



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dermott School District	
Mailing Address (Street, P.O. Box, City/Zip) 525 East Speedway, P.O. Box 380 Dermott, AR 71638	Starting Date April 2014
Name, title and phone number of authorized contact person: Amanda Bittle, Federal Programs Coordinator (870) 538 – 1000 Ext. 1607	Ending Date June 2017
Amount of funds requested: \$4,401,057.95	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 sub grant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ (Date).

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

Date: _____

Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to: Rick Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

Using the list of priority schools provided by ADE, complete the information below, for all priority schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Dermott High School	50517000239	7 - 12	X				X
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				

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

Note: Please note that the Dermott school District only has one Priority school in the District

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

SECTION B, PART 1:

DESCRIPTIVE INFORMATION: Needs Assessment

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

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from

Selecting the Intervention Model and Partners/Providers for a Low- Achieving School A Decision-Making and Planning Tool for the Local Education

Agency, Center on Innovation & Improvement.) Step 1 -

Develop a Profile of the School's Context

Name of School: Dermott High School

LEA #: 0901003

Context

1. Grade levels (e.g., 9-12): 7 - 12

2. Total Enrollment: 189

3. % Free/Reduced Lunch: 100%

4. % Special Education Students: 12.7%

5. % English Language Learners: 0.5%

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

1. Sanish

2.

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

Needs Assessment

Introduction

The *Elementary and Secondary Education Act of 1965* (ESEA) has directed federal resources to the states lowest performing schools to help ensure all children have equal access to a quality education, by maintaining a high bar for student success, closing achievement gaps, improving the quality of instruction, and increasing equity by better targeting support and resources to schools based on need. To that end, the stakeholders at Dermott High School request assistance from the state to help us better support the teachers, students, parents and staff as we face some of the biggest challenges that impact persistently struggling students and schools. This assistance is vital to us as we move ahead with our goal of implementing transformative school improvement practices which can increase student achievement.

The Catchment or Enrollment Areas from which the Dermott High school attracts its potential students is described below by population, neighborhood and communities served, poverty and median income, housing, education level and social challenges factors. Please note that these factors, according to educational researchers, (Fleming, 2011, Perkins, (1991) are key underlying elements which affect student performance. Therefore a thorough description is provided.

The Dermott School District, established in 1908, is a small rural school located in the extreme southeast corner of Arkansas, also known as the Mississippi Delta. According to the States Census Bureau, the city has a total area of 2.9 square miles (7.5 km²), of which 2.8 square miles (7.3 km²) is land and 0.1 square miles (0.26 km²) (2.41%) is water.

Neighborhoods, Communities Served:

Although the city of Dermott is located in Chicot County, Dermott School District spans across three counties: Chicot, Desha, and Drew. In addition to the town of Dermott, the Dermott School District encompasses the smaller towns or communities of Halley, Bellaire, Gaines Landing, Jerome, and Collins. Population: As of the census of 2010 (Census Viewer.com) there were 2,316 people in the city of Dermott, and 39 in the community of Jerome. Population in 2012 was 2,802 with 96% urban, 4% rural. Population change since 2000: -14.9%.

Figure 1: Population

Males: 1,218  (43.5%)
 Females: 1,584  (56.5%)

Median resident age:  43.5 years

Arkansas median age:  42.2 years

Source: <http://www.city-data.com/city/Dermott-Arkansas>

Lack of Resources Impacts Student Performanc: Poverty and Median Family Income

The income level in Dermott is one of the lowest in Arkansas. 99% of the high school population qualifies for Free or reduced lunch and more the 25% receive supplement food through the Arkansas Rice Depot Back-Pack.

According to the most recent survey, families living below the poverty line in Dermott numbered 212, or 25.9% of the population. The percentage of families in America living below the poverty line was 9.20%.The estimated median household income in 2011 was \$17,139 and \$17,857 in 2000.

Dermott: \$17,139
 Arkansas: \$38,758

Low-Income Housing Impacts Student Performance:

Housing values are substantially lower in Dermott than the state average. The estimated median house or condo value in 2011 was \$35,703, and (it was \$30,900 in 2000).

Dermott: \$35,703

Arkansas:\$106,300

Mean prices in 2011: All housing units: \$43,176; Detached houses: \$45,741; Mobile homes: \$24,031. The median gross rent in 2011: \$350.

Figure 2: Races in Dermott

Lack of Parental Education Impacts Student Performance:

For population 25 years and over in Dermott, less than 61.3%% have a high school education, compared to the national average of 80.40%. Two hundred and eight people in Dermott had a Bachelor's degree or higher, which represented 10.2% of the total population: the National average was 24.40. It is important to note that only 38% of the children live in two-parent homes and the parents face Arkansas' highest unemployment rates.

Dermott compared to Arkansas state average:

- Median household income significantly below state average.
- Median house value significantly below state average.
- Black race population percentage significantly above state average.
- Hispanic race population percentage significantly below state average.
- Foreign-born population percentage significantly below state average.

Social challenges that Impact the student Population

- Dermott is identified as #51 on the list of "Top 101 cities with the largest percentage of people in short-term care, detention or diagnostic centers for delinquent children."
- The student population includes a number of students who are having their needs met by the following: The Juvenile Justice System, Days Springs Behavioral Health, and Pinnacle Point.
- Dermott is identified "#101 on the list of "Top 101 cities with largest percentage of males working in industry: Social assistance.
- Dermott has higher unemployment rates than the state average: 11% in Dermott and 7.6% in Arkansas
- The school needs a **comprehensive student support services system to meet the social and emotional needs of the students (social worker).**

Table A: 2010 Census for Dermott

Dermott Arkansas Overview	2010	2000	Percent change from 200-2010
Total population	2,316	3,272	-29%
African American	77.81%	73.17%	+4.64%
White Alone	20.21%	25.34%	-5.13%
Asians	.73%	.31%	+1.18%
Hispanic	.99%	.76%	+2.24%

Table B: 2010 Census for Jerome

Jerome	2010	2000	Percent change from 200-2010
Total population	39	46	-15.22%
African American	0%	0%	0%
White Alone	64.10	76.09	-11.9.9
Asians	0%	.0%	0%
Hispanic	35.90%	17.39%	+18.51%

Note: Please note that the communities of Halley, Bellaire, Collins, and Gaines Landings are unincorporated and census data is possibly restricted, but Jerome is an incorporated town. Therefore values were not restricted.

In order to provide a clearer description of the districts' needs data pertaining to school performance, school demographics, financial summaries, Teacher Quality, and College Readiness is included in Tables C, D, E, F, G and H below:

Table C: Demographics: Free and Reduced Lunch, Accreditation, Enrollment.

District Address:	525 E SPEEDWAY HWY35 DERMOTT, AR 71638
Phone:	870-538-1000
County:	CHICOT
	1.
Grade Range	K – 12
Total Enrollment	398
District Percent of Students Eligible for Free/ Reduced Meals	100% and Poverty Rate 94.22%
State Percent of Students Eligible for Free/ Reduced Meals	59.1
No. of Schools Accredited	2

No. of Schools Accredited-cited	0
No. of Schools Accredited-probation	0
Accredited:	YES
Accredited-cited:	NO
Accredited-probation:	NO

Source: Arkansas Department of Education Website

Table D: Financial Summary

	2008-2009	2009-2010	2010-2011	2011-2012
General Fund Total	6,834,660	8,180,066	6,487,668	5,789,072
Total Instructional Expenditures	3,487,515	3,733,432	3,094,531	2,601,378
Total Expenditures per pupil	11,075	14,695	13,555	12,414
Administrative Expenditures	442,221	517,173	522,868	457,916
Extracurricular Expenditures	113,377	130,310	135,105	120,735

Source: ADE Report Card

Teacher Quality and Retention

Table E: Teacher Quality

Small rural schools are often plagued with high teacher turnover. In 2013, seven out of the 18 teachers at Dermott High School (39%) were new to the district. The principal was also new to the District.

Teacher Quality	2008-2010	2009-2011	2010-2012
Percent Teachers Completely Certified	91	96.7	97.6
Percent Teachers with Bachelors	57.6	66.7	78.3
Percent Teachers with Masters	39.4	30	21.7
Percent Teachers with Advanced Degree	3	3.3	0
Percent of Teachers Not Highly Qualified Teaching in High Poverty Schools	0	0	8.6
Percent of Teachers Not Highly Qualified Teaching in Low Poverty Schools	0	0	0
Percent of Teachers Not Highly Qualified at all School Economic Levels	0	0	8.6

*RV: Restricted Vale. *NA

Lack of a Career Coach

Table F: College Readiness

College Readiness	2010	2011	2012
College Remediation Rate	86.4	86.8	90
Graduation Rate	83.8	89.1	82.9

Source: ADE Report Card

Table G: ESEA Performance Summary 2013

Arkansas District ESEA Accountability Report		<ul style="list-style-type: none"> • Achieving School : Literacy • Achieving School ; Percent Tested 2013 • Needs Improvement: Graduation Rate • Needs Improvement : Math 	
Percent tested Literacy	98.96	Percent Tested Mathematics	97.48
Percent Proficient Literacy	50.55	Growth 60.2	AMO 53.70
Percent Proficient Mathematics	46.73	Growth 48.21	AMO 66.02
Graduation Rate	82.93		AMO 86.48

Source: ADE ESEA REPORT 2013

Note: The Complete ESEA Report is available on-line at <https://adedata.arkansas.gov/arc/>

List the feeder schools and/or recipient schools that supply or receive most of this

School's students:

School	Grade Span		School	Grade Span
Dermott Elementary School	K – 6			

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

Table H: Background of Administrators

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
David Clinton, Principal	<ul style="list-style-type: none"> • Licensure: <ul style="list-style-type: none"> ○ Building Level Administrator 5-12 ○ Building Administrator 7-12 ○ Building Administrator PK- ○ Secondary Health ○ Coaching ○ Middle School Social Studies <p>TESS Certified</p>	1	1	1
Arneice Gardner	<ul style="list-style-type: none"> • Licensure: <ul style="list-style-type: none"> ○ Curriculum K-12 ○ Masters in Building Level Administration 	8	24	30

<p>Kelvin Gragg, Superintendent</p>	<ul style="list-style-type: none"> • Masters of Education, UAPB, 2000 • Building Level Administrator Program of Study, UALR, 2000 • District Level Administrator Program of Study, SAU, 2010 • District Admin Certification P – 12 • Building Administrator 5-12 • 29 Years in Education • 1 Year as Federal Programs Coordinator • 10 Years as Building Principal 	<p>2</p>		<p>2</p>
<p>Amanda Bittle, Federal Programs Coordinator</p>	<ul style="list-style-type: none"> • M.S.E. Educational Leadership – Building Level, HSU, 2013 • M. Ed. School Counseling, SAU, 2006 • 15 Years in Education 	<p>2</p>		<p>15</p>
<p>April Cantrell, District Treasurer</p>	<ul style="list-style-type: none"> • 11 Years in District • 7 Years District Treasurer • 7 Years Accounts Payable Clerk • 7 Years Fixed Assets Clerk 	<p>5</p>		<p>11</p>

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

Evaluation of Administrators

Administrators are evaluated using an instrument approved by the school board and aligned with Arkansas Department of Education Administrator Licensure Standards. The evaluation instrument is designed to measure all elements necessary to effective school leadership.

The evaluation system was developed to evaluate Dermott principals on four standards: (1) Management Skills, (2) Instructional Leadership, (3) Professional Responsibilities, and (4) Communication and Interpersonal Relations. Each standard is further defined by specific performance indicators, which clearly establish the expected behavior for each indicator. There are 20 performance indicators within the four standards. Each performance indicator contains precisely defined duties that demonstrate the desired behaviors of outstanding administrative leadership.

A replica of the administrator evaluation has been provided in Appendix A.

Evaluation by the Superintendent

The superintendent uses the formal administrative evaluation tool plus a variety of other indicators to develop specific feedback for the principals. The main objective is to further each principal's professional growth.

Frequency of Evaluation

Principals are evaluated formally every year. The formal evaluation provides documentation for each standard and performance indicator. These are then used by the superintendent as a vehicle for discussing each principal's professional growth plan. These professional growth plans align with the immediate and identified needs of their schools based on current student data and scholastic audit information. Principals share their evidence of progress and accomplishment with the superintendent at the formal evaluation conference.

Transition to New Evaluation Instrument

Beginning in the 2013 – 2014 School Year, the Superintendent began transitioning into using the Arkansas Leader Excellence and Development System (LEADS) to evaluate Administrators. The evaluation instrument has six (6) standards, each standard being assessed on a scale of four performance ratings. LEAD S also incorporates extensive professional growth opportunities with individualized growth plans.

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

Teacher Evaluation

Dermott High School elected to fully implement the Arkansas Teacher Excellence and Support System (TESS) as its evaluation system for the 2013 – 2014 school year. TESS is based on Charlotte Danielson's Framework for Teaching which is based on constructivist theory.

TESS has four (4) domains with 22 indicators of teaching effectiveness. Each indicator has four (4) performance standards.

The evaluation process is a yearlong ongoing professional development experience beginning with the creation of a professional growth plan, ongoing cycles of reflection and observations, culminating in formative evaluation and post conference.

- Arkansas Code § 6-13-1305, concerning subdivision to read as follows:
- Teacher evaluations, professional learning plans, and teacher support under the Teacher Excellence and Support System, (TESS), § 6-17-2801 is the Teacher Evaluation system in Arkansas. TESS is based on Charlotte Danielson's Framework for Teaching which is based on constructivist theory. 6-17-1504. Evaluation — indicates that
- Each teacher employed by the board of directors of a school district shall be evaluated in writing annually under the Teacher Excellence and Support System, § 6-17-2801 et seq.
- TESS has four (4) domains with 22 indicators of teaching effectiveness. Each indicator has four (4) performance standards.
- The evaluation process is a yearlong ongoing professional development experience beginning with the creation of a professional growth plan, ongoing cycles of reflection and observations, culminating in formative evaluation and post conference.
- The TESS Evaluation System was implemented beginning in November 2013. The system gives the teacher the opportunity to bring forth data to support decision making

The evaluation process will be a yearlong ongoing professional development experience beginning with the creation of a professional growth plan, ongoing cycles of reflection and observations, culminating in formative evaluation and post conference.

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

2009-2010

The District Did the Following:

- Employed a certified teacher as a math/science/reading computer lab facilitator. The facilitator was responsible for ensuring that students were receiving remediation in reading, math, and science based on EOC data and the AR Frameworks. Facilitator utilized A-Plus, My Reading Coach, and various other software to enhance student achievement.
- Provided College Preparatory Enrichment Program (CPEP) through Arkansas Department of Education to help improve ACT scores in English/Language Content.
- Trained all teachers with strategies to enhance students' writing achievement across the curriculum.

- Provided mentoring to teachers on strategies for incorporating open response and writing prompts in various classroom activities.
- Provided training to Language Arts teachers on the writing process, and provided mentoring for this training throughout the year during classroom visits (Dr. Pat Weaver.)
- Contacted outside experts in literacy from the SEARK and the University of Arkansas at Monticello.
- Provided on-going mentoring opportunities during the regular classroom instructional day to assist in the implementation of strategies including Building Academic Vocabulary by Robert Marzano's *Strategies That Work*, *Writing Next* and *Reading Next*...
- Provided Curriculum Alignment Workshops through Dr. Pat Weaver for Teachers during July.
- Began a curriculum mapping cycle In the summer of 2007, using Cap for Success, (an outside consulting firm) to plan, design, and implement curriculum for the school district. At this time, the teachers and Dr. Pat Weaver, President of Cap for Success met to map the curriculum for math, targeting the standards in the nine weeks pacing guides that would be measured on the district target tests. Those services were continued through August of 2012.
- Contracted with Literacy First to implement writing across the curriculum. Literacy First provided a systemic research-based, comprehensive reform process designed to accelerate the reading achievement of all students. The instructional plan for all Content Areas was designed to refine every teacher's instructional skills. It provided teaching and learning strategies that assisted students to a clearer and quicker understanding of content. It was further designed to strengthen Teachers' instructional skills regardless of content area and principal's instructional leadership skills and ability to provide an on-going supportive growth are enriched. Reading First agreed to cancel the Dermott contract at the end of the 2009-2010 school year when the District was identified in fiscal distress.
- The district hired a K – 12 Math Instructional Facilitator sometime prior to the 2009 – 2010 School Year. The district has continued to employ a person in this position.

2010-2011(Summary)

The district did the following to support school improvement efforts:

- Continued the employment of a certified teacher as a math/science/reading lab facilitator. The facilitator was responsible for ensuring that students were receiving remediation in reading, math, and science based on EOC data and the AR Frameworks. Facilitator utilized A-Plus Software to enhance student achievement.

- Continued the College Preparatory Enrichment Program (CPEP) through Arkansas Department of Education to help improve ACT scores in English/Language Content.
- Continued to train all teachers in strategies to enhance student's writing achievement across the curriculum. Provided mentoring to teachers on strategies for incorporating open response and writing prompts in various classroom activities.
- Provided training to LA teachers on the writing process, and provided mentoring for this training throughout the year during classroom visits (Dr. Pat Weaver).
- Continued to access the expertise of OUTSIDE EXPERTS in literacy from the SEARK and the University of Arkansas at Monticello provided on-going mentoring opportunities during the regular classroom instructional day to assist in the implementation of strategies including Building Academic Vocabulary by Robert Marzano's *Strategies That Work*, Writing Next and Reading Next.
- Provided Curriculum Alignment Workshops for Teachers during July. (Dr. Pat Weaver)
- Continued to employ a K – 12 Math Instructional Facilitator.
- Employed for the first time, a K – 12 Literacy Instructional Facilitator.

