeracy skills.
- ➤ **2-5:** Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with focus in the first part of each year on achieving automaticity in math facts.
  - o Suggested grade-level targets are:
    - ▪ 2nd: Addition
    - ▪ 3rd: Subtraction
    - ▪ 4th: Multiplication
    - ▪ 5th: Division
- ➤ **5-12:** Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with remediation if necessary and continued proof of mastery of math facts mastery.

NEO (Writing)

Closely connected to reading, writing competence contributes to academic success across the content areas. Activities are selected from the strategies identified by the Carnegie Corporation's Writing Next study as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers. The NEO plan also adds enabling technology that will benefit all subject areas, and most importantly, all students. The goals of the NEO plan for writing include:

- ➤ Use portable wireless laptops, begin keyboarding instruction by 3rd grade and continue to improve skills, speed, and accuracy through grade 12.
- ➤ Commence and continue word-processing instruction and practice in parallel with keyboarding practice, throughout all grades.

- ➢ Devote sufficient time throughout all grades to writing to prompts, writing with peer and teacher feedback, sharing writing, and writing through the content areas.
- ➢ Use throughout the school day and across the curriculum, providing technological support for formative assessment, assessment for learning.

Each plan is a well delineated piece of the larger Data-Driven School plan that connects the STAR assessments to relevant applied reading and math skills practice, along with technology-assisted writing practice.

Professional development will be supplied throughout the district or school to equip faculty to integrate 35Z90, Z4, and NEO plan practice into the school day, and to make the best use of data from the technology systems to monitor students' practice, provide interventions where necessary, and ensure that all students succeed.

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

NEOs

The SetPoint program includes a NEO 2™ laptop for every student in grades 2–12. NEOs contribute in a variety of ways to school improvement: They significantly increase "academic learning time" (ALT) for reading and math skills practice as well as provide every student with instant, unlimited access to word processing for writing practice.

Specially designed for schools, NEO 2 laptops are easy for students to use, and they run up to a full year on three AA batteries. The NEO 2s can connect wirelessly to Renaissance Place versions of Accelerated Reader and MathFacts in a Flash for just-in-time quizzing and math practice, and they can be used to submit work to Accelerated Math. This wireless connectivity to Renaissance programs can immediately increase academic learning time (ALT)—that vital commodity that maximizes student achievement by delivering practice at the right level of difficulty (ZPD) to accelerate student learning and motivation. A NEO for every child means that a student need never wonder what to do next, never wait to engage in Accelerated Reader quizzing or math-facts practice. And with built-in keyboarding and word processing software students will never need to wait for computer lab time to practice their keyboarding skills or begin creating documents up to research-paper length. NEOs also include quiz-building software so that teachers can increase formative assessment with their own teacher-made tests, and quizzes can easily be differentiated for groups of learners or individual students. Each NEO can also function as a responder, so students can give real-time feedback to teachers on what's being learned and whether there are gaps that need to be addressed, further increasing the efficiency and effectiveness of instruction.

9. Comprehensive and continuous reporting both written and online, to all stakeholders on the status of improvement and student achievement.

Each SetPoint specialist writes a work report for each day of work in the school. The content of this report are aligned to the five essential practices, and it includes a weekly update of

the fidelity of implementation of Renaissance Learning products being used in the school. This report provides a summary of all important activities that took place on that date. It enumerates strengths and weaknesses; the specialist begins immediately to select strategies to address weaknesses found. The specialist ends each day reporting his or her findings in the school. Each week, these reports are sent to the superintendent of schools.

Renaissance Place is a cohesive system that houses all Renaissance software and student information. At any time and from any Web-enabled computer, educators, administrators, and parents can log in to access vital data relevant to their needs. Administrators also have access to the Renaissance Place Dashboard, a single screen within Renaissance Place, with easy-to-read graphs and other metrics that show school- or district-wide reading and math performance and progress, by grade level or demographic group. This offers a snapshot of plan implementation, making it easier for principals and district administrators to stay apprised of successes that should be communicated and celebrated - making overall communication with all stakeholders more immediate and accurate. Renaissance Home Connect facilitates home and school communications by providing a direct link to parents, allowing them access to their student's daily progress, home practice, and activity. Parental involvement is recommended in Response to Intervention settings and required under the federal IDEA. The data is provided by Renaissance Learning's daily use products and therefore does not require additional teacher time to enter.

Renaissance assessment and practice-monitoring programs also facilitate communication with all stakeholders—including students and parents—about individual student performance and growth toward personalized goals. Each STAR assessment features a proprietary Goal-Setting Wizard that provides on-the-spot guidance for setting student goals. The software then automatically plots progress toward that goal on the Student Progress Monitoring Report. Teachers can select a moderate or ambitious goal for the student (based on national data), or they can create a customized goal. Either way, students and parents are able to see and articulate academic expectations in reading and math and know what is required to attain proficiency. A number of reports generated by the STAR assessments, most notably the Parent Report and the Diagnostic Report, help educators communicate the performance standards and individual progress toward proficiency to parents. Parent reports are available in multiple languages to facilitate parent and teacher communications.

One of the SetPoint goals is to provide opportunities for communication with parents and caregivers. The Renaissance Place Real Time Enterprise version of Accelerated Reader subscriptions are included in the 35Z90 plan at no extra fee for parents, grandparents, and caregivers, so generations of family can be fully engaged in the children's reading program. Renaissance Learning also encourages events called Community Reading Nights, which have been successful in many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect™, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math facts or reading practice online.

Weekly communication through the Renaissance assessment and practice-monitoring programs also facilitate communication with all stakeholders—including students and parents—about individual student performance and growth toward personalized goals. Each

STAR assessment features a proprietary Goal-Setting Wizard that provides on-the-spot guidance for setting student goals. The software then automatically plots progress toward that goal on the Student Progress Monitoring Report. Teachers can select a moderate or ambitious goal for the student (based on national data), or they can create a customized goal. Either way, students and parents are able to see and articulate academic expectations in reading and math and know what is required to attain proficiency. A number of reports generated by the STAR assessments, most notably the Parent Report and the Diagnostic Report, help educators communicate the performance standards and individual progress toward proficiency to parents. Parent reports are available in multiple languages to facilitate parent and teacher communications.

With Renaissance Home Connect™, our Web-based parent portal, the student has access to extended practice opportunities in Accelerated Math and MathFacts in a Flash and can share progress in both math and reading with parents, getting that extra support and motivation at home that is often the missing element needed to maximize achievement. Renaissance Learning also encourages events called Community Reading Nights, which have been successful at many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math-facts practice online.

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

The reading, math and writing data that is provided throughout the school year will be used to guide the school and district on summer school implementation.

10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiency in delivering differentiated instruction, practice, and remediation.

RLI /RTI information and approach

Renaissance Learning's STAR tests are rigorous formative assessments that are recognized as valid and reliable. Each is highly rated for both screening and progress monitoring by the U.S. Department of Education's National Center on Response to Intervention (NCRTI). STAR Reading, STAR Math, and STAR Early Literacy received the highest rating of "Convincing Direct Evidence" in eight of nine categories for progress-monitoring tools reviewed by NCRTI. All three assessments also received the highest ratings in three individual categories for screening, the most of any reviewed products in their respective categories.

SECTION B, PART 5:

B. DESCRIPTIVE INFORMATION: Timeline

First School
YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.

Timeline Arkansas School Improvement Grant

YEAR 1- Osceola High School

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	Service/Activities	Content/Process
AUGUST AS SOON AS CONTRACT IS SIGNED	Analysis of school data and other pre-project information • student data audit • e-rate application for improving connectivity • current level of implementation of products and resources • technical readiness audit	Needs analysis—based on SetPoint rubrics, data, and other documentation
	Kick off meeting administration and SetPoint team	Review contract and scope of work. Review materials and resources. Site visits.

Service/Activities	Content/Process
Conduct Needs Assessment on-site including, but not limited to: • interviews and document/artifact review • classroom observations • review of student IEPs • Essential Practice rubrics • discipline and attendance data • professional development history and plans • school improvement plans • resource implementation audit and alignment • library audit	Gather data, review data, compile and report findings; utilize information for planning and development of Year 1 Action Step Accountability Plan. The plan will include data from the audits summarized and presented to the district/school as a basis for developing an integrated strategic plan (Action Step Accountability Plan) with training and implementation outcomes, short term goals, measures of success and timelines for year 1.
Set up for RLI resources including: 1. RDI (Renaissance Data Integrator) and training for school personnel responsible for technical support 2. NEO Manager software installation and set up of NEO carts with school personnel responsible for technical support 3. Ordering library resources to ensure adequate titles for school and classroom libraries 4. Curriculum alignment in preparation for Accelerated Math	RLI Technical Consultant(s) work with district staff to ensure software and hardware are ready for teacher use. 1. All installation and software set up is complete 2. RDI is working and school personnel responsible for technical support are trained 3. (if applicable) NEO Manager software installed and set up of NEO carts with school personnel responsible for technical support. 4. Set up checklist for prep for PD (everything downloaded and printers printing) Renaissance Consultant works with JBHM math coaches and school designees to align math objectives to any required state objectives or pacing guide. Standard objective lists will be developed for each grade level.