2011-2012 (Summary)

The district did the following to support school improvement efforts:

- Continued the employment of a certified teacher as a math/science/reading lab facilitator. The facilitator was responsible for ensuring that students were receiving remediation in reading, math, and science based on EOC data and the AR Frameworks. Facilitator utilized A-Plus Software to enhance student achievement.
- Continued the College Preparatory Enrichment Program (CPEP) through Arkansas Department of Education to help improve ACT scores in English/Language Content.
- Continued to train all teachers in strategies to enhance student's writing achievement across the curriculum. Provided mentoring to teachers on strategies for incorporating open response and writing prompts in various classroom activities.
- Provided training to LA teachers on the writing process, and provided mentoring for this training throughout the year during classroom visits.
- Continued to access the expertise of OUTSIDE EXPERTS in literacy from the SEARK and the University of Arkansas at Monticello provided on-going mentoring opportunities during the regular classroom instructional day to assist in the implementation of strategies including Building Academic Vocabulary by Robert

2012-2013

- Participated in Embedded Professional Development and critical coaching with Fetterman & Associates
- Provided additional Curriculum Alignment Workshops for Teachers during July.
- Employed a K-12 Literacy Facilitator.
- Participated in Common Core Training from ADE.
- Continued to employ K – 12 Math and Literacy Instructional Facilitators.
- Hired a new visionary superintendent.
- Facilitated the development of a shared vision of learning.
- Participated in a full comprehensive environmental scan of the educational organization's strengths and needs in order to comprehensively address student and staff needs of the district. (Fetterman & Associates)
- Examined data consistently in order to facilitate measuring progress and setting standards -- and analyzing the information to identify patterns of failure and their causes to diagnose low performance and attack specific problems with concrete solutions. (Fetterman & Associates)
- Conducted critical coaching meeting with school staff, and observed instruction, to develop consensus about the issues likely to impact the performance of the students of Dermott Public Schools in the future and to develop strategies for long-term school success. (Fetterman & Associates)
- Facilitated a process for development of a shared vision of learning; (Fetterman & Associates)
- Implemented practices to improve school culture and instructional program conducive to student learning and staff professional growth;
- Created a Committee to monitor school discipline and safe, effective learning environment factors
- Mobilized a faith-based parent/community group and collaborating with families and community members; (Fetterman & Associates).
- Contracted with Fetterman & Associates as the External Provider to:
 - Work with school staff and administration to develop a professional development delivery process.
 - Monitor and evaluate the successful implementation of the Accountability Plan.
 - Conduct focused faculty meetings and grade meetings when appropriate.
 - Strengthen the instructional leadership by mentoring, monitoring and advising the administration in implementing a supervision plan that provides students with curriculum linked to State Frameworks and Common Core State Standards.
 - Advise and provide direction on needed procedural modifications.
 - Observe classrooms and provide critical feedback to teachers and administrators.
 - Coach and mentor the in classrooms on researched-based instructional practices.
 - Monitor and evaluate the successful implementation of school plans to include:
 - implementation of the discipline plan,
 - implementation of staff performance expectations,

- documenting due process requirements,
 - documentation of teacher professional improvement plans,
- Planned professional development activities and monitored the instructional program.
- Began implementing the recommendations from the Environmental Scan. A summary of some of the recommendations are provided for review.
 1. **School Environment:** Maintain the focus on continuously creating and sustaining a positive school climate. This will improve student achievement and motivation to learn, reduce disciplinary problems and increase teacher satisfaction and retention. Students will do well and teachers will improve their teaching if they are in a safe, supportive culture of learning with firm, fair rules of discipline.
 2. **Standards:** Teacher collaboration for instruction and instructional planning, targeted professional development in specific areas, and careful reviews of curricula to ensure that the curricula focused on essential content and addressed state standards play a role in creating the capacity, vision, and commitment needed to improve their lowest performing schools.
 3. **Accountability:** Encourage and maintain collective and individual accountability for performance through consistent evaluation and comprehensive review and feedback development and capacity building are keys to success.
 4. **Assessment and Data Use:** Use assessment data to set goals for instructional improvement, professional development, and to improve student achievement.
 5. **School Culture:** Develop a culture of collaboration and high expectations for student success. Students will do well and teachers will improve their teaching if they are committed to high academic expectations for success.
 6. **School Improvement Plan:** Commit to a long-term and continuous process of school improvement by holding stakeholders accountable for performance documenting progress and creating the capacity by developing high yield goals, vision, and commitment needed to improve.
 7. **Transitions and Threats:** Monitor in-school suspension, absentees, overall class grades, Individualized Education Plan (IEP), Teacher Professional Plans, lesson plans, Response to Intervention Plan (RIP) and Students Academic Improvement Plan (AIP) implementation to ensure that struggling students and teachers do not fall behind.
 8. **Library Media/Technology:** Ensure all teachers are provided with the training and support they need to proficiently use all available technology; make on-line classroom supports and available to students, teachers and parents; Encourage greater focus on reading by charting the number of books reads each week by students and present this information to the Leadership Team.
 9. **Engaged Learning:** Drive student achievement by ensuring that students are engaged in stimulating, high quality instructional delivery practices by using researched based strategies to get all students involved with each lesson, and eliminate wasted time during lessons.

10. **Parent Community:** Develop partnerships with businesses, civic groups, and institutions of higher education to help encourage more parental and community involvement; Cultivate parental involvement by providing examples and ways to assist student with assignments; and creating opportunities for active participation. Provide parents with academic supports and refrigerator curricula for each grade level; Provide examples of steps in mathematical operations and other homework assignments, so that parents are better able to assist students.
11. **Leadership:** Provide continuous support and assistance to the building leaders because strong leadership at the school site is essential. The school principal to be a pivotal factor in determining the success schools and trust and ownership of the school's visions must be enhanced. Outline the expectations for school leadership as outlined by the Council of Chief School officers. A strong school administrator is an educational leader who promotes the success of all students by:
12. **Professional Development:** Establish and execute a comprehensive professional development plan based on needs identified by the Department of Education, the Superintendent and the External Provider that will support the needs of students and staff.
13. **Quality Teaching/Instruction:** Build instructional capacity through a comprehensive classroom observation and feedback system by observing active teaching, instructional strategies, student engagement, lesson objectives, academic transitions, modeling, monitoring, guided practice, independent practice, assessments, classroom climate, and embedded professional development inside of the teacher's classroom. Ensure that observations are followed by immediate feedback whenever appropriate.

2013-2014(Summary)

The district did the following to support school improvement efforts:

- Participated in the UALR TRIO program after school tutoring for math and literacy.
- Participated in Embedded Professional Development and critical coaching with Fetterman & Associates
- Trained all Leadership team members to do CWT's.
- The district continued the employment of a certified teacher as a math/science/reading lab facilitator. The facilitator was responsible for ensuring that students were receiving remediation in reading, math, and science based on EOC data and the AR Frameworks. Facilitator utilized A-Plus Software to enhance student achievement.
- Continued the College Preparatory Enrichment Program (CPEP) through Arkansas Department of Education to help improve ACT scores in English/Language Content.

- Continued to train all teachers in strategies to enhance student's writing achievement across the curriculum. Provided mentoring to teachers on strategies for incorporating open response and writing prompts in various classroom activities.
- Continued to access the expertise of OUTSIDE EXPERTS in literacy from the SEARK and the University of Arkansas at Monticello provided on-going mentoring opportunities during the regular classroom instructional day to assist in the implementation of strategies including Building Academic Vocabulary by Robert Marzano's *Strategies That Work*, Writing Next and Reading Next.
- New Personnel were hired for the continued positions of K – 12 Math and Literacy Instructional Facilitators.
- Hired new building leader

The district did the following to support school improvement efforts:

- Contracted with Fetterman & Associates as the External Provider to:
 - Help drive actions and stakeholders to do more than is expected.
 - Work with school staff and administration to develop an Accountability process for school improvement implementation.
 - Monitor and evaluate the successful implementation of the Accountability School Improvement Plan/process.
 - Demonstrate analytical thinking by helping staff to break down the implementation of simultaneous initiatives such as Common Core State Standards, TESS, ASCIP, and IMO creation and development and help eliminate barriers to collective implementation lags.
 - Conduct focused faculty meetings and grade meetings when appropriate.
 - Strengthen the instructional leadership by mentoring, monitoring and advising the administration in implementing a supervision plan that provides students with a guaranteed essential curriculum linked to State frameworks and Common Core State Standards.
 - Advising and providing direction on needed procedural modifications.
 - Observe in classrooms continuously and provide post observation conferencing with teachers and administrators.
 - Provide coaching and mentoring the administrator in classroom observation and conferencing.
 - Monitor and evaluate the successful implementation of school plans to include: implementation of the discipline plan and implementation of staff performance expectations.
 - Document through weekly reports and meeting continuous progress and identify barriers to successful documenting of due process requirements.
 - Assist with the development of teacher professional improvement plans, planning professional development activities and monitoring the instructional program.
- Focused on driving for results through the participation in understanding by Design training sponsored by Fetterman & Associates in alignment with ASCD.

- Provided opportunities for key leadership to participate in state, national and local professional development opportunities in curriculum development.
- Provided training on Common Core standards and how to read and implement the standards during lesson planning.
- Develop a common lesson plan and lesson plan monitoring system.
- Provided continuously embedded professional development for teacher in subject areas identified by assessment data with the lowest achievement.
- Provided data analysis to provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs
- Focused on challenging AMO goal and high standards despite the barrier of new teachers, high poverty, and high teacher turnover in tested grades
- Established monitoring and effectiveness by setting clear expectations for student and teacher behavior and held stakeholders accountable for performance and behavior.
- Continuously met in teacher groups with a focus on planning ahead by establishing and implementing IMO's and ASCIP goal and metrics
- Conducted community meeting with local leadership classes to encourage greater community involvement.
- Demonstrated a personal and collective belief that performance could and would improve.
- Participated in the UALR TRIO program after school tutoring for math and literacy.
- Trained all new Leadership team members to do CWT's.
- The district continued the employment of a certified teacher as a math/science/reading lab facilitator. The facilitator was responsible for ensuring that students were receiving remediation in reading, math, and science based on EOC data and the AR Frameworks. Facilitator utilized A-Plus Software to enhance student achievement.
- Continued the College Preparatory Enrichment Program (CPEP) through Arkansas Department of Education to help improve ACT scores in English/Language Content.
- Continued to train all teachers in strategies to enhance student's writing achievement across the curriculum. Provided mentoring to teachers on strategies for incorporating open response and writing prompts in various classroom activities.
- Continued to access the expertise of OUTSIDE EXPERTS in literacy from the SEARK and the University of Arkansas at Monticello provided on-going mentoring opportunities during the regular classroom instructional day to assist in the implementation of strategies including Building Academic Vocabulary by Robert Marzano's *Strategies That Work*, *Writing Next* and *Reading Next*.
- Hired a new Building Leader.
- Focused on Common Core and PARCC transitions
- Improved technology use.

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

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

Table I: Students Proficient by Subject and Year

Subject	2013	2012	2011	2010	2009
Reading/Language/English	58.24%	51.16%	44.76%	38.33%	27.67%
Mathematics	48.25%	43.44%	57.14%	44.25%	37.25%
Science	22.73%	11.86%	9.84%	19%	6%
Social Studies	—	—	—	—	—
Writing	—	—	—	—	—

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.

Table J: Student Achievement by Demographic Groups and Year Tested

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	22.22	25	0	60.76	51.85	10.34	100	100	—	—	—	—	10	10	0
Mathematics	25	71.43	37.5	47.52	41.96	58.33	100	33.33	100	—	—	—	15.38	27.27	0
Science	20	0	0	20.69	11.54	10.34	66.67	50	—	—	—	—	0	0	0
Social Studies	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

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

Table K: Proficiency by Subject in 2013

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	—	—	—	—	59.38	67.57	—	—	40.91	—
Mathematics	—	—	—	—	53.13	46.15	69.23	23.08	33.33	—
Science	—	—	—	—	15.63	—	0	37.04	0	0
Social Studies	—	—	—	—	—	—	—	—	—	—
Writing	—	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—	—

Table L: Proficiency by Subject in 2012

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	—	—	—	—	51.35	58.62	—	—	40	—
Mathematics	—	—	—	—	35.14	78.26	59.26	50	16.67	16.67
Science	—	—	—	—	16.22	—	0	5	—	—
Social Studies	—	—	—	—	—	—	—	—	—	—
Writing	—	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—	—

Table K: Proficiency by Grade in Year 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	—	—	—	—	38.89	58.82	—	—	37.14	—
Mathematics	—	—	—	—	38.89	66.67	69.23	100	—	0
Science	—	—	—	—	5.56	—	0	16.67	—	—
Social Studies	—	—	—	—	—	—	—	—	—	—
Writing	—	—	—	—	—	—	—	—	—	—
Other	—	—	—	—	—	—	—	—	—	—

4. Average daily attendance percentage for the 2013-2014 school year: 99.7%

5. Mobility rate for the 2013-2014 school year: 9%

6. Graduation rate for all students for the 2012-2013 school year: 88.46%

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

	All Students
2013	88.46%
2012	82.93%
2011	87.23%

Key Questions

1. Which subpopulations of students are experiencing the lowest achievement?

Population experiencing the lowest Achievement

- Dermott High School has less than 10 Caucasian or Hispanic students, and 100% of the population qualifies for free lunches, the subpopulation experiencing the lowest achievement is equal to the general population.
- Benchmark and EOC Data reveal that the general population at Dermott High School is experiencing steady gains, but still remains significantly below the state average in percent proficient.
- To determine which students are experiencing the lowest achievement an analysis of students who scored below proficient was conducted.

- On Literacy Benchmark and Grade 11 Literacy Exams, 41.76% of students scored below proficient.
- On Math Benchmark and EOC Exams, 51.75% of students scored below proficient.
- On Science Benchmark and EOC Exams, 77.27% of student scored below proficient.

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

Population with Lowest Graduation Rates

- Dermott High School has less than 10 Caucasian or Hispanic students, and 100% of the population qualifies for free lunches, the subpopulation experiencing the lowest achievement is equal to the general population.
- The general population graduation rate of Dermott High School for 2012 was 82.93%: This is below the 2012 AMO of 86.48.

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

Students at Dermott High School are experiencing low achievement in the areas of Literacy, Math and Science.

Lowest achievement by Subject Areas

- The 2013 Accountability Report indicates that Dermott High School was an Achieving School in Literacy, however significantly below the state average. Furthermore, the All Students population 3 Year Average of 50.55% did not meet the 2013 AMO of 53.70%.
- The greatest need in Literacy is to address open response questions.
- Dermott High School was a Needs Improvement School in Mathematics. The percent proficient of 46.73 was almost 20% below the 2013 AMO of 66.02%.

The greatest need identified by subject area is in Mathematics and Science

A detail description follows:

- 7th Grade:** An analysis of the Mathematics data (Multiple Choice) indicated that students scored lowest in the Mathematic strand of measurement. All Open Response Strands were low with some being as low as 12.5% correct.
- 8th Grade:** An analysis of the Mathematics data (Multiple Choice) indicated that students scored lowest in the Mathematic strand of measurement. All Open Response Strands were low with some being as low as 0% correct.
- Algebra I:** An analysis of the Mathematics data (Multiple Choice) indicated that students scored lowest in the Mathematics strand was Linear Functions. All Open Response Strands were low with some being as low as 12.5% correct.
- Geometry:** An analysis of the Mathematics data (Multiple Choice) indicated that students scored lowest in the Mathematic strand was Relationships between Two & Three Dimensions. All Open Response Strands were low with some being as low as 12.5% correct.

The greatest needs in Science are as follows:

- 7th Grade:** An analysis of the Science data (Multiple Choice) indicated that students scored lowest in the Science strand of Nature of Science.

All Open Response Strands were low with some being as low as 25% correct.

Biology: An analysis of the Science data (Multiple Choice) indicated that students scored lowest in the Biology of molecules and cells
All Open Response Strands were low with some being as low as 12.5% correct.

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

Characteristics Of External Providers Considered student Demographics

High-Quality Providers should be adept in creating the capacity in the Dermott High School in the following areas:

Goal Setting and Planning

- All plans and activities should be aligned with goals that were established by the school or district during the needs assessment and the school or district improvement processes.

Long Term

- The provider's services should be offered as part of a long-term strategy for improved student learning. The provider should be candid about the fact that making changes to affect student learning is a complex and difficult task that takes time.

Customized

- The provider should be prepared to tailor its approach to the school or district's unique circumstances and needs. The provider also should have a viable plan to get buy-in from key stakeholders.

Research Based

- The provider's approach should be grounded in research and backed by evidence that it gets the desired results in similar circumstances. Ideally, this evidence of effectiveness should come from scientific research but often no such research exists. In such cases, evidence could take the form of strong anecdotes of effectiveness, references from successful users of the approach, and other indications that the approach is "best practice."

Capacity Building

- All services should be delivered with a strategy for training the school or district to be able to practice and assess these skills independently. The provider should have a plan for building capacity at the school or district level and evidence that it has accomplished this goal in the past. These capacity-building services could take

the form of a trainer-of-trainers model, annual “brush-up” trainings, and/or co-development of services with a site-based professional development design team.

Student Demographics

- The student demographic characteristic to take into account when selecting a model and external providers are the high African American Population and the Low Socioeconomic Status. One hundred percent of the population receives free lunch. Generational poverty is the norm for the majority of student at Dermott High School.
- Job-embedded Professional Development is a large part of the Transformation Model. Therefore, the leadership sought an External Provider able to support Arkansas Initiatives, especially the implementation of Common Core, TESS, and PARCC.
- Culturally responsive classroom characterized by high yield strategies was another consideration when selecting an External Provider
- In selecting a model, the leadership of Dermott High School selected the Transformation Model’s approach due to the enrollment, racial and economic characteristics of the students. When selecting an external provider, the leadership of Dermott High School thought that the provider should have experience in Arkansas’ Public Schools, documented success in student achievement, and experience with African American, rural, and low socioeconomic students. The External Provider must be sensitive to the needs of the African American culture and be able to foster relationships between the school and the community.

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?

Characteristics of the enrollment areas of the school taken into account in selecting a model and external partners and/or providers

The total number of rural students, poverty index, and the racial composition of the school should be taken into account when selecting an External Provider.

- Dermott High School is in the Delta in Southeast Arkansas. The provider should have expertise in rural education issues and experience in working in rural schools.
- The Provider must understand the impact of small school on average daily enrollment.
- The provider must understand the culture and be culturally sensitive to student and staff needs

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the school's 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.

Scholastic Audit Review

The Arkansas Department of Education conducted a Scholastic Audit of the Dermott High School during the period of November 11, 2012- November 16, 2012.

The Dermott Public Schools received the results of the Scholastic Audit from the Department of Education in the spring of 2013. Immediately, key leaders in the district, the External Provider and the ADE staff met and the results were reviewed and plans made for implementation.

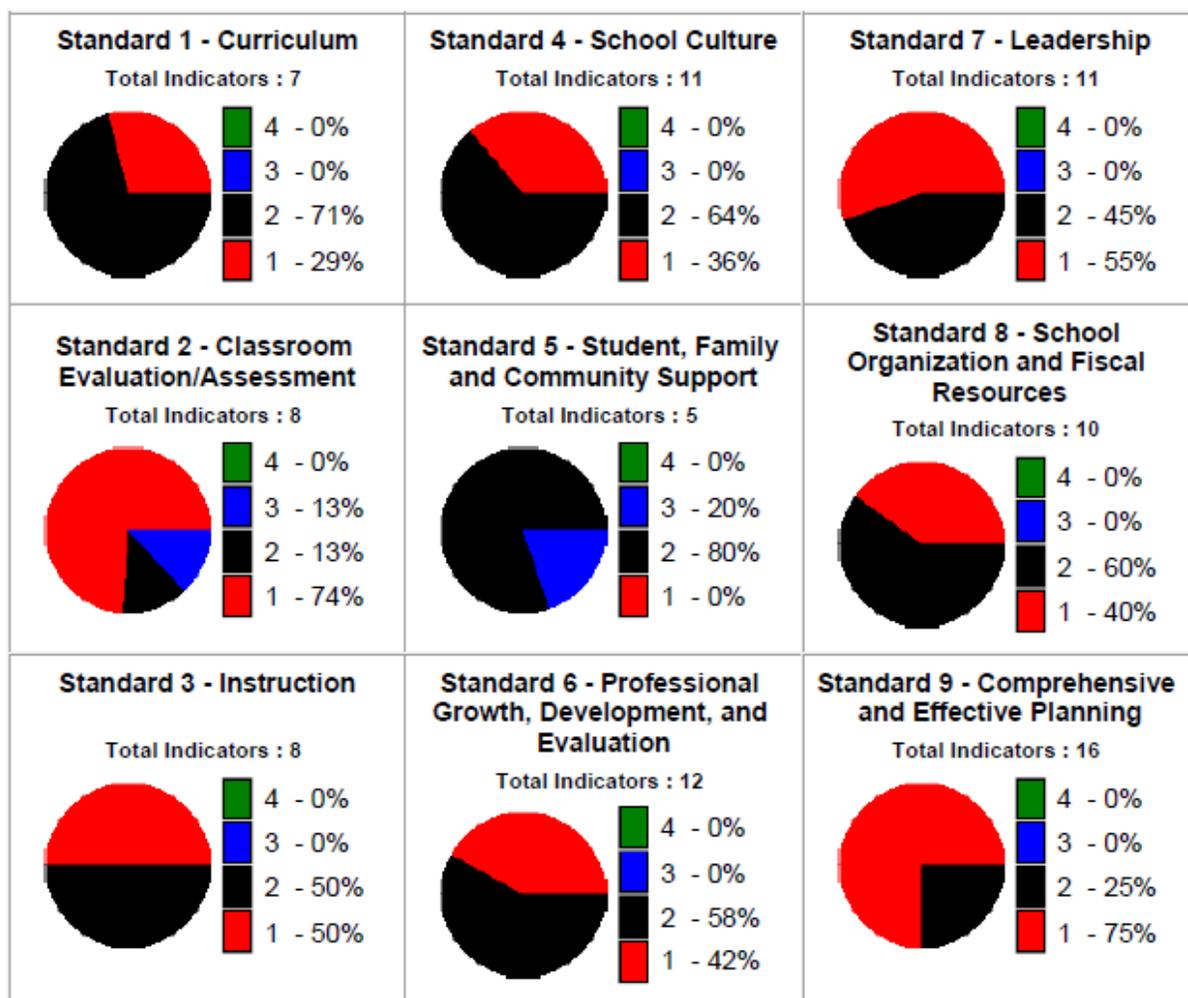
According to the Scholastic Audit Committee, Dermott High School was ranked as having little or limited development or implementation in approximately 80% of the Scholastic Audit Indicators.

The Scholastic Audit Summary is provided on the following page.

Dermott High School
Scholastic Audit Summary Report
At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4 - Exemplary level of development and implementation
- 3 - Fully functional and operational level of development and implementation
- 2 - Limited development or partial implementation
- 1 - Little or no development and implementation



Scholastic Audit Recommendations Summary

The Scholastic Audit Committee provided the Dermott High School with specific recommendations to address the lowest ranked indicator; those recommendations are listed in the table below with a summary of actions taken to date to implement the recommendations.

Table L: Scholastic Audit Recommendations Summary of Actions to date.

Standard	Recommendation	Progress To Date
Standard 1 :<u>Curriculum</u>	School leadership must allocate time for monitoring, evaluating, updating, and revising the curriculum	Leadership has put Common Planning Time in the schedule for Content PLC's.
	Bell-to-bell instruction should occur every day in every classroom	The principal and instructional facilitators are collecting this data in CWT's.
	Teachers should be trained in the effective use of learning objectives during instruction	Fetterman & Associates provided Professional Development in the Back to School PD on writing effective learning objectives.
Standard 2 : <u>Classroom Evaluation/Assessment</u>	All teachers should begin using rubrics to inform students of high academic expectations	Facilitators and the External Provider provided Professional Development in using rubrics utilizing technology.
	Teachers, with assistance from school and district leadership, need to increase the level of questioning on assessments	Fetterman & Associates provided training in higher level questioning. The principal and facilitators have conducted focus walks and documented the results.

	Teachers must begin giving students the type of feedback which informs and directs them to an improvement on their level of performance	To be implemented in the 2014-2015 school year.
Standard 3: <u>Instruction</u>	School leadership should provide ongoing, job-embedded professional development on technology to enhance instruction and increase student learning.	The school purchased Ipads and provided training on using technology to increase student learning.
	School leadership should meet with teachers regularly to examine and discuss student work	Principal and Facilitators meet with Content PLC members to examine student work and guide instruction improvements
	All classroom instruction should be effective and provide students with optional opportunities for learning	The Leadership team has included IMO's in the PIP that measure implementation of differentiated instruction through research based strategies.
Standard 4: <u>School Culture</u>	School leadership should immediately provide professional development to assist teachers in accepting their roles in the success and failure of all students.	This is on-going in all efforts to improve the school culture.
	School leadership should seek input from all teachers and classified staff in the decision-making process.	The school has organized school improvement committees to share the decision-making process.
	School leadership and teachers must assume accountability for identifying, monitoring, and	Faculty developed uniform classroom rules

	consistently applying behavioral expectations	which are posted on all classroom walls.
	Teacher-and student-made rubrics should be developed and shared with students prior to a performance task.	
<u>Standard 5: Student, Family and Community Support</u>	The school leadership must form a parent/school involvement committee.	One of the new school improvement committees is the Parent/Community Engagement Committee.
	All classroom instruction should be highly engaging and provide students with optional opportunities for learning. Students are diverse and require differentiated instructional delivery	IMO's have been written to address differentiated instruction.
	Professional development on the impact of cultural differences in learning should be revisited	During the 2014-2015 school year, the facilitators plan to do a book study addressing cultural characteristics.
<u>Standard 6: Professional Development and Evaluation</u>	The school leadership at Dermott High School should incorporate each staff member's Individual Professional Growth Plan into yearly evaluations.	TESS was fully implemented in the 2013-2014 school year.
	Professional development sessions should be planned around student assessment data and the specific instructional and behavioral needs stated on the Individual Professional Growth Plans	The leadership committee will meet in April to gather all of the analyses of student data to plan the Professional Development.
	Devise a plan to follow up with teachers on their specific areas of instructional and/or	TESS was fully implemented in the 2013-

	behavioral deficits.	2014 school year.
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Table: M Specific Actions the School has Taken to Address the Scholastic Audit Recommendations

ADE Scholastic Audit Indicators/ Arkansas School improvement Standards	Progress Made
<p>Academic Performance Standard 1: Curriculum-The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.</p>	<ul style="list-style-type: none"> • The External Provider, Fetterman and Associates trained all staff members in a two day researched – based professional development training workshop with consistent face to face feed-back in August and September of 2013... • The External provider purchased Understanding by Design by Grant Wiggins and assisted the staff in book study during the Spring of 2013 • The principal and the external provider conducted building walkthroughs with ADE Personnel to monitor curriculum implementation. • Embedded Professional Development was provided to the Literacy and math specialists in September
<p>Academic Performance Standard 2: Assessment-The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p>	<ul style="list-style-type: none"> • Expectations and modeling of the expectation for the Technology-enhanced constructed questions on the new PARCC Assessment was conducted in grade 7 and Grade 9 English and Computer class • Embedded professional Development conducted for Ms Simpson_ Literacy coach on Advances in the PARCC • Interim Assessment were score and administered to students to provide some measurement of enroute progress on the assessment • Professional development was provided to the staff on how to unpack assessment words from the Common Core Curriculum. • The Math and Literacy Facilitators analyze the Target Test results to provide areas of weakness in order to remediate. They also provide a list of the skills students most frequently missed in order for teachers to reteach.
<p>Academic Performance Standard 3: Instruction-The</p>	<ul style="list-style-type: none"> • Critical Coaching and modeling inside of teacher’s classrooms was continuously

ADE Scholastic Audit Indicators/ Arkansas School improvement Standards	Progress Made
school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	conducted by the external providers and academic coaches: Ensuring that teachers are effective and able to improve instruction. Maintain a consistent focus on improving instruction.
Learning Environment Standard 4: School Culture-The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	<ul style="list-style-type: none"> • A detailed environmental scan was conducted with specific recommendation provided to the superintendent and staff regarding ways to move forward • Building repairs were made, and painting was done to make the environment more conducive to learning • Inside the building, banners, posters and pictures were placed to make the building more attractive.
Learning Environment Standard 5: Student, Family, and Community Support-The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	<ul style="list-style-type: none"> • A faith-based support group was established to help keep the community informed • A meeting was held at city hall with the mayor and key community leaders on ways the community could become involved with the school. • The External provider, the Federal Program's Coordinator and the Curriculum Director participated in a regional leadership training class with local emerging leaders on how to better support educational initiatives in the school's catchment area.
Learning Environment Standard 6: Professional Growth, Development, and Evaluation-The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.	<ul style="list-style-type: none"> • Data was disaggregated to inform instruction and for continuous improvement by providing time collaboration on the use of data.
Efficiency Standard 7: Leadership-School/district instructional decisions focus on support for teaching and learning, organizational direction, high	<ul style="list-style-type: none"> • Job descriptions have been created for the curriculum coordinator, Math Instructional facilitator, and Literacy Facilitator. • A calendar style work plan has been created for both facilitators and curriculum coordinator. • Critical coaching has been provided to the

ADE Scholastic Audit Indicators/ Arkansas School improvement Standards	Progress Made
Efficiency performance expectations, creating a learning culture, and developing leadership capacity.	<p>principal to ensure he schedules time for daily activities.</p> <ul style="list-style-type: none"> • Seven Indicators in Indistar have been created regarding assessment in order to create effective leadership practices.
Efficiency Standard 8: Organizational Structure and Resources-The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performances.	<ul style="list-style-type: none"> • The organizational structure has been modified to include the six educational committees listed this year: <ul style="list-style-type: none"> ○ Leadership team ○ Curriculum and Instruction ○ PLC's ○ School Climate/Student discipline ○ Parent Involvement Community Outreach ○ Student Advisory • Established regular meetings for the Leadership Team to address Curriculum, Assessment, Instruction, School Climate and Leadership Issues. • The leadership team spends time addressing issues that eliminate the possibility of violating state and federal standards. • The LEA, ADE, and External Providers meet weekly to plan, identify barriers, and to establish annual and immediate measureable objectives.
Efficiency Standard 9: Comprehensive and Effective Planning-The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	<ul style="list-style-type: none"> • The LEA, External Provider, and ADE have established procedures and processes through the use of Indistar and ACSIP in order to advance the full implementation of the School Improvement Plan. • The LEA, External Provider, and ADE have established procedures for classroom walkthroughs/Feedback/Observation. • The LEA has begun initial implementation for the TESS evaluation system. • The LEA has begun initial implementation for planning for Understanding by Design. • The LEA has begun initial implementation for LDC and MDC. • The LEA has begun initial implementation for an ACT preparatory program. • The LEA have planned and implemented an after school program for struggling learners. • The LEA has completed its ACSIP and continuously woks on the Priority Improvement

ADE Scholastic Audit Indicators/ Arkansas School improvement Standards	Progress Made
	<p>Plan (PIP).</p> <ul style="list-style-type: none"> • The LEA prepares agendas for Leadership team meetings and provides a newsletter to discuss meeting outcomes and other key information to the school board and staff. • The LEA creates and attempts to meet IMO's on a regular basis through planning with the six committees listed under organizational structure.

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

The LEA Supports the Building in Providing Continuous School Improvement at the Building Level by doing the following:

- Continue to contract with external provider who has a relentless focus on learning results.
- Provide opportunities to help the school keep abreast of the current status of the assessment consortia Partnership for Assessment of Readiness for College and Careers (PARCC), and to help districts transition to the new Common Core State Standards in English Language Arts/ Literacy and Mathematics.
- Help the school Disaggregate testing data by class and content.
- Provide continuous support for Teaching and Learning through TESS Evaluations, feedback and classroom walkthroughs.
- Provide opportunities for teachers to learn to use researched –based instructional practices.
- Challenge students to become actively involved in their own learning and encourage self direction and control and support student discipline procedures
- Help the school involve parents in their children's' learning and help them encourage academic initiative and independence in student learning.
- Help the school recognize past and current student scholars.

- Help the school recognize improvement and achievement by personalizing letters to parents including banners of students of the week.
- Help the school leaders, through the use of External providers, to build leadership capacity through embedded professional development that:
 1. Helps the leaders to critically reflect on their learning and practice.
 2. Provide expressed caring feed back as” critical friends” regarding observed leadership practice using a problem solving orientation.
- Hire external consultants to provide high quality, on-going job-embedded, differentiated professional development. These external consultants view lesson plans, monitor classes, give teachers immediate feedback in use of best practices.
- Provide opportunities for teachers to visit other classes to observe instructional strategies. LEA also provides adequate time for collaboration by examining the master schedule and scheduling common planning time among subjects and to attend workshops, seminars and curriculum planning.
- Monitor the extent to which the professional development has changed instructional practices by focusing on changing the school culture. To achieve this change the LEA provides professional development to move teachers from teacher directed instruction to student hands-on participation and student-focused learning. The LEA continues to monitor lesson plans and classes to assure teachers are moving instruction to the 21st Century.
- Assist school leaders and teachers in networking with educational partners, e.g. educational cooperatives, the university and other community organizations.
- Help create opportunities to create an academically rigorous curriculum and support system necessary for all students to succeed.
- Assist school Teams pace the applicable standards over the school year
- Help the school use the standard-based interim assessments that reflect the paced standards?
- Recruit and train the best teaching workforce available.
- Implement and follow all state and federal regulations.
- Help the school implement the School Improvement Plan.
- Help the school monitor fiscal resources.
- Help the school implement the established IMO's.

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

The school administrator attends or presents workshops and planning sessions at the beginning of the school year. Throughout the year, they meet with teachers individually and collectively to:

- Set clear goals;
- Communicate the message of change;
- Act on data;
- Discontinue failing strategies;
- Monitor each administration of the target test;
- Use data from benchmarks and target tests to adjust curriculum;
- Implement a plan to communicate feedback to the community or stakeholders.

The school administrator is expected to take the role of change agent in his school

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

Summary of Other Data Sources Used

In the previous sections of this document, the Dermott High School has documented data from the Census Report, the ESEA Report, the School Report Card, the Fetterman & Associates' Environmental Scan, the Scholastic Audit, and the ACSIP. The other data sources have been embedded into the previous sections of the report. In the Needs Assessments, the committee examined the following documents: The:

- o Most Recent Scholastic Audit
- o Most Recent Federal Monitoring Report
- o Most Recent Accreditation Report
- o School Improvement Plan
- o Professional Growth Plan
- o Lesson Plans
- o Curriculum maps
- o Data Walls
- o Interim Assessment Data
- o Teacher-made assessment Notebook
- o Academic Improvement Plans

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

The LEA has focused on curriculum and instruction as an improvement initiative. Beginning in summer of 2007, the district in partnership with CAP for Success began a school improvement initiative. A summer curriculum academy was begun to align each subject at each grade level with the Arkansas frameworks. Although the maps have been completed, the teachers and the CAP for Success consultant meet to revise the maps based on the results of target tests and augmented bench mark tests. The improvement initiative also includes extensive training via workshops in lesson planning, teaching writing, assessment, and research based strategies (e.g., Marzano, Tomlinson, Jacobs). The effectiveness of the initiative is monitored by analyzing target tests and benchmark scores and by extensive classroom visits with immediate teacher feedback. Lesson plans, housed on the district server, are monitored and teachers are given very specific feedback on whether they are using best practices in instruction and assessment. In the fall

of 2009, the district added Literacy First at the secondary level to provide additional support for classroom strategies and planning. In the fall of 2010, the LEA discontinued Literacy First due to fiscal distress. The LEA discontinued CAP for Success in the fall of 2012 and began the use of Fetterman and Associates as an external provider. Based on benchmark scores, classroom observations, and analysis of data in leadership team meetings, the curriculum and lesson planning is improving. Classroom strategies are improving. There are more signs of hands on learning in classroom.