	Service/Activities	Content/Process
AUGUST – SEPTEMBER FIRST NINE WEEKS	Stage 1 Leadership Orientation & Training	Topics include: 1. Shared understanding of the long term school improvement strategy 2. Review goals for the year and the strategic plan for professional development (including the role of school "champions") and the responsibilities of school leadership. 3. Conduct self-evaluation on Essential Practice Performance Rubrics for classrooms and school leadership; reach consensus on ratings.
	Librarian training and Library Set Up—Labeling books and organizing library	An RLI Librarian consultant will provide an overview of Accelerated Reader Best Practices, on strategies for maintaining a library that supports a culture of reading and will provide assistance and guidance in selecting (if necessary) and labeling books. This can be done during the first weeks of school training with teachers. If there are a number of schools, all librarians could be trained together in a single event, followed by two consecutive days for library set up at individual schools
	Launch for entire staff	Articulation of first year improvement goals, staff expectations, professional development support strategy, what to expect in the improvement process, introduction of coaches and mentors
	Begin mentoring school administration in the use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines.	Model collection of data on rubrics and observation tools to identify significant gaps in practice related to climate, time, instructional strategies, progress monitoring, and professional practice. Begin with the Building Walk-Through instrument and add the Student Engagement and Classroom Observation instruments as appropriate. Model accurate, timely, and specific feedback to teachers for administrators using coaching model in order to build capacity and confidence in providing feedback to teachers.

Service/Activities	Content/Process
All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Administrative team sets screening window and defines process for getting all students tested. Teachers will need a basic introduction to STAR assessments including purpose, use of the software, hands on experience taking a test as a student and testing protocols. Requires 2-3 hours in a lab. Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.
Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: – basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies – all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice. Training needed for beginning implementation of RLI products: • Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed. • Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately. RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

	Service/Activities	Content/Process
	Implement strategies and resources for school wide and individual classroom improvement	- Review and revise as necessary the master schedule, student placement, staff assignment, etc. to maximize equity and quality of instruction for all students. - Alter scheduling as possible and necessary to include additional time for non-proficient students in core content areas and basic foundational reading and math skills. - Review and revise resource allocation including teaching resources to ensure alignment of curriculum, instruction, and assessment to state standards; discontinue use of resources and programs that are not aligned; revise procedures and practices in use of resources that are aligned; add as necessary where there are gaps in aligned and quality resources. - Alter scheduling as possible and necessary to allow common/collaborative planning time. - Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. - Establish partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. - Train and implement use of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). - Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. - Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. - Implement core components of Positive Behavior Intervention and Support with universal behavior screener. - Implement job expectations and personnel performance accountability plans for leadership and staff - Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). - Policy implementation or revision for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate - Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and

	Service/Activities	Content/Process
OCTOBER - DECEMBER SECOND NINE WEEKS	Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management
	Conduct behavior screening and progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students.
	Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
	Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.

	Service/Activities	Content/Process
	On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
JANUARY-MARCH THIRD NINE WEEKS	Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
	Job embedded training on use of Accelerated math for first year implementers with on-site math consulting for first year math implementers throughout the semester	Consultant/coach will provide on-site and/or remote sessions for first year math implementers to systematically introduce teachers to Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
	Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
	Begin planning for Extended School Year.	
	Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support.
	Student pre-registration notification and design of master schedule	

	Service/Activities	Content/Process
	Plan course offerings for next school year.	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
MARCH-MAY FOURTH NINE WEEKS	Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
	End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
	Leadership team review of year progress/planning for year 2	Specialists will review data, analyze successes and challenges of year 1 and work with school leadership to develop strategic plan for year 2.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps
ONGOING	Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
	Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.

	Service/Activities	Content/Process
SUMMER JUNE-JULY	Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
	Stage 2 Leadership orientation/training	Consultant will conduct a full day leadership seminar on topics including: • Expanded use of the dashboard to monitor the implementation • Use of implementation rubrics for classroom observations • Tactics for communicating clear goals to the community. • Use of the reading Widget and Home Connect to enhance parent community involvement.
	Training of Trainers for Reading	Consultants will work with a team of up to 10 teachers (literacy coaches and others) who are strong reading implementers and have leadership ability in an intensive 4-day training to build their capacity as internal experts to support their colleagues and help the school sustain the fidelity of the implementation over time.
	Extended school year	Identified students and teachers participate in extended school year process; the model for coaching similar to that during the school year will be standard.
	Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

YEAR 2 – Osceola High School

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	Service/Activities	Content/Process
AUGUST – SEPTEMBER FIRST NINE WEEKS	Analyze student performance data and year 1 staff performance data.	Review data and begin planning for support to teachers for instruction and determine where training needs exist based on data.
	Revise Action Step Accountability Plan.	Revise plan based on student performance data and the end-of-year status of performance on the Essential Practice rubrics.
	Conduct year 2 kick off training .	Review process, strategies, and expectations for year 2; review progress in year 1 including outcome data for student performance and professional practice.
	Continue school improvement activities of coaching and mentoring with school leadership and staff.	
	All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.

Service/Activities	Content/Process
Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: – basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies – all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills. Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice. Training needed for beginning implementation of RLI products: • Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed. • Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately. RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

	Service/Activities	Content/Process
	Continue to implement strategies and resources for school wide and individual classroom improvement	• Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. • Continue and revise partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. • Train and continue implementation of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). • Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. • Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. • Implement core components of Positive Behavior Intervention and Support with universal behavior screener. • Implement job expectations and personnel performance accountability plans for leadership and staff. • Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). • Review and revise as needed policies for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate. • Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

	Service/Activities	Content/Process
OCTOBER - DECEMBER SECOND NINE WEEKS	Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management. Addition of Struggling Learner and other coaching services as needed based on student performance data, discipline and attendance data, and professional practice data
	Conduct behavior screening and progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students
	Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
	Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.

	Service/Activities	Content/Process
	On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
JANUARY-MARCH THIRD NINE WEEKS	Job embedded training on use of Accelerated Math.	Consultant/coach will provide on-site and/or remote sessions for Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
	Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
	Begin planning for Extended School Year.	
	Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support
	Student pre-registration notification and design of master schedule	
	Plan course offerings for next school year	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
MARCH-MAY	End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.

	Service/Activities	Content/Process
FOURTH NINE WEEKS	Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
	Leadership team review of year progress/planning for year 3	Specialists will review data, analyze successes and challenges of year 2 and work with school leadership to develop strategic plan for year 3.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
ONGOING	Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
	Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
	Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
SUMMER JUNE-JULY	Extended School Year	Identified students and teachers participate in extended school year process; the model for coaching similar to that during the school year will be standard.
	Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

YEAR 3 – Osceola High School

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	Service/Activities	Content/Process
AUGUST – SEPTEMBER FIRST NINE WEEKS	Analyze student performance data and year 2 staff performance data.	Review data and begin planning for support to teachers for instruction and determine where training needs exist based on data.
	Revise Action Step Accountability Plan.	Revise plan based on student performance data and the end-of-year status of performance on the Essential Practice rubrics.
	Conduct year 3 kick off training.	Review process, strategies, and expectations for year 3; review progress in year 2 including outcome data for student performance and professional practice
	Continue school improvement activities of coaching and mentoring with school leadership and staff	
	All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.	Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.

Service/Activities	Content/Process

Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan.
 	
RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals:
  – basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies
  – all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)
	School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills.
	
	Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the "I do, we do, you do" model as a gradual release of responsibility strategy to build capacity and improve practice.
	
	Training needed for beginning implementation of RLI products:
	• Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed.
	• Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately.
	RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

	Service/Activities	Content/Process
	Continue to implement strategies and resources for school wide and individual classroom improvement.	• Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples. • Continue and revise partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas. • Train and continue implementation of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design). • Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards. • Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement. • Implement core components of Positive Behavior Intervention and Support with universal behavior screener. • Implement job expectations and personnel performance accountability plans for leadership and staff. • Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist). • Review and revise as needed policies for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate. • Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

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	Service/Activities	Content/Process
OCTOBER - DECEMBER SECOND NINE WEEKS	Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
	Conduct behavior screening and progress monitoring of Tier I and II interventions.	Review data and determine actions to be taken for identified students.
	Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
	Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.

	Service/Activities	Content/Process
	On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
JANUARY-MARCH THIRD NINE WEEKS	Job embedded training on use of Accelerated math	Consultant/coach will provide on-site and/or remote sessions for Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
	Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
	Begin planning for Extended School Year.	
	Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support
	Student pre-registration notification and design of master schedule	
	Plan course offerings for next school year.	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
MARCH-MAY	End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.

	Service/Activities	Content/Process
FOURTH NINE WEEKS	Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
	Leadership team review of year progress/planning for year 4	Specialists will review data, analyze successes and challenges of year 3 and work with school leadership to develop strategic plan for year 4.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps
ONGOING	Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
	Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
	Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
SUMMER JUNE-JULY	Extended School Year	Identified students and teachers participate in extended school year process; the model for coaching similar to that during the school year will be standard.
	Administrative and teacher training	Institutes as necessary to address training needs as identified during school year

SECTION B, PART 6 – 7:

B. DESCRIPTIVE INFORMATION: Services for Tier III schools

Plans have been made to utilize the money previously budgeted for JBHM Education Group's services at the high school and middle school to provide these services at the elementary schools. This would be a major step toward creating a more systemic approach to addressing the needs of the district and confronting the culture of low expectations. We would have a common language throughout the system, a common set of expectations, and common approach to measuring our progress toward attaining the goal of best practice utilization in all aspects of leading, teaching, and learning.

B. DESCRIPTIVE INFORMATION: LEA Consultation

For whatever reason, the school has been unsuccessful in involving parents, the business community, and others in our school improvement efforts. This is an area of tremendous importance and a pledge is made by the district and school leadership to actively solicit input from these valuable stakeholders as we seek to transform our schools within our districts from failing to achieving.

Meeting have been held with district leadership, faculty and support staff about the circumstances in which we find ourselves. As a result, we have established a rather ambitious goal of attaining at least fifty percent (50%) proficiency in all areas measured by the State Benchmark and EOC Exams by the end of the 2011 school term.

On at least two occasions, the school board discussed hiring SetPoint as an external provider. School board minutes will be attached*. Other external providers were interviewed but a determination was made that SetPoint provided a more comprehensive process.

*See Attachment F

SECTION C: Budgets. <u>Complete a three-year budget for the LEA and each school selected for services .</u>

Preliminary Three – Year Budget
COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL
For each item, identify the specific source of funds (source of funds grid)
Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)

School Name: Osceola High School

TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness	150,000	135,000	112,500	397,500	SIG
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies	45,000	45.000	30,000	120,000	SIG
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms	12,000	9,000	8,000	29,000	SIG
Change and sustain operational practices	12,000	9,000	8,000	29,000	SIG
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model Teacher Coaching in Math and Literacy	60,000	60,000	60,000	180,000	SIG
Subtotal	279,000	258,000	218,500	755,500	SIG
2. Reforming instructional programs					
Develop data collection and analysis processes	30,000	30,000	30,000	90,000	SIG
Use date to drive decision making	30,000	30,000	30,000	90,000	SIG
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) NEO 2's for all students and a Math and Literacy Coach for the building	240.000	225,000	200,000	665,000	SIG
Subtotal	300,000	285,000	260,000	645,000	SIG
3. Increasing learning team and creating community-oriented schools	15,000	13,500	12,000	40,500	SIG
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support	15,000	13,500	12,000	40,500	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal	30,000	27,000	24,000	81,000	SIG
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation	86,000	82,500	67,500	236,000	SIG
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
Subtotal	86,000	82,500	67,500	236,000	SIG
Total for Transformation Model	695,000	652,500	570,000	1,917,500	SIG

Budget Narrative

The 3 year budget is going to be spent hiring a math and literacy specialist who will receive training and build capacity to work with other teachers in on essential curriculum. The math teachers were carefully recruited and the district feels confident and fortunate to have found highly qualified and dedicated teachers who will stay with the district through the capacity and curriculum building.

In addition to the coaching the district will hire SetPoint for 200 days (130 School Improvement and 70 to be determined by the specialist.) The additional days may be spent bringing in additional coaches in the areas of math, literacy, special education, struggling learners, etc. It will be the determination of the school improvement specialist to determine the need of the school and the additional days needed.

Also included in the budget are funds for technology to put Neo boards, and software for Star Reader and Math in the schools for formative assessments. Renaissance Learning will provide 35 days of on-site professional development to all faculty and staff in the use of the technology, as well as the assessments.

In year one the school will receive a total of 235 days of professional on-site coaching from a combination of School Improvement Specialist, Renaissance Learning and other coaches as determined necessary by student data, and teacher needs. As the schools increases its capacity SetPoint will begin to gradually release more responsibility to the schools and therefore this will require fewer onsite days. The days will decrease slightly in years two and three. It will be evaluated each year like everything else to make determination of best use of days and if services are needed to be continued at to what extent after the three years.

Other school funds, such as local, federal and other grants already being spent (noted in ACSIP) in the building will be a continuation of programs and of the transformation process. The funds will be used to supplement and enhance the process chosen to move the school from non-achieving to achieving.

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Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Osceola High School		DISTRICT NAME AND NUMBER Osceola School District	
CONTACT PERSON Milton Washington		TELEPHONE NUMBER (Include Area Code) 870-563-2561	
EMAIL ADDRESS Washington@seminoles.k12.ar.us		FAX NUMBER (Include Area Code) 870-563-2181	

School Improvement Grant – 2010 – 2011 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 442,000	$ -	$ -	$ -	$ 442,000
2230 Instruction-Related Technology	$ -	$ -	$ -	$ 13,000	$ 40,000	$ -	$ 53,000
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 60,000	$ 20,000	$ 10,000	$ 10,000	$ -	$ -	$ 100,000
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 60,000	$ 20,000	$ 10,000	$ 10,000	$ -	$ -	$ 100,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 120,000	$ 40,000	$ 462,000	$ 33,000	$ 40.000	$ -	$ 695,000

Funds Available 2010-2013 $ _____

Funds Budgeted $ 695,000

| | Initial Budget | Amendment (No. _____) | Revised Initial Budget | Individual School Budget | Regular |

| ☐ Initial Budget |
| ☐ Amendment (No. _____) |
| ☐ Revised Initial Budget |
| ☐ Individual School Budget |
| ☐ Regular |

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	*End Date 06/30/2012*

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Osceola High School		**DISTRICT NAME AND NUMBER**	
CONTACT PERSON Milton Washington		**TELEPHONE NUMBER (Include Area Code)** 870-563-2561	
EMAIL ADDRESS Washington@seminoles.k12.ar.us		**FAX NUMBER (Include Area Code)** 870-563-2181	

School Improvement Grant – 2011 – 2012 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 427,500	$ -	$ -	$ -	$ 427,500
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ 25,000	$ -	$ 25,000
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 61,000	$ 20,500	$ 8,500 -	$ 10,000-	$ -	$ -	$ 100,000
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 61,000-	$ 20,500	$ 8,500	$ 10,000	$ -	$ -	$ 100,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 122,000	$ 41,000	$ 444,500	$ 20,000	$ 25,000	$ -	$ 652,500

Funds Available 2010-2013 $ _____

Funds Budgeted $ 652,500

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FOR ADE USE ONLY
Program Approval Date and Initials
Total Funds
Carryover Funds
Current Funds

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE

Begin Date	*End Date 06/30/2013*

SCHOOL NAME Osceola High School	DISTRICT NAME AND NUMBER
CONTACT PERSON Milton Washington	TELEPHONE NUMBER (Include Area Code) 870-563-2561
EMAIL ADDRESS Washington@seminoles.k12.ar.us	FAX NUMBER (Include Area Code) 870-563-2181

School Improvement Grant – 2012 – 2013 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 370,000	$ -	$ -	$ -	$ 370,000
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 62,500	$ 21,500	$ 6,000	$ 10,000	$ -	$ -	$ 100,000
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 62,500	$ 21,500	$ 6,000	$ 10,000	$ -	$ -	$ 100,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 125,000	$ 43,000	$ 382,000	$ -	$ -	$ -	$ 570,000

Funds Available 2010-2013 $ _____

Funds Budgeted $ 570,000

Arkansas Department of Education
Division of Learning Services
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Little Rock, Arkansas 72201

FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	*End Date 06/30/2011*

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET PAGES		**DISTRICT NAME AND NUMBER** Osceola School District	
CONTACT PERSON Milton Washington		**TELEPHONE NUMBER (Include Area Code)** 870-563-2561	
EMAIL ADDRESS Washington@seminoles.k12.ar.us		**FAX NUMBER (Include Area Code)** 870-563-2181	