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

LaDonna Spain is the School Improvement Specialist for Dermott High School. Dermott High School has supported the School Improvement Specialist's efforts. The instructional leaders of Dermott High School are implementing recommendations of the School Improvement Specialist and the requirements of the ESEA Flexibility.

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

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

Both Dermott High School and its feeder school, Dermott Elementary are working with LaDonna Spain and Fetterman & Associates to successfully implement all recommendations and requirements of the ESEA Flexibility.

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

The Dermott High School staff is composed of the following:

- 2-Language Arts Teachers
- 2-Math Teachers
- 2-Science Teachers
- 2-Social Studies Teachers
- 2-Special Education Teachers
- 11-Other Certified Staff Members
- 4-Paraprofessionals
- 1-Principal

All instructors are certified in subject(s) areas they are currently teaching. All staff have participated in the required professional development, as well as other training in their area. Documentation is on file in the central office of all instructors being Highly Qualified in their area. The paraprofessionals meet the criteria for Highly Qualified and also participate in necessary training.

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

The Dermott School District has developed a Minority Recruitment Plan based on the belief that a culturally diverse faculty and staff have educational benefits for all students in the district. The district can only succeed as greater attention is given to recruitment of minority teachers and administrators. We recognize that an ethnically diverse teaching force will bring stability to the staff of our schools, provide role models for our students, and add cultural insights to the educational environment for all students. The recruitment plan identifies several short-term and long-term goals in order to increase the number of minorities in the application process.

Long-Term Goals:

The Dermott School District has developed a Minority Recruitment Plan based on the belief that a culturally diverse faculty and staff have educational benefits for all students in

the district. The district can only succeed as greater attention is given to recruitment of minority teachers and administrators. We recognize that an ethnically diverse teaching force will bring stability to the staff of our schools, provide role models for our students, and add cultural insights to the educational environment for all students. The recruitment plan identifies several short-term and long-term goals in order to increase the number of minorities in the application process.

Long-Term Goals: Long-Term Goals:

- To increase the number of minority teachers and administrators in the district.
- To develop a potential source of minority teachers.
- To encourage minority students to enter into the teaching profession.
- To increase the number of non-certified employees in the district.

Short-Term Goals:

- To better inform minorities of possible vacancies.
- To contact more colleges and universities for placement services.
- To provide packets for prospective employees.

To continue participating in the Recruitment Retention Program through the Arkansas Department of Education.

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

A review of the historical use of federal and state categorical funds shows that funds were used to support Dermott High School in the following manner:

Title I Funds

- Employ a Certified Computer Lab Manager to provide Literacy, Math, and Science support to students.
- Employ a .5 FTE Math Instructional Facilitator
- External Provider Costs
- Accelerated Reader
- Study Island
- Materials and Supplies to support literacy and math instruction
- Parental Involvement Materials and Supplies
- Materials and Supplies for Homeless Students
- Summer School
- After School Tutoring
- Purchase technology equipment, materials, and supplies
- Purchase iPads for instructional use (both student iPads and teacher iPads)
- Purchase books for teachers to enhance professional practice

Title 1 1003 (a) Funds

- Leadership Team Development (subs for release time)
- External Provider Costs
- Scholastic Audit
- Curriculum Development and Alignment

Title II – A Funds

- Professional Development Stipends
- Subs for Teachers who attend Professional Development during the school year
- Professional Development lodging and travel expenses
- External Provider Costs
- Curriculum Alignment Workshops
- Professional Development Registration Fees

NSLA Funds

- Employ a .5 FTE Counselor
- Employ a .5 FTE Library Media Specialist
- Employ a math tutor
- Employ a .5 FTE Literacy Instructional Facilitator
- Purchase Interim Assessments
- Purchase technology equipment, materials, and supplies
- Purchase Materials and Supplies to support literacy and math instruction
- Purchase books for Early College High School Classes and other class that are above state standards
- Summer School
- After School Tutoring

State PD Funds

- Professional Development Stipends
- Subs for Teachers who attend Professional Development during the school year
- Professional Development lodging and travel expenses
- Professional Development Registration Fees
- Purchase Materials and Supplies for Professional Development

ALE Funds

- Pay teachers to staff ALE

ELL Funds

- Materials and Supplies to support English Language Learners
- Spanish Parental Involvement Materials
- ELL Conferences and Trainings

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

The plan to allocate the necessary resources and funds to effectively implement the chosen model will be outlined in the goals and objectives. The plan will be to implement programs, professional development (etc.) as aligned with the objectives and within the given timeline.

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

The Dermott area is Delta in Southeast Arkansas. It has been in economic decline for some time. The district and surrounding area are agricultural and have been in population decline since in the mid 1970's. The racial make-up of the city is 25.4%White, 73.27% Black or African-American, 0.15% Native American, 0.30% Asian, 0.06% from other races, and 0.97% from two or more races, 9.76% of the population is Hispanic. About 25.9% of families and 32.5% of the population are below the poverty line, including 43.07% of those under 18 age and 22.4% of those age 65 or over, with 100% of students eligible for free lunch. The decline in the rural area impacts the schools, thus resulting in loss of funding to serve all schools.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.

The consultation will include but will not be limited to the following:

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

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

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

Transformation

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

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

Statutes and policies that support the transformation model are Arkansas Statute Act 35, Act 1467, and the ADE Standards for Accreditation. Act 35 supports the transformation model by setting expectations for academic standards, assessment, accountability, student academic performance and professional development. Act 1467 provides support for districts or schools in fiscal, academic, or facilities distress. The ADE Standards for Accreditation support the transformational model by reviewing schools' compliance with the standards and intervening when needed.

One Arkansas Statute that would be applicable in the consideration of the selected model is the statute protecting uninterrupted planning time. The transformational model will require extensive collaboration between faculty members to address instructional changes. Fetterman & Associates will work with the building leadership to ensure that the model can effectively implemented and still meet the requirements for teacher planning time.

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

The district has no policies to limit implementation of the transformational model. The school's adopted vision and mission statements support the transformational model.

The ACSIP plan supports the implementation of the transformational model by addressing deficiencies in student performance based on analysis of student grade level benchmarks, data such as Target-Tests, discipline referrals, and parent surveys, Classroom Walk-Throughs (CWT). The purpose of the plan is to ensure that all students meet the state assessment standards established by ADE, as well as student achievement goals established by the district. These goals are expressed to the public in our Annual Public Meeting.

~~The ACSIP also includes strategies to support transformation; job-embedded professional~~

development aligned with state standards and our school's instructional plan and student needs; utilization of research-based strategies, such as high-yield strategies, and 21st Century skills.

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

There are no contractual agreements that would affect implementation the transformation model.

The contractual agreement with Fetterman & Associates as external provider will support the implementation of the transformation model. The providers will provide support by leading professional development, and mentoring the principal and teachers to become effective leaders. The school will receive weekly visits. Each visit will include a report submitted to the School Improvement Specialist and the Principal. Next steps for following the transformational model plan in the up-coming visits will be determined each week.

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to 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:

The Arkansas statute referred to as "The Arkansas Teacher Fair Dismissal Act" requires that teachers be notified on or before May 1 for non-renewal or dismissal. This deadline would be a barrier for the turnaround model since due process is required.

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

The Arkansas Teacher Fair Dismissal Act would restrict the school's use of the Turnaround Model. The School District Board Policy follows that policy Arkansas which only allows a district to terminate a teacher for "just cause". Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful or legal action according to the Arkansas Teacher Fair Dismissal Act.

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

There are no contractual agreements that would apply to the implementation of the Turnaround Model.

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 state statutes limiting the number of charter schools that can be in operation in the state of Arkansas. Funding is available and an application process is provided. The ADE offers technical support for applying for a Charter School available through the Arkansas Department of Education.

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

There are no district policies which address the formation of Charter School, nor that limits or creates barriers to charter schools.

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

There are no district statues that limit the creation of charter schools

Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

There are no state statutes or policies that provide support for or create barriers to district contracts with EMO's.

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:

There are no district policies that address contracts with EMO's.

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:

There are no district contractual agreements that address contracts with EMO's

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:

There are no Arkansas state statutes that limit a district's ability to close a school.

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

There are no Dermott School District policies limiting the Superintendent or Board of Education's ability to close a school.

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

how:

There are no Dermott School District contractual agreements limiting the Superintendent or Board of Education's ability to close a school

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

There are no other high schools in the Dermott School District.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools)
Fetterman & Associates www.davidfetterman.com/CharitySmith.htm	Y		Fetterman & Associates provide evaluation services nationally and internationally. We develop user-friendly tools to monitor and evaluate your organization's performance. Our primary areas include: Education Management, Medical and Non Profits. Education Services: External Provider Professional Development	Types of Schools: Urban suburban and rural. Results: Increased reading/writing performance on state-mandated tests. Increased ACT Scores
Achieve3000 http://www.achieve3000.com/		Y	Achieve3000 is the leading provider of differentiated instruction, preparing students for success. Achieve3000® believes in the proven power of differentiated online instruction to improve students' reading and writing, and prepare them for college and career success	.Types of Schools: Urban suburban and rural. Results : Increased reading/writing performance on state-mandated tests.

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)
Mind Research http://www.mindresearch.net/		y	Mind Research. Math, Spatial-Temporal (ST) Math® is the leader in visual math instruction and represents the highest quality and most effective blended learning math solution in K-12. Education.	Types of Schools: Urban suburban and rural. Results: Increased reading/writing performance on state-mandated tests.

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist district with school closures and brief description of services they provide and their track record of				
Partner Organization	Partner Organization	Partner Organization	Partner Organization	Partner Organization
Arkansas	Arkansas	Arkansas	Arkansas	Arkansas Department of
Fetterman & Associates	Fetterman & Associates	Fetterman & Associates	Fetterman & Associates	Fetterman & Associates
Achieve3000	Achieve3000	Achieve3000	Achieve3000	Achieve3000
Mind Research	Mind Research	Mind Research	Mind Research	Mind Research
Southeast Arkansas Education Service	Southeast Arkansas Education Service	Southeast Arkansas Education Service	Southeast Arkansas Education Service	Southeast Arkansas Education Service Cooperative
Henderson State University	Henderson State University	Henderson State University	Henderson State University	Henderson State University

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
N?A				

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
N?A				

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	Y	Provide Technical Assistance and Professional Development	All
Fetterman & Associates	Y	N	Fetterman & Associates provide evaluation services nationally and internationally, and develop user-friendly tools to monitor and	Rural and Urban: Self Evaluation and School Improvement Planning and Implementation
Achieve3000	N	Y	Literacy Differentiation	ALL
Mind Research	N	Y	Math Remediation	ALL
Southeast Arkansas Education Service Cooperative	N	Y	Technical Assistance and Professional Development	ALL
Henderson State University	N	Y	Technical Assistance and Professional Development	ALL

Step 3: Determine Best-Fit Model and Partners

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

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

<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input checked="" type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input checked="" type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input checked="" type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

- A. Best Fit: **Transformational Model**
- B. Second Best Fit: The Turnaround Model
- C. Third Best Fit: Restart
- D. Fourth Best Fit: Closure

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

The Transformation Model

- 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?

Selecting a New Leader

The current principal is in his first year of being a building leader. However, should the school need to select a new leader the following turnaround leadership competencies would be expected of the new leader and the LEA will provide opportunities through external providers for the leader to develop competencies necessary for school turnaround. The competencies are listed below:

Turnaround Leader Competencies

- Driving for Results Cluster** – These enable a relentless focus on learning results.
- Achievement:** The drive and actions to set challenging goals and reach a

- High standard of performance despite barriers.
- **Initiative and Persistence:** The drive and actions to do more than is expected or required in order to accomplish a challenging task.
- **Monitoring and Directiveness:** The ability to set clear expectations and to hold others accountable for performance.
- **Planning Ahead:** A bias towards planning in order to derive future benefits or to avoid problems.
- **Influencing for Results Cluster** – These enable working through and with others.
- **Impact and Influence:** Acting with the purpose of affecting the perceptions, thinking and actions of others.
- **Team Leadership:** Assuming authoritative leadership of a group for the benefit of the organization.
- **Developing Others:** Influence with the specific intent to increase the short and long-term effectiveness of another person.
- **Problem Solving Cluster** – These enable solving and simplifying complex problems.
- **Analytical Thinking:** The ability to break things down in a logical way and to recognize cause and effect.
- **Conceptual Thinking:** The ability to see patterns and links among seemingly unrelated things.
- **Showing Confidence to Lead** – This competency is concerned with staying focused,
- Committed, and self-assured.
- **Self-Confidence:** A personal belief that all students and teachers can and will improve performance

The principal should possess the ability to lead change that will result in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrate a vision that all students can learn; and models the highest standards for all staff and students.

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

The District will support the leader of the school in making staff replacements by re-assigning teachers of high-quality, if needed, to areas of greatest needs based on data. The District believes that the certified teachers must instruct and assess teaching and learning for students. The District places high regard on the quality of teaching and learning in all classrooms with high expectations for improving student achievement in order to ensure such expectations are met, the District has in place an evaluation tool. The leader will use the tool to evaluate and make decisions that enhances the quality of instruction. It will also be used to assist the leader as a basis for professional development.

The district will provide opportunities for Job-embed professional development through modeling, coaching, conferencing, individualized and differentiated professional development

activities and learning activities including that can transform professional development into improved student achievement.

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

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has expertise to advise and assist the principal, other building leaders, and teachers through the process.

The LEA has the capacity to do the following:

- Provide personnel to help the school manage fiscal resources
- Research sources of fiscal support from state and local sources
- Monitor the implementation of new initiatives
- Hold staff and leadership accountable for results
- Share the common vision of the district
- Hire personnel
- Establish policies and eliminate barriers
- Provide support, coaching and mentoring

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

Changes to accommodate the transformation include the following:

- The principal must be given latitude to work with their external provider, teachers, parents and community to design a unique educational environment developed to meet the needs of the students that the school serves. This includes time, personnel, and the development of support programs, etc
- Because of teacher retention, leadership stability, the budgeting necessary to provide teacher incentives, signing bonus, mentor for new teaching staff is necessary
- Extended day opportunities for staff training and capacity building
- Increased access to technology and educational resources
- Leadership capacity building and embedded leadership training.
- Reduce the number of preparations that teachers are assigned in order to reduce teacher burnout.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The District Support for the New Leader and the Transformation

1. The District Leadership Team will meet weekly to discuss changes that need to be addressed or enhanced. The external provider will meet with the Leadership Team when on site to have input into the process. The provider will also meet with the principal and teachers to discuss needs that arise.

2. In addition, district staff will be available to provide technical assistance, help conduct data disaggregation, and support the principal in any way needed. District staff will also be available to assist teachers with classroom instructional needs.
3. The district is developing the capacity through the recently hired superintendent and principal the ability to create a vision for the transformation, the commitment to carry out the vision and the passion to lead
4. Changes in operational practice will be brought about through constant monitoring and redirecting as needed throughout the change process. Changes will be sustained by making the new operational practices part of a standard operating procedure for the school and district.

The Turnaround Model

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

The LEA will begin a future-teacher program in the high school to encourage local students to pursue careers in teaching. The LEA will assist local students in obtaining scholarships to become teachers and recruit local students to apply for teaching jobs in the district.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

A new principal was hired for the 2013-2014 school year. If the need were to arise for a new principal, Dermott High School will advertise the position, and contact Universities for recommendations of their Educational Leadership graduates. The new leader should have a proven record of improving student achievement and culture in a high school setting. A new leader should also be a knowledgeable instructional leader and an accomplished communicator capable of facilitating the change process.

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

The LEA will seek to offer sign-on and retention bonuses if afforded the Grant. The school improvement efforts, which address school climate, will also serve to attract teachers.

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

Staffing decisions will be made utilizing TESS and formative and summative student achievement data.

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

The Dermott School District does not have a collective bargaining agreement.

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

Dermott School District has only 1 high school.

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

Retaining surplus staff should not become an issue without collective bargaining.

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

ADE, Cooperatives, External Providers, Community Members

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

The implementation of the school improvement efforts including the School Improvement Committees will need to be fully functional.

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district will provide professional development and external providers to support the leadership.

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

N/A

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

N/A

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

N/A

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?

N/A

5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

N/A

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

N/A

7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?

N/A

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

N/A

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

N/A

10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

N/A

School Closure Model

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

N/A

8. What supports will be provided to recipient schools if current staff members are reassigned?

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

Transformational Model

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

Statutes and policies that support the transformation model are Arkansas Statute Act 35, Act 1467, and the ADE Standards for Accreditation. Act 35 supports the transformation model by setting expectations for academic standards, assessment, accountability, student academic performance and professional development. Act 1467 provides support for districts or schools in fiscal, academic, or facilities distress. The ADE Standards for Accreditation support the transformational model by reviewing schools' compliance with the standards and intervening when needed.

One Arkansas Statute that would be applicable in the consideration of the selected model is the statute protecting uninterrupted planning time. The transformational model will require extensive collaboration between faculty members to address instructional changes. Fetterman & Associates will work with the building leadership to ensure that the model can effectively implemented and still meet the requirements for teacher planning time.