School Improvement Grant – 2010 – 2011 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 877,000	$ -	$ -	$ -	$ 877,000
2230 Instruction-Related Technology	$	$	$	$ 23,000	$ 60,000	$	$ 83,000
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 120,000 -	$ 40,000	$ 20,000	$ 20,000	$ -	$ -	$ 200,000-
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 120,000	$ 40,000	$ 20,000	$ 20,000	$ -	$ -	$ 200,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 240,000	$ 80,000	$ 917,000	$ 63,000	$ 60,000	$ -	$ 1,360,000

Funds Available 2010-2013 $ _____

Funds Budgeted $ 1,360,000

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FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET PAGES		DISTRICT NAME AND NUMBER Osceola School District	
CONTACT PERSON Milton Washington		TELEPHONE NUMBER (Include Area Code) 870-563-2561	
EMAIL ADDRESS Washington@seminoles.k12.ar.us		FAX NUMBER (Include Area Code) 870-563-2181	

School Improvement Grant – 2011 – 2012 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 845,000	$ -	$ -	$ -	$ 845,000
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ 40,000	$ -	$ 40,000
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 122,000	$ 41,000 -	$ 17,000 -	$ 20,000-	$ -	$ -	$ 200,000-
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 122,000	$ 41,000	$ 17,000	$ 20,000	$ -	$ -	$ 200,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 244,000	$ 82,000	$ 879,000	$ 40,000	$ 40,000	$ -	$ 1,285,000 -

Funds Available 2010-2013 $ _____

Funds Budgeted $ 1,285,000

Arkansas Department of Education
Division of Learning Services
Four Capitol Mall, Suite 301 B
Little Rock, Arkansas 72201

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME DISTRICT BUDGET PAGES		DISTRICT NAME AND NUMBER Osceola Public Schools	
CONTACT PERSON Milton Washington		TELEPHONE NUMBER (Include Area Code) 870-563-2561	
EMAIL ADDRESS Washington@seminoles.k12.ar.us		FAX NUMBER (Include Area Code) 870-563-2181	

School Improvement Grant – 2012 – 2013 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS						
1	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8
1511 Before/After School Programs	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1530 Language Arts	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1550 Early Childhood	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1555 Literacy	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1560 Reading	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1570 Mathematics	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1591 Title I Schoolwide Inst.	$ -	$ -	$ -	$ -	$ -	$ -	$ -
1592 Title I Summer School	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2210 Improvement of Instruction	$ -	$ -	$ 735,000	$ -	$ -	$ -	$ 735,000
2230 Instruction-Related Technology	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2240 Academic Student Assessment	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2294 Instructional Facilitator-Math	$ 125,000	$ 43,000	$ 12,000	$ 20,000	$ -	$ -	$ 200,000
2295 Instructional Facilitator-Science	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2297 Instructional Facilitator-Literacy	$ 125,000 -	$ 43,000	$ 12,000	$ 20,000	$ -	$ -	$ 200,000
2670 Safety	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2700 Student Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3100 Food Service	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Budgeted	$ 250,000	$ 86,000	$ 759,000	$ 40,000	$ -	$ -	$ 1,135,000

Funds Available 2010-2013 $ _____

Funds Budgeted $ 1,135,000

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SECTION D:

D. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☑ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

The Arkansas Department of Education has requested a waiver to extend the period of availability of school improvement funds to September 30, 2013.

Applicants must indicate which, if any, of the waivers below it intends to implement.

- ❏ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.

- ❏ Implementing a school wide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

STATEMENT OF ASSURANCES

SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of __Osceola School District__

(district) the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;

3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

_____   _____

Superintendent's Signature   Date

_____   _____

Superintendent's Printed Name   Date

LEA Application Checklist - SIG ARRA

School Name: ___Osceola High School_____ LEA #: ___4713051_____

SECTION A -1   **General Information**

_____   LEA Contact Information and Certification

SECTION A-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 Contest

_____   Develop a Profile of the School's Performance

SECTION B, PART 2   **LEA Capacity**

_____   Determining Capacity – Self Assessment (Include Attachments)

_____   Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

_____   Annual Goals

SECTION B, PART 4

_____   Proposed Activities

SECTION B, PART 5

_____   Timeline

SECTION B, PART 6 – 7

_____   Services for Tier III Schools

SECTION B, PART 8

_____   LEA Consultation

SECTION C

_____   Budget

SECTION D

_____   Waiver

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf

http://www2.ed.gov/programs/sif/faq.html

<http://www.centerii.org>.

http://www.centeroninstruction.org

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

&nodeID=1&DocumentID=300 <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel
  Publications
  http://www.nationalreadingpanel.org/Publications/publications.htm

Center on Instruction
  http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates
  Focus on Adolescent Literacy instruction
  http://www.learningpt.org/literacy/adolescent/instruction.php

International Reading Association
  Adolescent Literacy focus
  http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English
  A Research Brief on Adolescent Literacy available at
  http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

Council of Chief State School Officers
  Adolescent Literacy toolkit available at
  http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
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

Attachment A

SetPoint School Leadership Performance Rubric

Note: The school principal is responsible for the school leadership team and the accountability for all indicators.

School Leadership Performance Rubric

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
Providing a School Culture and Climate Conducive to Learning (PCCCL) *PCCCL - Maintaining Student Discipline* The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for student behavior.	**In addition to Fundamental Practices:** • At specified intervals, school leaders are making effective, data-based recommendations (with input from staff) to district administration informing policy changes needed to meet the district's discipline and conduct goals. • School leaders effectively coach teachers regarding student discipline and conduct, resulting in fewer disciplinary problems and improved teacher professional practice.	• Administrative policies and procedures **approved by the Board** are consistently implemented by school leaders. • School leaders routinely provide adequate resources, support, and feedback to teachers regarding student discipline. • School leaders provide data to district administration and school board for periodic review. • School leaders monitor development and implementation of systems and procedures for classroom management and discipline plans to ensure consistency across the building and compliance with district policies.	• While policies on discipline and expectations for conduct have been adopted by the board, school leaders are not consistently enforcing the district policy. • School leaders do not **consistently** provide **adequate** support and feedback to teachers regarding student discipline. • School leaders do not consistently provide feedback to district leaders or request needed resources for maintaining student discipline.	• School leaders have not developed a discipline policy or procedures for the school or are not implementing board policy. • School leaders provide little support to teachers regarding student discipline. • School leaders do not express high expectations for staff and student discipline and conduct.
PCCCL - Maintaining Clean and Orderly Facilities. The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for clean and orderly facilities.	**In addition to Fundamental Practices:** • School leaders consistently provide recommendations to the district leadership regarding the allocation and reallocation of adequate resources regarding clean and orderly facilities.	• School leaders consistently follow policy and implement procedures to maintain a clean orderly facility. • School leaders provide feedback to district administration on the implementation of district policies and procedures.	• While policies on care and maintenance of the physical environment have been adopted by the board, school leaders do not consistently implement the board policies. • There is no evidence that school leaders have	• School leaders do not maintain clean and orderly facilities.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
	• School leaders support, mentor, and empower school maintenance personnel resulting in their taking responsibility for and ownership of ensuring clean and orderly facilities.	• School leaders routinely manage available material and human resources to support clean and orderly facilities.	developed routine administrative procedures to implement board policies. • School leaders do not adequately manage available material and human resources or fail to request adequate resources for maintaining a clean and orderly facility.	
PCCCL - Maintaining School Safety. The school leaders ensure that the climate of the school, including each classroom, reflects high expectations for safe, secure environments conducive to learning.	**In addition to Fundamental Practices:** • School leaders make recommendations to district leaders for allocation (for the coming year) and reallocation (during the course of the year) of adequate resources regarding school safety and security. • School leaders support, mentor, and empower school staff and students resulting in their taking responsibility for and ownership of ensuring a safe, secure environment.	• School leaders consistently follow policy and implement procedures to maintain a safe and secure facility. • School leaders consistently evaluate the safety and security procedures and provide feedback to district administration on the effective implementation of district policies and procedures. • School leaders consistently manage available material and human resources to support safe and secure facilities. • School leaders implement ongoing and immediate changes in urgent situations as needed to ensure a safe and secure environment.	• While policies on school safety and security have been adopted by the board, school leaders do not consistently implement the board policies. • There is no evidence that school leaders have developed routine administrative procedures to implement board policies. • School leaders do not adequately manage available resources or fail to request adequate resources for maintaining a safe and secure facility.	• School leaders have not developed safety and security policies or procedures for the school. • School leaders provide no support or feedback to teachers and staff regarding safety and security. • School leaders do not express high expectations for staff and students regarding safety and security.
Maximizing Academic Learning Time (MALT) The school leaders ensure	**In addition to Fundamental Practices:** • Based on data, school leaders effectively coach individual classroom	• School leaders consistently and effectively monitor and support the implementation of board-approved policy on the school-wide academic	• Even though there are school-wide policies to address the academic learning time and instructional time for the	• School leaders have not developed school-wide policies and procedures to address the academic learning time and