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

The district has no policies to limit implementation of the transformational model. The school's adopted vision and mission statements support the transformational model.

The ACSIP plan supports the implementation of the transformational model by addressing deficiencies in student performance based on analysis of student grade level benchmarks, data such as Target-Tests, discipline referrals, and parent surveys, Classroom Walk-Throughs (CWT). The purpose of the plan is to ensure that all students meet the state assessment standards established by ADE, as well as student achievement goals established by the district. These goals are expressed to the public in our Annual Public Meeting.

The ACSIP also includes strategies to support transformation; job-embedded professional development aligned with state standards and our school's instructional plan and student needs; utilization of research-based strategies, such as high-yield strategies, and 21st Century skills.

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

There are no contractual agreements that would affect implementation the transformation model.

The contractual agreement with Fetterman & Associates as external provider will support the implementation of the transformation model. The providers will provide support by leading professional development, and mentoring the principal and teachers to become effective leaders. The school will receive weekly visits. Each visit will include a report submitted to the School Improvement Specialist and the Principal. Next steps for following the transformational model plan in the up-coming visits will be determined each week.

Turnaround

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

The Arkansas statute referred to as “The Arkansas Teacher Fair Dismissal Act” requires that teachers be notified on or before May 1 for non-renewal or dismissal. This deadline would be a barrier for the turnaround model since due process is required.

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

The Arkansas Teacher Fair Dismissal Act would restrict the school’s use of the Turnaround Model. The School District Board Policy follows that policy Arkansas which only allows a district to terminate a teacher for "just cause". Dismissing 50% of the staff and the administrator as a predetermined model would not be a lawful or legal action according to the Arkansas Teacher Fair Dismissal Act.

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

There are no contractual agreements that would apply to the implementation of the Turnaround Model.

Restart

Charter Schools

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

Arkansas has state statutes limiting the number of charter schools that can be in operation in the state of Arkansas. Funding is available and an application process is provided. The ADE offers technical support for applying for a Charter School available through the Arkansas Department of Education.

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

There are no district policies which address the formation of Charter School, or which limits or creates barriers to charter schools.

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

There are no district contractual agreements, including collective bargaining, which would affect the formation of charter schools.

Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

There are no state statutes or policies that provide support for or create barriers to district contracts with EMO's.

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:

There are no district policies that address contracts with EMO's.

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:

There are no district contractual agreements that address contracts with EMO's.

Closure

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

There are no Arkansas state statutes that limit a district's ability to close a school.

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

There are no Dermott School District policies limiting the Superintendent or Board of Education's ability to close a school.

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

There are no Dermott School District contractual agreements limiting the Superintendent or Board of Education's ability to close a school.

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

There are no other high schools in the Dermott School District.

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	ADE - Provide Technical Assistance and Professional Development opportunities.
Local Education Agency	DSD - Implement a SIG Steering Committee to provide support for grant management, financial and budget issues, and contracting issues.
Internal Partner (LEA staff)	District Level Staff - Provide technical assistance, professional development, resources, and other needed assistance to the school.
Lead Partner	Fetterman & Associates Education – Approved External Provider- Fetterman & Associates provide evaluation services nationally and internationally. We develop user-friendly tools to monitor and evaluate your organization's performance. Provide Technical Assistance and Professional Development opportunities to include teacher support, resource materials and on-site coaching/mentoring.
Support Partner	Achieve3000 is the leading provider of differentiated instruction, preparing students for success. Achieve3000® believes in the proven power of differentiated online instruction to improve students' reading and writing, and prepare them for college and career success.
Support Partner	Mind Research. Math, Spatial-Temporal (ST) Math® is the leader in visual math instruction and represents the highest quality and most effective blended learning math solution in K-12. Education.
Principal	The New Principal, David Clinton will provide leadership for SIG Implementation.
School Staff	Provide leadership for SIG implementation and collaborate to ensure that interventions are being implemented with fidelity.
Parents and Community	Provide support by serving on advisory and planning committees, mentoring, and overall student support

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

In order to determine the expectations for the Lead Partner and supporting partner, Dermott Public school reviewed the guidance developed for External Provider by Bryan Hassel, Ph.D., and Lucy Steiner, *A Guide to Working With External Providers*, Learning Point Associates, Second Edition (2010). The *Guide to Working With External Providers* was researched and written by Bryan Hassel, Ph.D., and Lucy Steiner, with support from Learning Point Associates. Dr. Hassel is the cofounder of Public Impact, an education policy firm based in North Carolina, and currently serves as its codirector. Steiner is a senior consultant with Public Impact.

The guide is based on existing research and field experience related to how schools and districts can work most effectively with a host of external providers. During its initial development in 2004, researchers reviewed the academic literature on school-provider partnerships, interviewed top scholarly experts on the subject, and interviewed a wide-ranging group of practitioners involved in school-provider relationships. Those practitioners included representatives of schools, districts, and a range of external providers.

Table: Responsibilities

Responsibility	Person Responsible	Time Line
Ensure all applicable federal and state laws, regulations/rules, and Flexibility guidelines are met.	Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner) Kelvin Gragg, Superintendent Amanda Bittle, Dermott Schools	Monthly throughout the 3 year duration of the grant
Ensure all Flexibility requirements as related to becoming an Approved External Provider are met.	Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner)	Yearly throughout the 3 year duration of the grant
Use a systemic approach at the school, district, board, community and state level that is likely to build capacity at the local level	Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner)	Monthly throughout the 3 year duration of the grant

<p>when the external provider completes its partnership with the district.</p>	<p>Kelvin Gragg, Superintendent Amanda Bittle, Dermott Schools David Clinton, High School Principal</p>	
<p>Facilitate a deep diagnostic analysis of systems that support student instruction and family/community engagement.</p>	<p>Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner) Brett Turner, Acheive3000 (Supporting Partner-Literacy) Bevelyn Hunter, Mind Research Institute (Supporting Partner-Mathematics)</p>	<p>Biannually prior to and during the duration of the 3 year grant.</p>
<p>Work with district and school leadership, ADE SIS, and ADE SST to develop a three year PIP as a component of the Arkansas Consolidated School Improvement Plan (ACSIP).</p>	<p>Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner) Kelvin Gragg, Superintendent Amanda Bittle, Dermott Schools David Clinton, High School Principal Brett Turner, Acheive3000 (Supporting Partner-Literacy) Bevelyn Hunter, Mind Research Institute (Supporting Partner-Mathematics)</p>	<p>Developed prior to the beginning of the grant and monitored and revised quarterly throughout the duration of the grant.</p>
<p>Assist Dermott High School in meeting Interim Measurable Objectives (IMO's) as set forth in the PIP.</p>	<p>Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner) Bryan Swymn, Fetterman & Associates Kelvin Gragg, Superintendent Amanda Bittle, Dermott Schools David Clinton, High School Principal</p>	<p>On-going throughout the duration of the grant as determined by the dates set on the IMO's in the PIP.</p>
<p>Engage to assist in building local capacity and local expertise through a "gradual release of responsibility" model.</p>	<p>Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner) Kelvin Gragg, Superintendent Amanda Bittle, Dermott Schools David Clinton, High School Principal</p>	<p>Ongoing and evaluated quarterly throughout the duration of the grant.</p>

Be present and working with staff on a weekly basis at Dermott High School.	Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner)	Weekly throughout the duration of the 3 year grant.
Report weekly progress to ADE oversight team through ADE SIS and to the district superintendent.	Dr. Charity Smith, Fetterman & Associates (Lead Partner) Dr. Debbie Goodwin, Fetterman and Associates (Lead Partner)	Weekly throughout the duration of the 3 year grant.

Name	Contact Information
Fetterman & Associates David M. Fetterman, Ph.D. President and CEO	566 Hopkins Street, Menlo Park, CA 94025 650-269-5689 * fettermanassociates@gmail.com
Fetterman & Associates: Lead Partner, Dr. Charity Fleming Smith	Principal Education Associate Dr. David Fetterman and Associates, International FettermanAssociates@gmail.com Charitysmith.99@comcast.net
Fetterman & Associates: Lead Partner, Dr. Debbie Goodwin	Education Associate Dr. David Fetterman and Associates, International drdjgoodwin@gmail.com
Brett Turner, Supporting Partner (Literacy) AR and OK Regional Director	AR and OK Regional Director ACHIEVE3000 1985 Cedar Bridge Ave., Suite 3

Name	Contact Information
	1985 Cedar Bridge Ave., Suite 3 Lakewood, NJ 08701 mobile: 918.691.0600 fax: 918.512.4544 www.Achieve3000.com
Dr. Bevelyn Hunter, Supporting Partner, Mathematics	Education Partnership Manager MIND Research Institute 318.368.5725 cell bhunter@mindresearch.net

Biographical Information of Lead Partner

David M. Fetterman is CEO of Fetterman & Associates, an international consulting firm. Fetterman & Associates provide evaluation services nationally and internationally. Clients include: the U.S. Department of Education, the states of Arkansas and California, a variety of local community-based programs, and social programs in Australia, Brazil, Ethiopia, Japan, Nepal, New Zealand, Spain, and the United Kingdom. His agency also provides workshops and technical assistance training. Dr. David Fetterman was previously the Director of Evaluation in the School of Medicine at Stanford University, Director of Evaluation, Career Development, and Alumni Relations in the School of Education, and Director of the MA Policy Analysis and Evaluation Program. He is a past-president of the American Evaluation Association and is currently co-chair of the American Evaluation Association's Collaborative, Participatory, and Empowerment Evaluation topical interest group. He is the author of a number of books including *Empowerment Evaluation in the Digital Villages: Hewlett-Packard's \$15 Million Race Toward Social Justice* (Stanford University Press, 2013), *Ethnography: Step-by-Step* (SAGE, 2010), *Foundations of Empowerment Evaluation* (SAGE, 2001), and co-editor with Abraham Wandersman, *Empowerment Evaluation: Principles in Practice* (Guilford, 2004) and co-editor with Shakeh Kaftarian and Abraham Wandersman, *Empowerment Evaluation: Knowledge and Tools for Self-Assessment & Accountability* (SAGE, 1996).

Dr. Charity Fleming Smith is the Principal Associate for Education at Fetterman & Associates. After 16 years as Assistant Commissioner/Director for Education in Arkansas, she is now a full-time national consultant and lecturer. As Assistant Commissioner, she helped to ensure that all school districts in Arkansas were held accountable for improving school performance. During her tenure, Arkansas received national recognition in a number of areas, including rigorous academic standards, accountability, reporting, teacher quality, and consistent academic improvement. With a passion for excellence, she has help lead and implement initiatives that ranked Arkansas 6th in nation according to *Education Week (2011)*. Additionally, the performance in standards, assessment and accountability received one of the highest ratings. Dr. Smith is a Rockefeller Distinguished Lecturer, received her Ed.D degree from University of Arkansas in Little Rock, and has worked as a practitioner, consultant, Keynote speaker, presenter, principal, state level program director and lead planner, and assistant state commissioner of education.

Dr. Debbie Goodwin, Education Interventionist with Fetterman & Associates, and Assistant Professor of Educational Leadership at Texas A&M, Commerce, has over 20 years of experience in statistics and

research endeavors, with experience in all levels of education in Arkansas Public Schools: secondary teacher, elementary principal, assistant superintendent for curriculum & instruction and university professor of teaching, learning, and leadership. She has a doctorate in educational leadership and a master's in communication from Arkansas State University.

FETTERMAN & ASSOCIATES

Audit Report Number 1 Strong High School

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

External Providers are in the LEA ACSIP Plan. The actions of each external consultant will be monitored as part of the monitoring of the ACSIP Plan. The Leadership team composed of the meets biweekly to examine pertinent data and monitor implementation of the intervention model. Next Steps and Actions plans are included in the ACSIP plan and scholastic audit. The data are shared with stakeholders. This process is monitored quarterly.

Targeted professional development ongoing in the schools will consist of sign in ledgers, agendas, and actions steps. The topics will be developed based on results of data, input from teachers, principals, instructional facilitators and district administrators.

The district will host weekly leadership team meetings to stay abreast of the intervention model implementation and plans for intervention. Electronic communication will be utilized to keep all stakeholders involved, informed, and included on all decision-making strategies and updates necessary for implementation.

The district will assist the LEA to recruit, train, support and place personnel to competently address the problems of schools in need of improvement (school improvement specialist.)

The district will provide the LEA with training and support for integrated data collection, reporting and analysis systems as outlined in the district's strategic plan. The district allows school leaders reasonable autonomy to do things differently in order to succeed.

The district ensures that an empowered change agent (the principal) is appointed to head the school and that the principal is skilled in motivating staff and community, communicating clear expectations and focusing on improved student learning.

Tools: Lesson Plans and curriculum maps are housed on the district server and are available to all district administrators. Classroom walkthroughs via Teachscape are conducted by all LEA and district administrators as well as Leadership Team Members. The Instructional Facilitators for math and literacy, the Curriculum Coordinator and principals view data updates electronically through D2SC.

Step 5: Forge Working Relationships

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

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's SIG Steering Committee will include representatives from key stakeholder groups, parents, principals, external provider representatives, district staff, and teachers from participating school.

On a quarterly basis, (more if needed), the committee will review data reports and comments from principals, teachers, etc. Modifications in program implementation will be made if warranted.

Working relationships will be strengthened as we work together.

A parent liaison with the primary role of assisting parents in helping their children meet standards will be a component of the transformation. To be effective in this area, the liaison will need to provide parents with the importance of their role in their child's success. Also, provide guidance for parents in helping their children with homework and in communicating with their children about school, etc. The liaison will hold parent meetings in which the discussion of progress and home study can be conducted with parents.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Amanda Bittle	Federal Programs Coordinator		
Arneice Gardner	Curriculum Coordinator		
Sandra Jordan	Math IF		
David Clinton	HS Principal		
Onnie Simpson	Literacy IF		
Dr. Charity Smith	External Provider		
Dr. Linda Goodwin	External Provider		
Bryan Swymn	External Provider		

Meetings

Location	Date	Location	Date
Administration Building	2/25/2014		
Administration Building	2/26/2014		

Step 7: Sustainability

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

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

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

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To create a standards based curriculum that can endure teacher turnover and ensure all standards are taught and students are provided opportunities for real world, relevant skill mastery.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Curriculum</p> <p>1. The school will develop and implements a reading and mathematics curriculum that is rigorous, intentional, and aligned to Common Core and local standards.</p>	<ul style="list-style-type: none"> • Curriculum Maps • Use of Lesson Planning document aligned to Common Core • AMOs are met in all areas 	<ul style="list-style-type: none"> • Curriculum Meetings • Interim and summative assessment results 	May 1, 2014	May 1, 2015	LEA leadership Team External Provider

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To use formative and summative standards based assessments to inform instruction and ensure teachers understand what skills have been mastered and what skills are in need of re-teaching.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Assessment:</p> <p>1. The school will use multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.</p>	<p>Artifact indicating that opportunities were provided to help districts keep abreast of the current status of the assessment consortia Partnership for Assessment of Readiness for College and Careers (PARCC), and to help districts transition to the new Common Core State Standards.</p>	<ul style="list-style-type: none"> • The creation of local interim assessments and assessment plans • Data disaggregation files 	<p>April 2014</p>	<p>May 2015</p>	<p>Superintendent Instructional coaches Teachers Principal</p>

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To improve student achievement on state assessments in both reading/language arts and math; The school instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture and developing leadership capacity.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Improve leadership capacity at the building level by providing opportunities for school leaders to develop turnaround leadership competencies</p>	<p>Leader Competencies</p> <ul style="list-style-type: none"> • Driving for Results Cluster – Achievement: • Initiative and Persistence: • Monitoring and Directiveness: • Planning Ahead. • Influencing for Results • Influence: • Team Leadership: leadership. • Developing Others: 	<ul style="list-style-type: none"> • Hire a 7-12 curriculum specialist • Hire a 7-12 literacy specialist • Provide embedded learning opportunities for staff • Implement common planning time during after school and through school scheduling • Improved student performance 	<p>April 2014</p>	<p>May 2015</p>	<p>Superintendent Instructional coaches Teachers Principal Leadership Team</p>

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To ensure instruction includes research based instructional strategies that provide relevant, real world learning opportunities that will prepare students for a successful future.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Instruction 2. Provide embedded professional development and critical coaching to train teachers and provide them with sufficient resources to differentiate instruction to meet the academic needs of students	<ul style="list-style-type: none"> • Professional Development plan • Document Professional Development activities • Embedded Professional Development opportunities • Increased teacher capacity as measured by TESS Evaluation 	<ul style="list-style-type: none"> • Hire a 7-12 curriculum specialist • Hire a 7-12 literacy specialist • Provide embedded learning opportunities for staff • Implement common planning time during after school and through school scheduling • Hire academic coaches and student 	April 2014	May 2015	Superintendent Instructional coaches Principal

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To maintain a safe and orderly learning environment to support an effective learning community and support a climate conducive to performance excellence.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Learning environment</p> <p>3. To create, maintain a safe and orderly learning environment where students are actively engaged in learning to support an effective learning community and support a climate conducive to increased student achievement</p> <p>4. Recruit qualified teachers enthusiastic for change.</p>	<ul style="list-style-type: none"> • AMOs are met in all areas • Teachers TESS performance improves • Graduation rate improves • Development of a teachers for Dermott Program 	<ul style="list-style-type: none"> • Hire a dean of students • Completed leadership training hours for principal • A decline in disciplinary referrals • Improve student and staff attendance • Perceptual surveys • Established the Teacher Cadet Program to recruit highly qualified young people into teaching. 	April 1 2014	May 2015	Superintendent Instructional coaches Teachers Principal Instructional Interventionist Dean of Students