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
each classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	teachers to maximize academic learning time, resulting in behavior-changing practices that increase student achievement. • School leaders study school data with district leadership and make recommendations and make changes to improve the use of instructional time. • School leaders make recommendations to district leaders for allocation (for the coming year) and reallocation (during the course of the year) of adequate and innovative resources to maximize academic learning time. • School leaders' actions result in improved teacher and school practices and student achievement results.	learning time and protection of instructional time for the school day and academic year. • School leaders monitor and collect data on a daily basis regarding quality engagement of teachers and students in a rigorous instructional program. • School leaders provide consistent support and feedback to affirm or redirect teachers regarding effective use of classroom time, student engagement, and quality instruction. • School leaders **consistently request and effectively allocate resources** for maximizing academic learning time.	school day and academic year, school leaders do not **consistently** follow district procedures to implement board-approved policy. • School leaders are not providing consistent support and feedback to teachers regarding effective use of classroom time, student engagement, and quality instruction.	protection of instructional time for the school day and academic year or are not following board policy. • School leaders are not providing support and feedback to teachers regarding effective use of classroom time, student engagement, and quality instruction.
Guaranteeing an Essential Curriculum (GEC) School leaders ensure that the board-approved curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities,	**In addition to Fundamental Practices:** • School leaders are o **Consistently** applying assessment data to ensure that appropriate intervention and enrichment strategies are provided to improve student achievement,	• School leaders **consistently** ensure that the GEC is the focus of daily instruction through monitoring, mentoring, and supporting teachers. • School leaders **consistently** assist in developing tools necessary to implement the GEC.	• School leaders **inconsistently** ensure that GEC is the focus of daily instruction • School leaders inconsistently lead teachers to develop tools necessary to implement the GEC. • School leaders	• School leaders do not lead teachers to develop tools necessary to implement the GEC. • School leaders do not provide **feedback or support** to teachers for lesson plans, pacing guides, best practice strategies, or assessment

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
and frequent assessments are effectively aligned with curriculum and assessment standards.	o Providing input to the district and teachers for modifications as necessary for pacing guides and assessments, and o Making recommendations to district for allocation and reallocation of resources to support effective implementation of a Guaranteed, Essential Curriculum (GEC). • School leaders' actions result in improved teacher and school practices and student achievement results.	• School leaders **consistently** provide feedback, support and redirection to teachers regarding lesson plans, pacing guides, best practice strategies, and assessment to implement GEC. • School leaders **consistently** and effectively manage available resources including tools for success, time, collaborative planning, personnel, money, technology, in implementing the GEC. • School leaders **consistently** request additional resources aligned with GEC.	inconsistently provide **feedback or support** to teachers for lesson plans, pacing guides, best practice strategies, or assessment to implement GEC. • School leaders inconsistently manage available resources including tools for success, time, collaborative planning, personnel, money, technology, in implementing the GEC. • School leaders inconsistently request resources that are appropriately aligned to GEC.	to implement GEC. • School leaders do not manage available resources (i.e., tools for success, time, collaborative planning, personnel, money, technology) in implementing the GEC. • School leaders do not request additional resources needed to implement GEC.
Monitoring Student Achievement (MSA) School leaders ensure that student progress is monitored frequently using assessment strategies that reflect those used in state and national assessments, that assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities, and that needs of all students are met through an effective	**In addition to Fundamental Practices:** • School leaders effectively coach teachers to improve student achievement. • At specified intervals, school leaders make effective, **data-driven** recommendations to the district leadership to evaluate student progress toward district goals. • School leaders consistently provide recommendations to district leadership regarding the allocation and reallocation of resources.	• School leaders **consistently** follow district procedures to implement board-approved policy for monitoring student achievement. • School leadership consistently monitors student achievement data and uses the assessment data to improve professional practice and student achievement. • School leaders **consistently and effectively allocate resources** for monitoring student achievement.	• School leaders do not **consistently** follow district procedures to implement board-approved policy for monitoring student achievement. • School leaders inconsistently use the assessment data to improve professional practice. • School leaders provide limited resources, support, and feedback to teachers to improve student achievement.	• School leaders have not established a school-wide assessment system to monitor student achievement or do not implement the board policy. • School leaders **do not** convey the importance of state and national assessment systems to faculty, students, parents and the community.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
system of intervention.	• School leaders' actions result in improved teacher and school practices and student achievement results.			
Promoting Professional Practice (PPP) School leaders require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies is a part of annual personnel evaluations. (NOTE: This practice includes both the leaders' personal improvement and their leadership in promoting professional practice of their staff members.)	**In addition to Fundamental Practices:** • School leaders revise the plan for improving professional practice based on ongoing student assessment data and teacher needs. • School leaders consistently monitor the impact of professional training on classroom instruction and adjust training as needed resulting in necessary changes in practice to improve student achievement. • School leaders consistently provide recommendations to the district leadership regarding the allocation and reallocation of training resources. • School leaders continually seek and seize opportunities for improving teachers' and their own professional practice resulting in improved student achievement. • School leaders support, mentor, and empower	• The plan for improvement of professional practice is tightly aligned with student assessment data and teacher needs. • The plans to improve professional practice are consistently implemented by school leaders to improve student achievement. • School leaders request and provide adequate resources, support, and feedback to teachers to improve professional practice. • School leaders are providing consistent support and feedback to affirm or redirect teachers regarding improvement of professional practice.	• School leaders inconsistently implement the school and/or district plan for improvement of professional practice. • School leaders have not adequately considered student assessment data and teacher needs in developing the plan to improve professional practice. • School leaders provide limited resources, support, and feedback to teachers to improve professional practice.	• School leaders have not developed a plan for improving the professional practice of staff **and** do not follow the district plan. • School leaders provide no support to teachers for improving professional practice. • School leaders do not take initiative in improving their own professional practice.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
	teachers resulting in their taking responsibility and ownership of improving their personal professional practice. • School leaders' actions result in improved teacher and school practices and student achievement results.			

Attachment B

Pre - Observation Worksheet

Formative Classroom Observation

PRE-OBSERVATION WORKSHEET

_____   _____
_____
          Teacher   Date   School

_____   _____
_____
          Subject   Grade   Period/Time

Teacher completes this form and discusses content with administrator prior to
scheduled observation.

1. What are the lesson objectives? _____Introductory _____Middle _____Culminating	2. Which of the steps of the teaching act will take place? _____Develop anticipatory set _____State objectives, why they are needed _____Provide explanation _____Models _____Check for comprehension _____Provide guided practice _____Provide independent practice _____Achieve closure
3. What teaching/learning activities will take place?	4. How are you going to check student understanding and mastery of the lesson objectives?
5. What particular teaching behaviors do you especially want monitored?	6. Are there any special circumstances of which the evaluator should be aware?
Notes: (i.e. background of the learners, description of the group, prior activities . . . . .)	7. Duration of observation _____ 8. Where will supervisor be seated? _____ 9. Date of post observation conference. _____ 10. Classroom materials will be available for review. _____

_____
_____
Teacher's Signature/Date   Evaluator's Signature/Date

            (Signatures simply imply that information has been discussed.)

FORMATIVE CLASSROOM OBSERVATION

POST-OBSERVATION DATE: _____   TEACHER:

_____

SUBJECT/PERIOD: _____   OBSERVER:

_____

DATE OBSERVED: _____

_____   _____
              TEACHER SIGNATURE*   OBSERVER SIGNATURE*

      * SIGNATURE ONLY INDICATES DISCUSSION OCCURRED – NOT AGREEMENT.
_____
____
_____
___

	ABOVE EXPECTED	AS EXPECTED	BELOW EXPECTED	NOT OBSERVED
AREA 1-A -				
1. Giving presentations that contain no subject matter errors.	☐	☐	☐	☐
2. Providing sufficient information for the students to understand the skill or concept being taught.	☐	☐	☐	☐
3. Presenting concepts that are current enough to include the most recent developments in the subject.	☐	☐	☐	☐
AREA 1-B –				
1. Oral and written communication that is relatively free of grammatical or enunciation errors.	☐	☐	☐	☐
2. Communication that is at the level of understanding of the students.	☐	☐	☐	☐
3. Written material that is legible.	☐	☐	☐	☐
AREA 1-C –				
1. Utilizing a variety of techniques (e.g., student presentation, student projects, problem solving activities, and formal exams, including both objective and subjective items).	☐	☐	☐	☐
2. Constructing tests which reflect the objectives of the content taught.	☐	☐	☐	☐
3. Giving student feedback on evaluation activities that	☐	☐	☐	☐

will promote student progress.

4. Accurately computing student evaluation and
assigning grades consistent with local policies.

☐ ☐ ☐ ☐

<div>

ABOVE EXPECTED   AS EXPECTED   BELOW EXPECTED   NOT OBSERVED

</div>

AREA 1-D –

1. Motivation procedures. ☐ ☐ ☐ ☐

2. Reinforcement techniques. ☐ ☐ ☐ ☐

3. Retention procedures. ☐ ☐ ☐ ☐

4. Transfer techniques.

AREA 2-A –

1. Promoting positive self-image in students through
active involvement. ☐ ☐ ☐ ☐

2. Interacting with students in a mutually respectful and
friendly manner. ☐ ☐ ☐ ☐

3. Communicating regularly with students about their
needs and progress. ☐ ☐ ☐ ☐

AREA 2-B –

1. Displaying a positive constructive attitude during
interaction with colleagues, parents, and patrons. ☐ ☐ ☐ ☐

2. Using appropriate vocabulary and effective oral and
written communication skills. ☐ ☐ ☐ ☐

3. Allowing colleagues and parents the freedom to
express their options on educational issues. ☐ ☐ ☐ ☐

4. Exhibiting calmness, poise, and self-assurance
during unexpected outcomes. ☐ ☐ ☐ ☐

5. Written responses to student work that are
constructive and relevant to student performance. ☐ ☐ ☐ ☐

AREA 3-A –

1. Utilizing all of the appropriate educational objectives
which the State of Arkansas has identified and
required in the course content guide. ☐ ☐ ☐ ☐

2. Selecting objectives that take into account the individual differences of all the students.

☐ ☐ ☐ ☐

3. Having sufficient daily plans available.

☐ ☐ ☐ ☐

4. Writing plans clearly reflecting the selection of appropriate instructional techniques to achieve desired learner outcomes. (AR Competency #7)

☐ ☐ ☐ ☐

	ABOVE EXPECTED	AS EXPECTED	BELOW EXPECTED	NOT OBSERVED

AREA 3-B –

1. Providing a clear statement of the objective for the lesson.

☐ ☐ ☐ ☐

2. Relating the objective to past, present, and future learning.

☐ ☐ ☐ ☐

3. Assisting the learners in recognizing the purpose and importance of unit topics and activities.

☐ ☐ ☐ ☐

4. Involving the learner early in the lesson to stimulate student interest in the objective.

☐ ☐ ☐ ☐

AREA 3-C –

1. Explaining definitions in both oral and/or written form.

☐ ☐ ☐ ☐

2. Explaining the steps of a process in oral and/or written form.

☐ ☐ ☐ ☐

3. Activities that sample learner understanding through application.

☐ ☐ ☐ ☐

4. Questions and activities that are relevant to the objective.

☐ ☐ ☐ ☐

AREA 3-D –

1. Questioning techniques that effectively sample learner comprehension.

☐ ☐ ☐ ☐

2. Questions that are appropriate in terms of type, difficulty, and complexity.

☐ ☐ ☐ ☐

3. Activities that sample learner understanding through application.

☐ ☐ ☐ ☐

4. Questions and activities that are relevant to the objective.

☐	☐	☐	☐

<u>AREA 3-E –</u>

1. Selecting the objective to fit the pupil's instruction level.

☐	☐	☐	☐

2. Varying presentation methods.

☐	☐	☐	☐

3. Monitoring the pupil's progress and adjusting teaching procedures to the pupil's needs.

☐	☐	☐	☐

ABOVE EXPECTED	AS EXPECTED	BELOW EXPECTED	NOT OBSERVED

<u>AREA 3-F –</u>

1. Activities that secure the learning.

☐	☐	☐	☐

2. Activities that provide for varied level thinking skills.

☐	☐	☐	☐

3. Activities that are challenging and provide for success.

☐	☐	☐	☐

4. Activities which promote maximum student involvement.

☐	☐	☐	☐

<u>AREA 3-G –</u>

1. Summarizing the lesson by relating the presented skills and knowledge to the objectives and the objective to past and future learning experiences.

☐	☐	☐	☐

2. Involving the learner in closure of the lesson.

☐	☐	☐	☐

3. Providing opportunities for the student to practice skills and apply knowledge in independent work assignments that are related to the objective.

☐	☐	☐	☐

4. Demonstrating patience in assuring that students understand the specific requirements of the work assignment.

☐	☐	☐	☐

<u>AREA 4-A –</u>

1. Attending to routine tasks promptly and efficiently.

☐	☐	☐	☐

2. Arranging instructional equipment and materials to facilitate an efficient, organized lesson.

☐	☐	☐	☐

3. Handling normal classroom distractions quickly and effectively.

☐	☐	☐	☐

4. Teaching procedures necessary to insure transition between activities.

☐ ☐ ☐ ☐

AREA 4-B –

1. Establishing rules consequences, =/- reinforcement with students at the beginning of the year and using consistent enforcement.

☐ ☐ ☐ ☐

2. Developing procedures that encourage students to be responsible for academic work.

☐ ☐ ☐ ☐

3. Correcting disruptive behavior without sarcasm, ridicule or intimidating actions.

☐ ☐ ☐ ☐

	ABOVE EXPECTED	AS EXPECTED	BELOW EXPECTED	NOT OBSERVED

AREA 4-C –

1. Applying consequences that are appropriate for the age of the student and the severity of the behavior.

☐ ☐ ☐ ☐

2. Insuring that control techniques are handled privately whenever possible.

☐ ☐ ☐ ☐

3. Recognizing and responding positively and appropriately to students' efforts.

☐ ☐ ☐ ☐

4. Monitoring effectively to insure that all students are on task during instructional time.

☐ ☐ ☐ ☐

AREA 5-A –

1. Stimulating student interest in out-of-class activities.

☐ ☐ ☐ ☐

2. Performing the duties associated with assigned sponsorships.

☐ ☐ ☐ ☐

3. Exercising responsibility for student management throughout the school campus.

☐ ☐ ☐ ☐

4. Performing assigned supervision duty.

☐ ☐ ☐ ☐

5. Restricts information exchanges only with professional who have the need to know.

☐ ☐ ☐ ☐

AREA 5-B –

1. Staying informed about district activities and complying with policies and regulations applicable

☐ ☐ ☐ ☐

to his/her position.

2. Utilizing proper channels for resolving
   concerns/problems.

3. Providing accurate data to the school and district
   as requested for management purposes.

4. Being punctual and conscientious in fulfilling
   scheduled assignments.

COMPETENCY-A –

1. Participating in professional organizations,
   workshops, conferences, or credit course-work.

2. Developing a personal self-improvement plan.

3. Keeping abreast of current developments in the
   subject matter area.

4. Keeping informed of educational issues related to
   school and community.

	ABOVE EXPECTED	AS EXPECTED	BELOW EXPECTED	NOT OBSERVED

COMPETENCY-B –

1. Seeking and sharing professional materials and
   ideas.

2. Working cooperatively on staff assignments at the
   building level.

3. Working cooperatively on staff assignments at the
   district level.

4. Displaying a positive attitude regarding
   supervision.

Attachment C

SetPoint School/Teacher Performance Rubric

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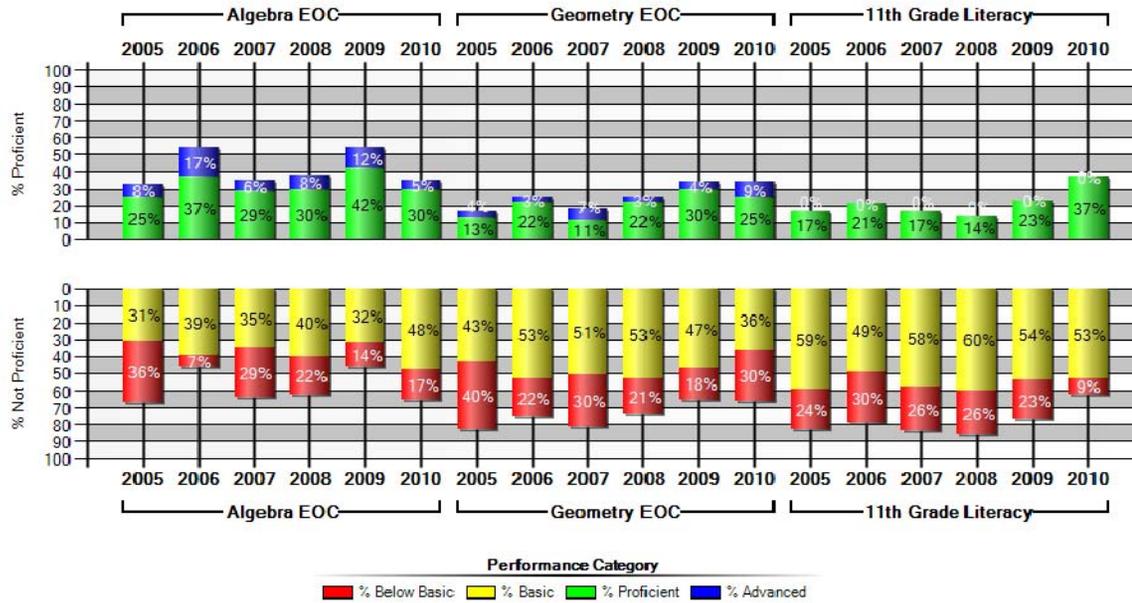
School/Teacher Performance Rubric