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; To improve parent and community involvement in the school to ensure all stakeholders invest in the future of the children in the community.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Parent and Community 5. The school will work with families and community groups to remove barriers to learning in an effort to increase the graduation rate meet the intellectual, social, career, and developmental needs of students.	<ul style="list-style-type: none"> • Increased parental participation in parent groups • Improved Discipline • Improved graduation rate 	<ul style="list-style-type: none"> • Hire a part-time parent coordinator • Parent sign in sheets • Parent surveys • Perceptual surveys 	April 1 2014	May 2015	Superintendent Instructional coaches Teachers Principal Parent Coordinator Counselor

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

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

Goal: To improve student achievement on state assessments in both reading/language arts and math; to improve teaching and learning by providing research-based, results driven professional development opportunities for staff and implement performance evaluation procedures in order to improve teaching and learning.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To provide high quality embedded professional development opportunities to all certified and non-certified staff members in order to improve teacher quality and improve instructional support for teaching and learning.</p> <p>To Provide critical coaching and feedback using the TESS Evaluation Model</p>	<ul style="list-style-type: none"> • Improved teacher and leader capacity as measured by state and local evaluation instruments • Document professional development training opportunities 	<ul style="list-style-type: none"> • External provider contracts • Increase staff professional Development hours • Classroom walk-through documents • AMOs are met in all areas 	April 2014	May 2015	Superintendent Instructional coaches Teachers Principal Parent Coordinator Counselor

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

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

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

Criteria	Actions Taken
Design and implement interventions consistent with the final requirements of selected model;	The LEA has reviewed and analyzed the requirement of the transformational model and will recommend the appropriate staff and systems which are the inter-related sets of tasks or activities that help organize and coordinate work. Promote buy-in. School reform cannot work unless the whole school staff is on board.
Recruit, screen, and select external providers, if applicable, to ensure their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);	The LEA will Recruit qualified teachers enthusiastic for change. Those teachers who have seen too many reform efforts come and go to support new initiatives wholeheartedly will not be recruited. The LEA will attempt to will attract those teachers willing to bring new life and ideas to its ranks.
Align other resources with the interventions;	Because transforming schools requires tough choices about resource allocation, the LEA and school will pay attention to how they allocate staff, budgets, materials, and space.
Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining	Culture is how the organization really operates. It consists of the leadership style, worker attitudes and habits and management practices that make up the distinctive “personality” of the organization. It is like the air that permeates everything and is both cause and effect of organization behavior. Culture mirrors the true philosophy and values that the organization actually practices. As such, it is a measure of how well an organization has translated its philosophy (organizational strategy) into practice
Sustain the reforms after the funding period ends	<ul style="list-style-type: none"> • Use the data to identify new sources of funding

Criteria	Actions Taken
	<ul style="list-style-type: none"> • Use data to determine ways to sustain the programs after the funding ends by measuring progress and setting standards -- and analyzing the information to identify patterns of failure and their causes • Use data to help the school and district to diagnose low performance and attack specific problems with concrete solutions. Important sources of data include: student test scores and portfolios of work; comparisons of school wide achievement against district, state, and national standards; and surveys of students, teachers, and parents.

Activity	Description
Site Director	State Appointed Site Director
Full Time(Teacher-focused) Literacy Instructional Facilitator	Employ a full time 7 – 12 Literacy Instructional Facilitator to mentor, coach, and model lessons for literacy teachers. The goals of the literacy instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.
Full Time Math(Teacher-Focused) Instructional Facilitator	Employ a full time 7 – 12 Math Instructional Facilitator to mentor, coach, and model lessons for math teachers. The goals of the math instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.
Full Time Curriculum Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and Instruction Team, and to mentor, coach, and model lessons for teachers in areas other than literacy and math. The goals of the curriculum coordinator are to strengthen instruction, change teacher practice, and increase student

Activity	Description
	achievement.
Full Time Student Safety & Discipline Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and Instruction Team, and to mentor, coach, and model lessons for teachers in areas other than literacy and math. The goals of the curriculum coordinator are to strengthen instruction, change teacher practice, and increase student achievement.
Full Time Social Worker	Employ a full time 7 – 12 Social Worker to provide interventions to students and families to help meet the needs of students with social and low socioeconomic issues. The goals of the social worker are to decrease the barriers to education for students with social and low socio economic issues, and increase student achievement.
Full Time Career & Graduation Coach	Employ a full time 7 – 12 Career & Graduation Coach to guide students through the process of becoming college and career ready. Career & Graduation Coach will help students explore careers based on their interests. The coach will guide students through educational requirements necessary for career readiness whether that is vocational schools, colleges, or job entry. The goal of the Career & Graduation Coach is to increase the graduation rate of Dermott High School.
Part Time Parent Coordinator	Employ a part time 7 - 12 Parent Coordinator. The Parent Coordinator will be responsible for opening the high school parent center for 2 afternoons weekly for 3 hours each afternoon. The Parent Coordinator will conduct parenting classes, help parents gain skills needed to help their children succeed academically, and coordinate parental involvement activities. The goal of the Parent Coordinator is to increase parental involvement and increase student achievement.
Full Time Literacy (Student Support) Interventionist	Employ a full time 7 – 12 literacy interventionist to provide interventions and enrichment to students to prepare struggling students for

Activity	Description
	PARCC assessments, and help close persistent academic achievement gaps. Students will receive these interventions and enrichments in a class period that is in addition to the English class period required by state standards. The goal of the Literacy Interventionist is to increase student achievement.
Full Time(Student-Support) Math Interventionist	Employ a full time 7 – 12 math interventionist to provide interventions and enrichment to students to prepare struggling students for PARCC assessments and help close persistent academic achievement gaps. Students will receive these interventions and enrichments in a class period that is in addition to the Math class period required by state standards. The goal of the Math Interventionist is to increase student achievement.
Accountability Specialist	Employ a full time 7 – 12 Accountability Specialist to coordinate the requirements of the ESEA Flexibility and monitor 1003(g) Grant Progress
Extended Day Year 1	Extend the School Day for Year 1 by providing 30 minutes of core instructional/enrichment time and 15 minutes of teacher planning time. The total time for extended day for year 1 equals 45 minutes which equals 1 class period.
Extended Day Year 2	Extend the School Day for Year 2 by providing 35 minutes of core instructional/enrichment time and 20 minutes of teacher planning time. The total time for extended day for year 2 equals 55 minutes which equals 1.23 class periods.
βExtended Day Year 3	Extend the School Day for Year 3 by providing 40 minutes of core instructional/enrichment time and 25 minutes of teacher planning time. The total time for extended day for year 2 equals 65 minutes which equals 1.45 class periods.
LDC/MDC Professional Development Year 1	Train entire High School Staff on LDC/MDC Unit Design under the direction of Dr. Tracie Tucker, ADE. Training will consist of 3 days of training and 2 days of unit development time.

Activity	Description
Curriculum Development Year 2	5 Days of Staff Development on Curriculum Development
Curriculum Development Year 3	5 Days of Staff Development on Curriculum Development
Student Incentives	<p>Educational Field Trips will be used as student incentives.</p> <p>Two types of incentives will be available.</p> <p>Student Achievement Incentives – Students who are proficient on Interim Assessments will be rewarded with an Educational Field Trip. 4 Trips per year will be offered.</p> <p>Student Behavior Incentives – Students who meet behavior benchmarks will be rewarded with Educational Field Trips. 4 Trips per year will be offered.</p>
Motivational Speakers	Motivational Speakers will be utilized to encourage students regarding the importance of education. This will help to change the culture of our school, which was a deficiency as described in the Scholastic Audit.
Technology Year 1	Purchase laptops and desktops to actively engage students in the learning process utilizing technology.
Technology Year 2	Purchase laptops to actively engage students in the learning process utilizing technology.
Technology Year 3	Purchase laptops to actively engage students in the learning process utilizing technology.
External Provider	<p>External Provider will mentor principal to help him become a more effective leader.</p> <p>This is in addition to the external provider required under the ESEA Flexibility.</p>
Supplemental Literacy Instructional Program	Purchase a supplemental literacy program to provide intervention to struggling students.
Supplemental Math Instructional Program	Purchase a supplemental math program to provide intervention to struggling students.
Teacher Incentives	Teacher Incentives will be given for Sign On Bonuses, Retention Bonuses, Attendance Incentives, and Student Achievement Incentives
Professional Development for Key Administrators	Key Administrators will attend professional development conferences.

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline**YEAR ONE TIMELINE**

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

May 2014– June 2014 Pre-implementation

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

Pre-implementation	
May	<ul style="list-style-type: none"> • Contract with external providers • Review data and plan professional development for next school year. • Develop a teacher handbook including nonnegotiable policies and procedures. • Conduct bi-weekly focused classroom visits with teacher feedback. • Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, and resources. • Administer post-test for target test, analyze data and use for planning of curriculum and instruction for the next year. • Begin the curriculum alignment process for units of instruction for the next year. • Advertise and Begin Interviewing for Literacy Facilitator, Math Facilitator, Curriculum Coordinator, Social Worker, Career/Graduation Coach, Parent Coordinator, Student Safety and Discipline Coordinator, Literacy Teacher, and Math Teacher • Purchase technology equipment and materials and supplies
June	<ul style="list-style-type: none"> • Conduct Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) Training for all teachers under the direction of Dr. Tracie Tucker, ADE • Continue Interviewing and Begin Hiring for Literacy Facilitator, Math Facilitator, Curriculum Coordinator, Social Worker, Career/Graduation Coach, Parent Coordinator, Student Safety and Discipline Coordinator, Literacy Teacher, and Math Teacher

2014 – 2015 SY

July	<ul style="list-style-type: none">• Conduct professional development workshops on LDC/MDC Unit Development• Contract with external providers for Back to School Workshops• Increase student engagement in all classes through professional development provided by the IF and external providers• Identify and schedule students into literacy and math intervention classes• Disaggregate Test Data

August

- Implement the teacher/student attendance incentive plan
- Implement student discipline incentive plan
- Implement interim assessment incentive plan
- Implement student achievement incentive plan for teachers
- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Encourage teachers to pursue National Boards Certification or obtain additional higher course work
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources
- Identify students needing resources such as social worker, career and graduation coach, or student safety & discipline coordinator
- Begin Extended Day Program
- Begin opening the Parent Center
- Begin Literacy and Math Intervention Classes
- Provide Professional Development on Test Data, LDC/MDC Unit Design, AMOs, and IMOs

September

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Encourage teachers to pursue National Boards Certification or obtain additional higher course work
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will start seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom

October

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Invite and involve parents in decision-making committees
- Administer interim assessment one, analyze data, and use to adjust instruction
- Provide Professional Development in Interim Assessment Data
- Provide Professional Development on LDC/MDC Unit Design
- Provide Interim Assessment Incentives
- Provide Student Discipline Incentives

November

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Provide Professional Development on LDC/MDC Unit Design

December

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Administer interim assessment two, analyze data, and use to adjust instruction
- Provide Interim Assessment Incentives
- Provide Student Discipline Incentives

January

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps

February

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Provide Professional Development on LDC/MDC Unit Design

March

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Administer interim assessment three, analyze data, and use to adjust instruction
- Provide Interim Assessment Incentives
- Provide Student Discipline Incentives
- Review the master schedule and plan for optimum time for collaboration
- Begin advertising and interviewing for any vacant positions for the 2015 – 2016 School Year

April

- Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers
- Implement professional learning community
- Develop programs to involve parents
- Provide structured time for leadership team to work together with school community to support the PLC.
- Review school improvement grant implementation plan with faculty and at public meetings.
- Implement procedures in teacher handbook
- Publish monthly parent and community electronic news letter
- Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks
- Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.
- Bi-weekly focused classroom visits
- Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration
- Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services
- Continue Extended Day Program
- Continue opening the Parent Center
- Continue Literacy and Math Intervention Classes
- Model best practices in the classroom
- Assess grant progress and target next steps
- Review professional development for the year and determine needs and next steps for the coming year
- Determine staff assignments for the 2015 – 2016 School Year
- Continue advertising and interviewing for any vacant positions

May	<ul style="list-style-type: none"> • Increase student engagement in all classes through professional development provided by the Instructional Facilitators, Curriculum Coordinator, and external providers • Implement professional learning community • Develop programs to involve parents • Provide structured time for leadership team to work together with school community to support the PLC. • Review school improvement grant implementation plan with faculty and at public meetings. • Implement procedures in teacher handbook • Publish monthly parent and community electronic news letter • Conduct bi-weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks • Conduct classroom visits in teams (i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations. • Bi-weekly focused classroom visits • Monitor lesson plans for standards, objectives, instructional strategies, assessments, resources, and technology integration • Social worker, career and graduation coach, and student safety & discipline coordinator will continue seeing students who need services • Continue Extended Day Program • Continue opening the Parent Center • Continue Literacy and Math Intervention Classes • Model best practices in the classroom • Assess grant progress and target next steps • Administer interim assessment three, analyze data, and use to adjust instruction • Provide Interim Assessment Incentives • Provide Student Discipline Incentives • Continue advertising and interviewing for any vacant positions • Review data and plan professional development for next school year. • Develop a teacher handbook including nonnegotiable policies and procedures.
June	<ul style="list-style-type: none"> • Conduct Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) Training for all new teachers. • Purchase technology and material and supplies needed for the next year. • Provide Teacher Incentives for Attendance and Student Achievement

July

- Conduct professional development workshops on LDC/MDC Unit Development
- Contract with external providers for Back to School Workshops
- Increase student engagement in all classes through professional development provided by the IF and external providers
- Identify and schedule students into literacy and math intervention classes
- Disaggregate Test Data

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SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
1/30/2014	District Administration	Amanda Bittle	Federal Programs Coordinator
		Dr. Charity Smith	External Provider
2/3/2014	Student Stakeholder Committee	CeAaron Plummer	12 th Gr. Representative
		Brianna Boatner	12 th Gr. Representative
		Philip Kilgore	11 th Gr. Representative
		Johnisha Jackson	11 th Gr. Representative
		Reggie Parker	10 th Gr. Representative
		Leah Rowe	10 th Gr. Representative
		Drew Thomas	9 th Gr. Representative
		Samantha Jones	9 th Gr. Representative
		Regena Rowe	8 th Gr. Representative
		Dakeyvius Ward	8 th Gr. Representative
2/3/2014	Community Stakeholder Meeting	Bertha Freeman	Parent Facilitator
		Mykebia Carter	Parent Involvement Representative
		Tonya Allen	Parent Involvement Representative
		David Clinton	Principal
		Amanda Bittle	Federal Programs
		Kristi Ridgell	District Parent Coordinator
		Dr. Charity Smith	External Provider
		Rather Clark	Community Member
Eloise Finch	Parent		

Date	Department	Attendees	
		Name	Position
2/6/2014	High School Teacher Stakeholder Meeting	Rhiannon Cabaniss	Teacher
		Megan Mixon	Teacher
		Coach Mike Duncan	Teacher
		Arneice Gardner	Curriculum Coordinator
		Wilmer Rose	Teacher
		Sandra Horn	Teacher
		Bertha Freeman	Teacher
		David Clinton	HS Principal
		Robin Egerton	Teacher
		Onnie Simpson	Literacy IF
		Pat Hartley	Teacher
		Coach Leroy Kennedy	Teacher
		Angela Snuffer	Media Center Specialist
		Bill Hartley	Teacher
		Emilianne Slamons	Teacher
		Bertha Freeman	Teacher
Lana Smith	Teacher		
2/20/2014	District Administration & High School Administration	David Clinton	HS Principal
		Arneice Gardner	Curriculum Coordinator
		Amanda Bittle	Fed. Programs Coord
2/24/2014	District Administration	Kelvin Gragg	Superintendent
		Amanda Bittle	Federal Programs Coord
		Arneice Gardner	Curriculum /coordinator
		Kristi Ridgell	Elementary Principal
		Onnie Simpson	Literacy IF
		Sandra Jordan	Math IF
2/25/2014	District Administration	Kelvin Gragg	Superintendent
		Amanda Bittle	Federal Programs Coord
2/25/14	Building Administration	Dr. Charity Smith	External Provider
		Dr. Linda Goodwin	External Provider
		Amanda Bittle	Federal Programs Coord
		David Clinton	HS Principal
2/25/2014	Transportation	Robert Henry	Transportation Director
		April Cantrell	District Treasurer
		Amanda Bittle	Federal Programs Coord
2/25/2014	Special Education	Dawn Campagna	LEA Supervisor
		Amanda Bittle	Federal Programs Coord

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround Model			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre -			
Select a new principal				
Assign effective teachers and leaders to lowest achieving schools				
Recruit, place and retain staff		90365.80	90365.80	90365.80
Select new staff		642195.14	642195.14	642195.14
Replace staff deemed ineffective				
Negotiate collective bargaining agreements				
Support for staff being reassigned				
Retaining surplus staff				
Create partnerships to support transformation model				
Change decision-making policies and mechanisms around infusion of human capital				

Adopt a new governance structure				
High-quality, job-embedded professional development		99127.24	99127.24	99127.24
Implementing data collection and analysis structures				
Increase learning team (extended day, week, and/or year)		439874.30	483072.80	524426.60
Student supports (emotional, social, and community-based)		10000.00	10000.00	10000.00
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
Student Incentives		34400.00	34400.00	34400.00
Supplemental Math and Literacy Programs		24000.00	24000.00	24000.00
Technology		98772.17	54823.77	54823.77
Professional Development for Key Administrators		15000.00	15000.00	15000.00
Total		\$1,453,734.65	\$1,452,984.75	\$1,494,338.55

Priority:

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

Activity	Explanation	Amount
Site Director	State Appointed Site Director	\$100,000.00
Full Time(Teacher-focused) Literacy Instructional Facilitator	Employ a full time 7 – 12 Literacy Instructional Facilitator to mentor, coach, and model lessons for literacy teachers. The goals of the literacy instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.	Maximum Salary and Benefits per year would be \$63,502.00.