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less

Providing a School Culture and Climate Conducive to Learning (PCCCL) The climate of the school system, including each school and classroom, reflects high expectations for student behavior, clean and orderly facilities, and safe, secure environments conducive to learning.	**In addition to the Fundamental Practices**:
	• The teacher analyzes data to:
	  • Determine if classroom management procedures and discipline are effective and are behavior-changing, and
	  • Maintain or change plans as necessary.
	• The learning climate is rigorous, student-centered, and one of a community of learners.
		• Systems and procedures are consistently implemented for effective classroom management and discipline.
		• Student input is consistently solicited and respected.
		• Student behavior reflects the teacher's high expectations for conduct.
		• All students are consistently respected.
			• Although systems and procedures are in place for effective classroom management and discipline, they are not consistently implemented.
			• Student input is not consistently solicited and respected.
			• High expectations for student conduct are not consistently demonstrated.
			• Students are not consistently respected.
				• Systems or procedures for appropriate and effective classroom management and discipline are not evident.
				• If a discipline plan is in place, no effort is made to direct behavior; and no feedback is given to students.
				• Student input is not solicited and respected.
				• High expectations for student conduct are not demonstrated.
				• Students are not respected.

Maximizing Academic Learning Time (MALT) The classroom reflects the effective use of instructional time, high expectations for ALL students, positive teacher-student interactions and an understanding of student learning needs and differences.	**In addition to Fundamental Practices**, the teacher must analyze data to – • Most effectively utilize instructional time, and • Work with administration to recommend revision of allocated instructional time as needed to improve student achievement.	• Instructional time is consistently protected and maximized. • Administrative tasks are performed efficiently while students are engaged in learning activities. • Students are highly engaged in appropriate learning and are redirected when necessary. • Best practice strategies are	• The protection of instructional time is fragmented and inconsistent. • Administrative tasks delay instructional time. • Student engagement and redirection are minimal. • Learning activities that exhibit best practices are not consistently planned and used during instructional	• The allocated time for the lesson is neither protected nor maximized. • Time used for classroom administrative tasks is excessive. • Students are not actively engaged and off-task behavior is not redirected.

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
		consistently planned and utilized for learning activities.	time.	
Guaranteeing an Essential Curriculum (GEC) The board-approved, essential curriculum and supporting materials are the focus of instruction daily. Lesson plans, classroom activities, and frequent assessments are effectively aligned with the Guaranteed, Essential Curriculum.	**In addition to the Fundamental Practices:** • The teacher demonstrates evidence of behavior-changing practices based on assessment data, which include but are not limited to – • Differentiated instruction, • Cognitive rigor, • and Scaffolding. The teacher exemplifies the characteristics of a mentor-level teacher.	• Daily lesson plans are consistently comprehensive and available for review. • The GEC documents are the primary source of daily instructional planning, classroom activities, and formal or informal assessment. • The assessment emphasis of the day's lesson is known, and the planning, instruction and assessment of the lesson reflect the rigor of the state assessment. IEPs are consistently a source of planning, instruction, and assessment.	• Lesson plans are not consistently comprehensive, carefully planned, or available for review. • Although the GEC documents are available, they are not consistently used as the primary source of instructional planning classroom activities, and formal or informal assessment. • While lesson plans are aligned to state assessment objectives, the plans are not consistently implemented. • While there is some knowledge of the assessment emphasis of the day's lesson and some form of daily assessment, it does not reflect the rigor of the state assessment. • Although IEPs are a source of planning, accommodations are not in place in classroom activities.	• No evidence of lesson plans. • The GEC is not the primary source of instructional planning, classroom activities, and formal or informal assessment. IEPs are not a source of planning or instruction.
Monitoring Student Achievement (MSA) Student progress is monitored frequently,	**In addition to Fundamental Practices**, the teacher must analyze assessment data to revise instruction to **ensure**	• Assessments are aligned to state testing objectives. • Assessments are appropriate for the expected outcome.	• Although assessments are used, they are not consistently aligned to state testing objectives (GEC),	• No assessments are used or they are not aligned to state assessment objectives (GEC),

	BEST PRACTICE 85% or greater	FUNDAMENTAL PRACTICE More than 75%	MINIMAL PRACTICE More than 70%	INSUFFICIENT PRACTICE 70% or less
using assessment strategies that reflect those used by the state and national assessments (GEC). Assessments and questioning techniques are used to strengthen students' higher level thinking skills and problem solving abilities.	that every student learns at rigorous levels.	• Daily classroom assessments mirror the complexity and format of state assessments. • State sample test items are used consistently. • Daily classroom assessment results are used to inform further instructional planning, classroom activities, and future assessments.	are not consistently appropriate for the expected outcome, and do not consistently mirror the complexity and format of state assessments. • State sample test items are not used consistently. • Classroom assessment results are rarely used to inform instructional planning.	appropriate for the expected outcome or aligned to the complexity and format of state assessments. • No state sample test items or released items are utilized.

Promoting Professional Practice (PPP)
The school system's policies, practices, and procedures require and support all personnel in participating in development opportunities to improve and implement current educational best practices. School staff's implementation of best practice strategies is a part of annual personnel evaluations.
	In addition to Fundamental Practices, the teacher exhibits continuous professional growth and actively engages in the professional growth of colleagues, resulting in improved student learning.	• The teacher meets professional training requirements and professional practice improves as a result.
		• The teacher collaborates with peers to improve professional practice through –
		  o common planning,
		  o professional learning communities, and
		  o other organized teacher groups.
		• The teacher pursues additional opportunities to improve professional practice.
			Although the teacher meets professional training requirements, professional practice does not consistently improve.	• The teacher does not fulfill professional training requirements.
				• The teacher does not implement professional practice improvement in classroom performance.
				• The teacher does not take personal initiative to improve professional practice.

Attachment D

Osceola School District

Performance Category
■ % Below Basic   □ % Basic   ■ % Proficient   ■ % Advanced

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Attachment E

PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT (the "Agreement") is made as of the 16th day of August, 2010, by and between JBHM Education Group, LLC, ("JBHM") and **Osceola High School** ("School" or "School District"). JBHM and the School District may be collectively referred to herein as the "parties" or individually as a "party."

RECITALS

The School District desires to retain the services of JBHM for the purpose of providing educational consulting, training services, and materials, and desires to enter into an agreement with JBHM for the performance and provision of such services and materials.

In consideration of the promises and mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

1. **Term.** The School District shall retain JBHM as educational consultants, trainers, and service providers for the period beginning August 2010, through June 30, 2011 (the "Term"). This "term" may be modified or extended by mutual, written agreement of the parties.

2. **Scope of Services**. During the Term, JBHM shall perform the services described on Exhibit "A" attached hereto. Such services shall be performed in a competent and professional manner, and in compliance with the terms and specifications set forth in this Agreement.

3. **Fee**. The fee shall be **$495,000.00.** JBHM will submit monthly invoices for services rendered and the School or School District will pay the invoices within 30 days of receipt of the invoice. To the extent the School District disputes the accuracy of any invoice or request for payment, the School District shall pay the undisputed balance promptly and as described in this paragraph, and will provide in writing and within 10 days of the refusal for payment the specific reasons that any invoice or invoice entry is disputed. The parties will work in good faith to resolve any billing or payment issues. JBHM reserves the right to add interest at an annual rate of 8% to any payments that become more than 60 days overdue. In the event the parties desire to extend the length of this Agreement, the "term" of the additional agreement and payment for this additional term are both material and must be agreed upon before any such extension occurs.

4. **Confidentiality and Proprietary Protection Agreement**. The School District acknowledges that JBHM will be providing it with proprietary materials and documents. The School District further acknowledges that JBHM has intellectual property rights in the proprietary materials, training aids, technology and other items JBHM uses in and for its educational consulting and training. All books, records, files, documents and any other information generated or provided to the School District by JBHM shall be used in connection with the educational purposes or mission of the School District, and shall not be used for any other purpose unless specifically authorized or allowed by JBHM. The School District acknowledges that any violation of this paragraph by the District or any improper use or distribution of any proprietary materials by the District constitutes cause for JBHM to obtain immediate injunctive relief to stop such violation or breach, and that the ability to obtain injunctive relief in such a situation does not limit in anyway JBHM's rights to seek other relief at law or in equity.