Full Time Math(Teacher-Focused) Instructional Facilitator	Employ a full time 7 – 12 Math Instructional Facilitator to mentor, coach, and model lessons for math teachers. The goals of the math instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.	Maximum Salary and Benefits per year would be \$65,184.00.
Full Time Curriculum Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and Instruction	Maximum Salary and Benefits per year would be \$66,971.14.
Full Time Student Safety & Discipline Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and Instruction	Maximum Salary and Benefits per year would be \$58,070.00.
Full Time Social Worker	Employ a full time 7 – 12 Social Worker to provide interventions to students and families to help meet the	Maximum Salary and Benefits per year would be \$54,320.00.
Full Time Career & Graduation Coach	Employ a full time 7 – 12 Career & Graduation Coach to guide students through the process of becoming college and career	Maximum Salary and Benefits per year would be \$54,320.00.
Part Time Parent Coordinator	Employ a part time 7 - 12 Parent Coordinator. The Parent Coordinator will be responsible for opening the high school	Maximum Salary and Benefits per year would be \$11,436.00.
Full Time Literacy (Student Support)	Employ a full time 7 – 12 literacy interventionist to provide interventions and enrichment to students to prepare	Maximum Salary and Benefits per year would be \$54,320.00.
Full Time(Student-Support) Math	Employ a full time 7 – 12 math interventionist to provide interventions and enrichment to students to prepare	Maximum Salary and Benefits per year would be \$54,320.00.

Accountability Specialist	Employ a full time 7 – 12 Accountability Specialist to coordinate the requirements of the ESEA Flexibility and monitor 1003(g) Grant Progress	Maximum Salary and Benefits per year would be \$59,752.00.
Extended Day Year 1	Extend the School Day for Year 1 by providing 30 minutes of core instructional/enrichment time and 15 minutes of teacher planning time. The total time for extended day for year 1 equals 45 minutes which equals 1 class period.	Total Cost of Extended Day Year 1 = \$439,874.26
Extended Day Year 2	Extend the School Day for Year 2 by providing 35 minutes of core instructional/enrichment time and 20 minutes of teacher planning time. The total time for extended day for year 2 equals 55 minutes which equals 1.23 class periods.	Total Cost of Extended Day Year 2 = \$483,072.84
Extended Day Year 3	Extend the School Day for Year 3 by providing 40 minutes of core instructional/enrichment time and 25 minutes of teacher planning time. The total time for extended day for year 2 equals 65 minutes which equals 1.45 class periods.	Total Cost of Extended Day Year 3 = \$524,426.63.
LDC/MDC Professional Development	Train entire High School Staff on LDC/MDC Unit Design under the direction of Dr. Tracie Tucker, ADE.	Total Cost of LDC/MDC Training = \$39,127.24
Curriculum Development Year 2	5 Days of Staff Development on Curriculum Development	Total Cost of Curriculum Development Training = \$39,127.24
Curriculum Development Year 3	5 Days of Staff Development on Curriculum Development	Total Cost of Curriculum Development Training = \$39,127.24
Student Incentives	Educational Field Trips will be used as student incentives.	Total cost of Student Incentives per year = \$34,400.00

Motivational Speakers	Motivational Speakers will be utilized to encourage students regarding the importance of education. This will help to change the culture of our school, which was a deficiency as described in the Scholastic Audit.	Total Cost per Year = \$10,000.
Technology Year 1	Purchase laptops and desktops to actively engage students in the learning process utilizing technology.	Total Technology Cost = \$98,772.17
Technology Year 2	Purchase laptops to actively engage students in the learning process utilizing technology.	Mobile Laptop Labs (3) \$54,823.77
Technology Year 3	Purchase laptops to actively engage students in the learning process utilizing technology.	Mobile Laptop Labs (3) \$54,823.77
External Provider	External Provider will mentor principal to help him become a more effective leader.	Total Cost per year = \$60,000.00
Supplemental Literacy Instructional Program	Purchase a supplemental literacy program to provide intervention to struggling students.	Total Cost per Year = \$12,000.00
Supplemental Math Instructional Program	Purchase a supplemental math program to provide intervention to struggling students.	Total Cost per Year = \$12,000.00
Teacher Incentives	Teacher Incentives will be given for Sign On Bonuses, Retention Bonuses, Attendance Incentives, and Student Achievement Incentives	Total Cost of Teacher Incentives per Year \$90,365.80
Professional Development for Key Administrators	Key Administrators will attend professional development conferences.	Total Cost per Year \$15,000 to cover registration fees, lodging, travel, and meals
Total		\$4,401,057.95

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized
- Must address an extended school day or year
- Must limit external provider support at 10% of the amount of grant monies awarded
- Must limit technology and technology professional development at 15% of the grant monies awarded

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
Site Director	State Appointed Site Director	\$100,000.00	
Full Time(Teacher-focused) Literacy Instructional Facilitator	Employ a full time 7 – 12 Literacy Instructional Facilitator to mentor, coach, and model lessons for literacy teachers. The goals of the literacy instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.	Salary according to the Dermott School District Salary Schedule. Maximum Salary and Benefits per year would be \$63,502.00. Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator	NSLA and/or Title I funds will be utilized to purchase materials and supplies for the facilitator. State PD and/or Title II-A funds will be utilized to provide professional development and training.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Stipend = \$50,801.60.</p> <p>Benefits derived by taking salary of \$50,801.60 x 25% = \$12,700.40.</p>	
<p>Full Time Math(Teacher-Focused) Instructional Facilitator</p>	<p>Employ a full time 7 – 12 Math Instructional Facilitator to mentor, coach, and model lessons for math teachers. The goals of the math instructional facilitator are to strengthen instruction, change teacher practice, and increase student achievement.</p>	<p>Salary according to the Dermott School District Salary Schedule.</p> <p>Maximum Salary and Benefits per year would be \$65,184.00.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20.</p> <p>Benefits derived by taking salary of \$52,147.20 x 25% = \$13,036.80.</p>	<p>NSLA and/or Title I funds will be utilized to purchase materials and supplies for the facilitator.</p> <p>State PD and/or Title II-A funds will be utilized to provide professional development and training.</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
Full Time Curriculum Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and Instruction Team, and to mentor, coach, and model lessons for teachers in areas other than literacy and math. The goals of the curriculum coordinator are to strengthen instruction, change teacher practice, and increase student achievement.	Salary according to the Dermott School District Salary Schedule. Maximum Salary and Benefits per year would be \$66,971.14. Salary derived by taking maximum base salary of \$43,456.00 x 1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) = \$53,576.91. Benefits derived by taking salary of \$53,576.91 x 25% = \$13,394.23.	NSLA and/or Title I funds will be utilized to purchase materials and supplies for the curriculum coordinator. State PD and/or Title II-A funds will be utilized to provide professional development and training.
Full Time Student Safety & Discipline Coordinator	Employ a full time 7 – 12 Curriculum Coordinator to oversee all aspects of curriculum, head the Curriculum and	Salary according to the Dermott School District Salary Schedule.	NSLA funds will be utilized to purchase materials and supplies for the student safety and discipline coordinator.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	<p>Instruction Team, and to mentor, coach, and model lessons for teachers in areas other than literacy and math. The goals of the curriculum coordinator are to strengthen instruction, change teacher practice, and increase student achievement.</p>	<p>Maximum Salary and Benefits per year would be \$58,070.00.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 + \$3,000 Student Safety & Discipline Coordinator stipend = \$46,456.00.</p> <p>Benefits derived by taking salary of \$46,456.00 x 25% = \$11,614.00.</p>	<p>State PD and/or Title II-A funds will be utilized to provide professional development and training.</p>
Full Time Social Worker	<p>Employ a full time 7 – 12 Social Worker to provide interventions to students and families to help meet the needs of students with social and low socioeconomic issues. The goals of the social worker are to decrease the barriers to education for students with social and low socioeconomic issues, and</p>	<p>Salary according to the Dermott School District Salary Schedule.</p> <p>Maximum Salary and Benefits per year would be \$54,320.00.</p> <p>Salary derived by taking maximum base salary of \$43,456.00.</p>	<p>NSLA funds will be utilized to purchase materials and supplies for the social worker.</p> <p>Title I funds will be utilized to purchase materials, supplies, clothing, etc for homeless students.</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	increase student achievement.	Benefits derived by taking salary of \$43,456.00 x 25% = \$10,864.00.	
Full Time Career & Graduation Coach	Employ a full time 7 – 12 Career & Graduation Coach to guide students through the process of becoming college and career ready. Career & Graduation Coach will help students explore careers based on their interests. The coach will guide students through educational requirements necessary for career readiness whether that is vocational schools, colleges, or job entry. The goal of the Career & Graduation Coach is to increase the graduation rate of Dermott High School.	Salary according to the Dermott School District Salary Schedule. Maximum Salary and Benefits per year would be \$54,320.00. Salary derived by taking maximum base salary of \$43,456.00. Benefits derived by taking salary of \$43,456.00 x 25% = \$10,864.00.	NSLA funds will be utilized to purchase materials and supplies for the career and graduation coach.
Part Time Parent Coordinator	Employ a part time 7 - 12 Parent Coordinator. The	Salary according to the Dermott School	Title I Parental Involvement Funds will be utilized to

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	<p>Parent Coordinator will be responsible for opening the high school parent center for 2 afternoons weekly for 3 hours each afternoon. The Parent Coordinator will conduct parenting classes, help parents gain skills needed to help their children succeed academically, and coordinate parental involvement activities. The goal of the Parent Coordinator is to increase parental involvement and increase student achievement.</p>	<p>District Salary Schedule.</p> <p>Maximum Salary and Benefits per year would be \$11,436.00.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 ÷ 190 days = \$228.72 daily rate. The Parent Coordinator will work 80 ½ days for a total of 40 days. Daily rate of \$228.72 x 40 days = \$9,148.80.</p> <p>Benefits derived by taking salary of \$9,148.80 x 25% = \$2,287.20.</p>	<p>purchase materials and supplies for the Parent Center and Parent Coordinator.</p> <p>Title I Parental Involvement Funds will also be utilized for the Parent Coordinator to attend Parental Involvement Professional Development.</p>
<p>Full Time Literacy (Student Support) Interventionist</p>	<p>Employ a full time 7 – 12 literacy interventionist to provide interventions and enrichment to students to prepare struggling students for</p>	<p>Salary according to the Dermott School District Salary Schedule.</p> <p>Maximum Salary and</p>	<p>Title I and/or NSLA funds will be utilized to purchase supplemental materials and supplies for the literacy intervention classes.</p> <p>State PD and/or Title II-A</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	PARCC assessments, and help close persistent academic achievement gaps. Students will receive these interventions and enrichments in a class period that is in addition to the English class period required by state standards. The goal of the Literacy Interventionist is to increase student achievement.	Benefits per year would be \$54,320.00. Salary derived by taking maximum base salary of \$43,456.00. Benefits derived by taking salary of \$43,456.00 x 25% = \$10,864.00.	Funds will be utilized to provide professional development and training.
Full Time(Student-Support) Math Interventionist	Employ a full time 7 – 12 math interventionist to provide interventions and enrichment to students to prepare struggling students for PARCC assessments and help close persistent academic achievement gaps. Students will receive these interventions and enrichments in a class period that is in addition	Salary according to the Dermott School District Salary Schedule. Maximum Salary and Benefits per year would be \$54,320.00. Salary derived by taking maximum base salary of \$43,456.00. Benefits derived by	Title I and/or NSLA funds will be utilized to purchase supplemental materials and supplies for the literacy intervention classes. State PD and/or Title II-A funds will be utilized to provide professional development and training.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	to the Math class period required by state standards. The goal of the Math Interventionist is to increase student achievement.	taking salary of \$43,456.00 x 25% = \$10,864.00.	
Accountability Specialist	Employ a full time 7 – 12 Accountability Specialist to coordinate the requirements of the ESEA Flexibility and monitor 1003(g) Grant Progress	<p>Salary according to the Dermott School District Salary Schedule.</p> <p>Maximum Salary and Benefits per year would be \$59,752.00.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract = \$47,801.60.</p> <p>Benefits derived by taking salary of \$47,801.60 x 25% = \$11,950.40.</p>	
Extended Day Year 1	Extend the School Day	Total Cost of	Title I and/or NSLA funds will

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	<p>for Year 1 by providing 30 minutes of core instructional/enrichment time and 15 minutes of teacher planning time. The total time for extended day for year 1 equals 45 minutes which equals 1 class period.</p>	<p>Extended Day Year 1 = \$439,874.26</p> <p>Maximum Teacher Salaries and Benefits would be \$159,069.38.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 ÷ 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate ÷ 8 Class Periods = \$28.59 Rate per Class Period. \$28.59 Class Period Rate x 178 School Days = \$5,089.02 Salary per Teacher. \$5,089.02 Teacher Salary x 25 Teachers = \$127,225.50.</p> <p>Benefits derived by taking salary of \$127,225.50 x 25% = \$31,806.38.</p>	<p>be used to support the Extended Day through the purchase of technology materials and supplies.</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Maximum Principal Salary and Benefits would be \$8,310.38.</p>	
		<p>Salary derived by taking maximum base salary of \$43,456.00 x 1.65 Multiplier for Principal = \$71,702.40. $\\$71,702.40 \div 240$ Days = \$298.76 Daily Rate. $\\$298.76 \div 8$ Class Periods = \$37.35 Rate per Period. $\\$37.35 \times 178$ Days = \$6,648.30 Salary.</p>	
		<p>Benefits derived by taking salary of \$6,648.30 x 25% = \$1,662.08.</p>	
		<p>Maximum Literacy Facilitator Salary and Benefits would be \$7,066.60.</p>	
		<p>Salary derived by</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. $\\$50,801.60 \div 200$ Days = \$254.01 Daily Rate. $\\$254.01 \div 8$ Class Periods = \$31.76 Rate per Period. $\\$31.76 \times 178$ Days = \$5,653.28 Salary.</p> <p>Benefits derived by taking salary of \$5,653.28 x 25% = \$1,413.32.</p> <p>Maximum Math Facilitator Salary and Benefits would be \$6,487.20.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Month (220 days) contract = \$52,147.20. $\\$52,147.20 \div 220$ Days = \$237.04 Daily Rate. $\\$237.04 \div 8$ Class Periods = \$29.63 Rate per Period. $\\$29.63 \times 178$ Days = \$5,274.14 Salary.</p> <p>Benefits derived by taking salary of $\\$5,274.14 \times 25\% =$ \$1,318.54.</p> <p>Maximum Curriculum Coordinator Salary and Benefits would be \$6,775.13.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) =</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$53,576.91. $\\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. $\\$243.54 \div 8$ Class Periods = \$30.45 Rate per Period. $\\$30.45 \times 178$ Days = \$5,420.10 Salary.</p> <p>Benefits derived by taking salary of $\\$5,420.10 \times 25\% =$ \$1,355.03.</p> <p>Total Salaries for Year 1 = \$150,221.32. Total Benefits for Year 1 = \$37,555.35. Total Salaries & Benefits for Year 1 = \$187,776.67.</p> <p>Maximum Transportation Cost would be \$242,080.00</p> <p>This is derived by taking the longest bus route 68 miles round</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>trip x 5 routes = 340 Miles per day. 340 Miles x 178 Days = 60,520 Miles per Year. 60,520 Miles x \$4.00 = \$242,080.00. The grant will reimburse the district using the State Transportation Rate per Mile. For budgeting purposes, \$4.00 per mile was used.</p> <p>Materials and Supplies for Extended Day - \$10,000.00. This is derived by 25 teachers x \$400.00 = \$10,000. Each teacher will be allowed \$200.00 per semester for materials and supplies.</p>	
Extended Day Year 2	Extend the School Day for Year 2 by providing 35 minutes of core	Total Cost of Extended Day Year 2 = \$483,072.84	Title I and/or NSLA funds will be used to support the Extended Day through the