5. Termination. This Agreement shall be terminated upon the happening of any of the following events:
    a. Upon mutual agreement, in writing, signed by the parties to this Agreement;
    b. Upon refusal of prompt and timely payment by the School District; however, such refusal does not excuse or forgive payment for all amounts owed, nor does it waive or acquit JBHM's right to the remaining payments mentioned herein;
    c. For material breach of performance of either party's obligations under this agreement; provided, however, that the party asserting breach shall give written notice of the alleged breach and the reasons therefore and shall provide 30 days notice and allowance for correction to the other party to cure the alleged breach; or
    d. For failure of the School District to provide needed and requested materials that are required for JBHM to perform the services mentioned in Exhibit A attached hereto, or in this agreement.
    e. Due to budgetary reductions: The continuation of this contract is contingent upon the appropriation of funds to fulfill the requirements of the contract. If the school district fails to receive expected federal, state, and local monies sufficient to provide for the continuation of the contract, the District must notify JBHM immediately, and the contract shall terminate. Upon termination of this agreement, JBHM shall be entitled to receive all earned and/or accrued compensation for any and all work performed by JBHM,

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

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

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

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

If to JBHM:
   Attn: Mrs. Staci Curry
   JBHM Education Group, LLC
   2525 Lakeward Drive, Suite 200
   Jackson, Mississippi 39216
If to the District:
   Attn: Milton Washington
   Osceola School District
   2750 W Semmes
   Osceola, AR 72370

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

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

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

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

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

Exhibit A - Scope of Services

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

The Details That Make SetPoint Unique

SetPoint is not based on a new educational theory, but on ten proven and practical strategies that result in sustainable school transformation**.**
1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners – including striving learners, struggling learners, and learners with special needs
4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom
5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making
6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing
7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective
8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment
9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement
10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation

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

SetPoint Costs, Year One (2010-11):
The per school cost for implementing the SetPoint Transformation Model for 2010-11 is outlined below; pricing should decrease as school instructional teams develop the capacity to sustain the improvement efforts.
$450,000.00, Contractual Services for Capacity Building $45,000.00, Equipment (Capital Outlay)
$495,000   Total for Year One

Description of SetPoint Services

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

School Improvement Support

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

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

Special Education Support

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

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

Systems for Increased Time and Formative Assessment

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

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

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

Teacher Coaching

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

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

JBHM Education Group, LLC   **Osceola School District**

BY: _____   BY: _____
Michael J. McGrevey, President   Superintendent

DATE: _____   DATE: _____

                                                                            Purchase Order Number: _____

Attachment F

Regular Meeting
May 17, 2010
Administration Building

Members Present: James Baker, Sylvester Belcher, Randy Carney, Terry Cole, Ollie Collins.
Carroll Smith and Shannon Sullivan

Members Absent: None

Others Present: Milton Washington, Superintendent
Carissa Lacy, Curriculum Director
Tiffany Morgan, Principal
Phyllis Davenport, School Secretary

The Press was not present.

1.   The meeting was called to order at 7:20 p.m. by Ollie Collins.

2.   Randy Carney offered the invocation.

3.   April Minutes were approved as submitted.

4.   Motion made by James Baker, Seconded by Terry Cole, to adjust the Timed
Agenda due to the Expulsion Hearing held before the Regular Board Meeting
being extended into the Regular Meeting Time. Motion passed by unanimous
vote.

5.   Mr. Washington recommended that the price for adult lunches be increased from
$2.50 to $3.00. Motion made by Carroll Smith, Seconded by James Baker to
increase the adult lunches to $3.00 beginning in the 2010-11 school year. Motion
passed by unanimous vote.

6.   Bryan Winston was not present to give Project Facilities update.

7.   Mr. Washington presented the Stimulus Funding update. He stated that the 67%
of the Stimulus funds are still there for districts to utilize and we are waiting on an
e-mail stating that our funding is still available. We have received 5% seed
money and we are still working on trying to get the roof and HVAC projects at
High School approved.

8.   Motion made by Carroll Smith, Seconded by Shannon Sullivan, to approve Policy
7.15—RECORD RETENTION AND DESTRUCTION. Motion passed by
unanimous vote.

9.   Mr. Washington reviewed the Financial Reports with the Board.

10.   Motion made by Carroll Smith, Seconded by Randy Carney, to re-hire non-certified staff for the 2010-11 school year as listed pending ADE approval (list is attached). Motion passed by unanimous vote.

        Motion made by James Baker, Seconded by Randy Carney to hire the following new certified staff for the 2010-11 school year pending ADE approval: Terri Kane High School Math, Clifton Burrell – K-12 Music/Choir, Kelly Gillham – 12 grade English, Ruth Light English 9-12, Debra Moore High School Self Contained Teacher, Tiffany Pillow – High School Math. Motion passed by unanimous vote.

        Motion made by Randy Carney, Seconded by James Baker to re-hire the following certified staff for the 2010-11 school year pending ADE approval: Mark Williams – Coach/PE at Middle School, Dawn Grisham – 3rd grade Teacher, and Robert Thompson – High School Coach/Social Studies. Motion passed by unanimous vote.

        Motion made by James Baker, Seconded by Shannon Sullivan to accept the resignation of Nancy Hickman – High School Self Contained Teacher and Linda Smith – 3re grade Teacher at West. Motion passed by unanimous vote.

11.   The Personnel Reports were reviewed by the Board.

12.   Carissa Lacy presented the instructional report. She stated that testing is completed and sent to the testing company, June 4 will be a Professional Development day, summer School will begin either on June 7 or 14 and will be discussed at tomorrow's Principals' Meeting, teachers are encouraged to attend summer professional development at the Co-op, August professional development will include a speaker for African American males, technology/Smartboard training and content strategies, update on Save the Children and the 21st Century 2010-11 budget.

        Executive Session was held from 8:15-9:10 to discuss personnel. No action was taken.

13.   Motion made by Shannon Sullivan, seconded by Terry Cole to approve the list of bills.

14.   Mr. Washington presented the Superintendent's Report:

        • Recommended nominating Kim Reece as the surrogate parent for the District. The Board approved the recommendation.

- Debbie Hale, Counseling Secretary, has taken on extra duties this semester due to the lack of a counselor at High School and recommends paying her an extra $2000.00. Motion Carroll Smith, Seconded by Terry Cole to accept Mr. Washington recommendation pending ADE approval. Motion passed by unanimous vote.

- The State is applying for the second round of Race to the Top and recommends that the Board agree to the new Memorandum of Understanding that needs to be signed. The Board accepted Mr. Washington's recommendation and Ollie Collins signed the new Memorandum of Understanding.

- At last Month two teachers requested that the District help pay for their national Board Certification process through Title II A funds. He stated that we have utilized our Title II A Funds for this year and also he spoke with people at the State Department and they had not heard of using these funds for national Board Certification.

- We are still talking to our auditor about the Trust Fund money and once we find out the outcome then we will be able to go ahead with Trust Fund payment to our certified staff.

- We have researched the East Elementary building and the Osceola School District is the only owner of the building. East will move to West and will be called Osceola Elementary School and will house traditional grades 1-5 and the West Charter students will go to the ACE campus. Shannon Sullivan stated that the Principal at ACE addressed some concerns about parking, lunch times, picking up and dropping off of students. Mr. Washington stated that lunch times have been worked out but some cafeteria modification will need to be done as well as upgrades to bathrooms and water fountains. He stated that the parking, picking up and dropping off of students will need to be worked out. Mr. Sullivan suggested letting the public know how the merger will be handled. He stated we will also need to have an assistant principal on the ACE campus.

- The Board meeting will be held June 21.

- Mr. Washington presented bids for lawn mowers and suggested purchasing one 4100 Ferris lawn mower this year and another one in the 2010-11. The mowers will cost $27,000.00 each with trade in and will be financed at zero percent interest for six months. The monthly payment for one mower will be $306.00. Motion Carroll Smith, Seconded by Shannon Sullivan to approve

Mr. Washington recommendation pending ADE approval. Motion passed by unanimous vote.

- Salaries for Save the Children workers are paid by Save the Children. Mr. Washington recommends paying Sonia Lacy, who is now the Director of the program, a salary of $25.00 per hour for 8 hours a day. Motion Sylvester Belcher, Seconded by James Baker that the salary structure for Save the Children be accepted as recommended. Motion passed by unanimous vote.

Regular Meeting
May 17, 2010
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15.   Motion James Baker, Seconded by Carroll Smith to adjourn. Motion passed by unanimous vote. (9:45).

_____
(Signed) Mr. Ollie Collins, President

_____
(Signed) Mr. Shannon Sullivan, Secretary