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	instructional/enrichment time and 20 minutes of teacher planning time. The total time for extended day for year 2 equals 55 minutes which equals 1.23 class periods.	Maximum Teacher Salaries and Benefits would be \$195,633.13. Salary derived by taking maximum base salary of \$43,456.00 ÷ 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate ÷ 8 Class Periods = \$28.59 Rate per Class Period. \$28.59 Class Period Rate x 1.23 Class Periods = \$35.17. \$35.17 x 178 School Days = \$6,260.26 Salary per Teacher. \$6,260.26 Teacher Salary x 25 Teachers = \$156,506.50. Benefits derived by taking salary of \$156,506.26 x 25% = \$39,126.63.	purchase of technology materials and supplies.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Maximum Principal Salary and Benefits would be \$10,221.77.</p>	
		<p>Salary derived by taking maximum base salary of \$43,456.00 x 1.65 Multiplier for Principal = \$71,702.40. $\\$71,702.40 \div 240$ Days = \$298.76 Daily Rate. $\\$298.76 \div 8$ Class Periods = \$37.35 Rate per Period. $\\$37.35 \times 1.23$ Class Periods = \$45.94. $\\$45.94 \times 178$ Days = \$8,177.32 Salary.</p>	
		<p>Benefits derived by taking salary of \$8,177.32 x 25% = \$2,044.33.</p>	
		<p>Maximum Literacy Facilitator Salary and Benefits would be \$8,693.08.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. $\\$50,801.60 \div 200$ Days = \$254.01 Daily Rate. $\\$254.01 \div 8$ Class Periods = \$31.76 Rate per Period. $\\$31.76 \times 1.23$ Class Periods = \$39.07. $\\$39.07 \times 178$ Days = \$6,954.46 Salary.</p>	
		<p>Benefits derived by taking salary of \$6,954.46 x 25% = \$1,738.62.</p>	
		<p>Maximum Math Facilitator Salary and Benefits would be \$8,110.13.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20. $\\$52,147.20 \div 220$ Days = \$237.04 Daily Rate. $\\$237.04 \div 8$ Class Periods = \$29.63 Rate per Period. $\\$29.63 \times 1.23$ Class Periods = \$36.45. $\\$36.45 \times 178$ Days = \$6,488.10 Salary.</p> <p>Benefits derived by taking salary of \$6,488.10 x 25% = \$1,622.03.</p> <p>Maximum Curriculum Coordinator Salary and Benefits would be \$8,334.85.</p> <p>Salary derived by taking maximum base</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>salary of \$43,456.00 x 1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) = \$53,576.91. $\\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. $\\$243.54 \div 8$ Class Periods = \$30.45 Rate per Period. $\\$30.45 \times 1.23$ Class Periods = \$37.46. $\\$37.46 \times 178$ Days = \$6,667.88 Salary.</p> <p>Benefits derived by taking salary of \$6,667.88 x 25% = \$1,666.97.</p> <p>Total Salaries for Year 2 = \$184,794.26. Total Benefits for Year 2 = \$46,198.58. Total Salaries & Benefits for Year 2 = \$230,992.84.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Maximum Transportation Cost would be \$242,080.00</p> <p>This is derived by taking the longest bus route 68 miles round trip x 5 routes = 340 Miles per day. 340 Miles x 178 Days = 60,520 Miles per Year. 60,520 Miles x \$4.00 = \$242,080.00. The grant will reimburse the district using the State Transportation Rate per Mile. For budgeting purposes, \$4.00 per mile was used.</p> <p>Materials and Supplies for Extended Day - \$10,000.00. This is derived by 25 teachers x \$400.00 = \$10,000. Each teacher will be</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>allowed \$200.00 per semester for materials and supplies.</p>	
<p>βExtended Day Year 3</p>	<p>Extend the School Day for Year 3 by providing 40 minutes of core instructional/enrichment time and 25 minutes of teacher planning time. The total time for extended day for year 2 equals 65 minutes which equals 1.45 class periods.</p>	<p>Total Cost of Extended Day Year 3 = \$524,426.63.</p> <p>Maximum Teacher Salaries and Benefits would be \$230,621.25.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 ÷ 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate ÷ 8 Class Periods = \$28.59 Rate per Class Period. \$28.59 Class Period Rate x 1.45 Class Periods = \$41.46. \$41.46 x 178 School Days = \$7,379.88 Salary per Teacher. \$7,379.88 Teacher Salary x 25 Teachers =</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$184,497.00.</p> <p>Benefits derived by taking salary of \$184,497.00 x 25% = \$46,124.25.</p> <p>Maximum Principal Salary and Benefits would be \$12,050.60.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.65 Multiplier for Principal = \$71,702.40. \$71,702.40 ÷ 240 Days = \$298.76 Daily Rate. \$298.76 ÷ 8 Class Periods = \$37.35 Rate per Period. \$37.35 x 1.45 Class Periods = \$54.16. \$54.16 x 178 Days = \$9,640.48 Salary.</p> <p>Benefits derived by taking salary of</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$9,640.48 x 25% = \$2,410.12.</p> <p>Maximum Literacy Facilitator Salary and Benefits would be \$10,248.35.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. $\\$50,801.60 \div 200$ Days = \$254.01 Daily Rate. $\\$254.01 \div 8$ Class Periods = \$31.76 Rate per Period. $\\$31.76 \times 1.45$ Class Periods = \$46.06. $\\$46.06 \times 178$ Days = \$8,198.68 Salary.</p> <p>Benefits derived by taking salary of \$8,198.68 x 25% =</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$2,049.67.</p> <p>Maximum Math Facilitator Salary and Benefits would be \$9,560.83.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20. $\\$52,147.20 \div 220$ Days = \$237.04 Daily Rate. $\\$237.04 \div 8$ Class Periods = \$29.63 Rate per Period. $\\$29.63 \times 1.45$ Class Periods = \$42.97. $\\$42.97 \times 178$ Days = \$7,648.66 Salary.</p> <p>Benefits derived by taking salary of $\\$7,648.66 \times 25\% = \\$1,912.17.$</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Maximum Curriculum Coordinator Salary and Benefits would be \$9,825.60.</p>	
		<p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) = \$53,576.91. $\\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. $\\$243.54 \div 8$ Class Periods = \$30.45 Rate per Period. $\\$30.45 \times 1.45$ Class Periods = \$44.16. $\\$44.16 \times 178$ Days = \$7,860.48 Salary.</p>	
		<p>Benefits derived by taking salary of $\\$6,667.88 \times 25\% = \\$1,965.12$.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Total Salaries for Year 3 = \$217,843.88. Total Benefits for Year 3 = \$54,461.33. Total Salaries & Benefits for Year 2 = \$272,346.63.</p> <p>Maximum Transportation Cost would be \$242,080.00</p> <p>This is derived by taking the longest bus route 68 miles round trip x 5 routes = 340 Miles per day. 340 Miles x 178 Days = 60,520 Miles per Year. 60,520 Miles x \$4.00 = \$242,080.00. The grant will reimburse the district using the State Transportation Rate per Mile. For budgeting purposes, \$4.00 per mile was used.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Materials and Supplies for Extended Day - \$10,000.00. This is derived by 25 teachers x \$400.00 = \$10,000. Each teacher will be allowed \$200.00 per semester for materials and supplies.</p>	
<p>LDC/MDC Professional Development Year 1</p>	<p>Train entire High School Staff on LDC/MDC Unit Design under the direction of Dr. Tracie Tucker, ADE.</p> <p>Training will consist of 3 days of training and 2 days of unit development time.</p>	<p>Total Cost of LDC/MDC Training = \$39,127.24</p> <p>Teacher Salary & Benefits = \$35,737.50</p> <p>Salary derived by taking maximum base salary of \$43,456.00 ÷ 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate x 25 Teachers = \$5,718.00 per day. \$5,718.00 per day x 5 days = \$28,590.</p>	<p>State PD and/or Title II-A Funds will be utilized to purchase materials and supplies for LDC/MDC Professional Development.</p> <p>In addition to these 5 days, 5 of the teacher contract days will be utilized to support this initiative.</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		Benefits derived by taking salary \$28,590 x 25% = \$7,147.50	
		Maximum Literacy Facilitator Salary and Benefits would be \$1,587.56.	
		Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. \$50,801.60 ÷ 200 Days = \$254.01 Daily Rate. \$254.01 x 5 days = \$1,270.05.	
		Benefits derived by taking salary \$1,270.05 x 25% = \$317.51.	
		Maximum Math Facilitator Salary and	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Benefits would be \$888.90.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20. $\\$52,147.20 \div 220$ Days = \$237.04 Daily Rate. \$237.04 daily rate x 3 days = \$711.12</p> <p>Benefits derived by \$711.12 salary x 25% = \$177.78. Maximum Curriculum Coordinator Salary and Benefits would be \$913.28.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2329 Multiplier for Curriculum</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		Coordinator (11 Month – 200 days contract) = \$53,576.91. $\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. $\$243.54 \times 3$ days = \$730.62. Benefits derived by $\$730.62 \times 25\% =$ \$182.66	
Curriculum Development Year 2	5 Days of Staff Development on Curriculum Development	Total Cost of LDC/MDC Training = \$39,127.24 Teacher Salary & Benefits = \$35,737.50 Salary derived by taking maximum base salary of \$43,456.00 \div 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate x 25 Teachers = \$5,718.00 per day. \$5,718.00 per day x 5 days =	State PD and/or Title II-A Funds will be utilized to purchase materials and supplies for Professional Development.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$28,590.</p> <p>Benefits derived by taking salary \$28,590 x 25% = \$7,147.50</p> <p>Maximum Literacy Facilitator Salary and Benefits would be \$1,587.56.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. \$50,801.60 ÷ 200 Days = \$254.01 Daily Rate. \$254.01 x 5 days = \$1,270.05.</p> <p>Benefits derived by taking salary \$1,270.05 x 25% = \$317.51.</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>Maximum Math Facilitator Salary and Benefits would be \$888.90.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20. \$52,147.20 ÷ 220 Days = \$237.04 Daily Rate. \$237.04 daily rate x 3 days = \$711.12</p> <p>Benefits derived by \$711.12 salary x 25% = \$177.78.</p> <p>Maximum Curriculum Coordinator Salary and Benefits would be \$913.28.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) = \$53,576.91. $\\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. $\\$243.54 \times 3$ days = \$730.62.</p> <p>Benefits derived by $\\$730.62 \times 25\% =$ \$182.66</p>	
<p>Curriculum Development Year 3</p>	<p>5 Days of Staff Development on Curriculum Development</p>	<p>Total Cost of LDC/MDC Training = \$39,127.24</p> <p>Teacher Salary & Benefits = \$35,737.50</p> <p>Salary derived by taking maximum base salary of \$43,456.00 \div 190 Days = \$228.72 Daily Rate. \$228.72 Daily Rate \times 25 Teachers = \$5,718.00</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>per day. \$5,718.00 per day x 5 days = \$28,590.</p> <p>Benefits derived by taking salary \$28,590 x 25% = \$7,147.50</p> <p>Maximum Literacy Facilitator Salary and Benefits would be \$1,587.56.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.1 Multiplier for 10 Month (200 days) contract + \$3,000 Literacy Facilitator Stipend = \$50,801.60. \$50,801.60 ÷ 200 Days = \$254.01 Daily Rate. \$254.01 x 5 days = \$1,270.05.</p> <p>Benefits derived by taking salary \$1,270.05 x 25% =</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		<p>\$317.51.</p> <p>Maximum Math Facilitator Salary and Benefits would be \$888.90.</p> <p>Salary derived by taking maximum base salary of \$43,456.00 x 1.2 Multiplier for 11 Month (220 days) contract = \$52,147.20. $\\$52,147.20 \div 220$ Days = \$237.04 Daily Rate. \$237.04 daily rate x 3 days = \$711.12</p> <p>Benefits derived by \$711.12 salary x 25% = \$177.78.</p> <p>Maximum Curriculum Coordinator Salary and Benefits would be \$913.28.</p> <p>Salary derived by</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		taking maximum base salary of \$43,456.00 x 1.2329 Multiplier for Curriculum Coordinator (11 Month – 200 days contract) = \$53,576.91. $\$53,576.91 \div 220$ Days = \$243.54 Daily Rate. \$243.54 x 3 days = \$730.62. Benefits derived by \$730.62 x 25% = \$182.66	
Student Incentives	Educational Field Trips will be used as student incentives. Two types of incentives will be available. Student Achievement Incentives – Students who are proficient on Interim Assessments will be rewarded with an Educational Field Trip. 4	Total cost of Student Incentives per year = \$34,400.00 This is derived by using the following formulas. Long Trips 150 miles x 2 = 300 miles round trip. 300 miles x 4.00 per mile (State Rate) = \$1,200. \$1,200 x 3	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	<p>Trips per year will be offered.</p> <p>Student Behavior Incentives – Students who meet behavior benchmarks will be rewarded with Educational Field Trips. 4 Trips per year will be offered.</p>	<p>buses = \$3,600. 200 students x \$20.00 per student admission = \$4,000.00. Total for long trip = \$7,600 x 2 trips = \$15,200.00</p> <p>Short Trips 50 miles x 2 = 100 miles round trip. 100 miles x 4.00 per mile (State Rate) = \$400.00. \$400.00 x 3 buses = \$1200.00. 200 students x \$10.00 per student admission = \$2,000.00. Total for short trip = \$3,200.00 x 6 trips = \$19,200.</p>	
Motivational Speakers	<p>Motivational Speakers will be utilized to encourage students regarding the importance of education. This will help to change the culture of our school, which was a deficiency as described in the Scholastic Audit.</p>	<p>Total Cost per Year = \$10,000.</p> <p>This is derived by allocating \$5,000.00 per semester for motivational speakers.</p>	
Technology Year 1	<p>Purchase laptops and desktops to actively engage</p>	<p>Total Technology Cost = \$98,772.17</p>	<p>NSLA and/or Title I Funds will be utilized to maintain</p>

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
	students in the learning process utilizing technology.	<p>Mobile Laptop Labs (3) \$54,823.77</p> <p>Dell Mobile Computing Cart – Managed \$2,043.99</p> <p>Taxes on Cart \$245.28</p> <p>Latitude 3330 Laptop \$693.64 x 20 Laptops = \$13,872.80</p> <p>Shipping on Laptops \$399.80</p> <p>Total of 1 Lab \$18,274.59 \$18,274.59 x 3 labs = \$54,823.77</p> <p>Desktop Computers \$41,732.32</p> <p>40 Optiplex 3010 Mini Tower Desktop Computers x \$715.23 = \$35,761.50</p> <p>Shipping on Desktops \$1,499.50</p> <p>Taxes on Desktops \$4,471.32</p> <p>Desktop Computer Accessories \$2,216.08</p> <p>40 Logi C170 Webcams</p>	technology equipment.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		x 26.18 = \$1,047.20 50 Cyber OEM Stereo Headsets/Mic Silver x 12.60 = \$630.00 40 Belkin 6 Out Power Strip 3 Ft @6.78 = 271.20 Taxes on Accessories = \$66.22 Shipping on Accessories = \$201.46	
Technology Year 2	Purchase laptops to actively engage students in the learning process utilizing technology.	Mobile Laptop Labs (3) \$54,823.77 Dell Mobile Computing Cart – Managed \$2,043.99 Taxes on Cart \$245.28 Latitude 3330 Laptop \$693.64 x 20 Laptops = \$13,872.80 Shipping on Laptops \$399.80 Total of 1 Lab \$18,274.59 \$18,274.59 x 3 labs = \$54,823.77	NSLA and/or Title I Funds will be utilized to maintain technology equipment.
Technology Year 3	Purchase laptops to actively engage students in the learning process utilizing technology.	Mobile Laptop Labs (3) \$54,823.77 Dell Mobile Computing Cart – Managed \$2,043.99	NSLA and/or Title I Funds will be utilized to maintain technology equipment.

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		Taxes on Cart \$245.28 Latitude 3330 Laptop \$693.64 x 20 Laptops = \$13,872.80 Shipping on Laptops \$399.80 Total of 1 Lab \$18,274.59 \$18,274.59 x 3 labs = \$54,823.77	
External Provider	External Provider will mentor principal to help him become a more effective leader. This is in addition to the external provider required under the ESEA Flexibility.	Total Cost per year = \$60,000.00 This is derived by allowing 40 days x \$1500.00 per day = \$60,000.00	
Supplemental Literacy Instructional Program	Purchase a supplemental literacy program to provide intervention to struggling students.	Total Cost per Year = \$12,000.00 This is derived by allowing \$60.00 x 200 students = \$1,200.00	
Supplemental Math Instructional Program	Purchase a supplemental math program to provide intervention to struggling students.	Total Cost per Year = \$12,000.00 This is derived by allowing \$60.00 x 200 students = \$1,200.00	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
Teacher Incentives	Teacher Incentives will be given for Sign On Bonuses, Retention Bonuses, Attendance Incentives, and Student Achievement Incentives	<p>Total Cost of Teacher Incentives per Year \$90,365.80</p> <p>Sign On/Retention Bonuses: \$55,182.90</p> <p>Sign on Bonuses: \$2,000.00 per new teacher x 10 teachers = \$20,000.00</p> <p>Retention Bonuses: \$1,000 x 30 teachers = \$30,000.00</p> <p>Principal Retention Bonus: \$1,000 x 1.65 Multiplier = \$1,650.00</p> <p>Literacy Facilitator Retention Bonus: \$1,000 x 1.1 Multiplier = \$1,100.00</p> <p>Math Facilitator Retention Bonus: \$1,000.00 x 1.2 Multiplier = \$1,200.00</p> <p>Curriculum Coordinator Retention Bonus:</p>	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
		$\$1,000.00 \times 1.2329 =$ $\$1,232.90.$	
		Student Achievement Bonus: $\$35,182.90$	
		Student Achievement Bonuses: $\$1,000 \times 30 \text{ teachers} =$ $\$30,000.00$	
		Principal Student Achievement Bonus: $\$1,000 \times 1.65 \text{ Multiplier}$ $= \$1,650.00$	
		Literacy Facilitator Student Achievement Bonus: $\$1,000 \times 1.1$ Multiplier = $\$1,100.00$	
		Math Facilitator Student Achievement Bonus: $\$1,000.00 \times 1.2$ Multiplier = $\$1,200.00$	
		Curriculum Coordinator Student Achievement Bonus: $\$1,000.00 \times$ $1.2329 = \$1,232.90.$	

Title	Description	Justification of Cost Estimates	How Funds from Different Sources will be utilized
Professional Development for Key Administrators	Key Administrators will attend professional development conferences.	Total Cost per Year \$15,000 to cover registration fees, lodging, travel, and meals	

D. ASSURANCES**STATEMENT OF ASSURANCES**

By the signature of the Superintendent of the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements. Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:
 1. Number of minutes within the school year;
 2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 3. Dropout rate;
 4. Student attendance rate;
 5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 6. Discipline incidents,
 7. Truants,
 8. Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
 9. Teacher attendance rate.

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

Superintendent’s Signature

Date

Superintendent’s Printed Name

SECTION E:

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

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

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

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

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name:

LEA #:

SECTION A, Part 1 General Information
 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 Selection of Identified Schools
 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 Develop a Profile of the School's Context
 _____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 Selecting the Intervention Model and Partners for a Low-Achieving School
 Develop Profiles of Available Partners
 Determine Best-Fit Model and Partners
 Define Roles and Develop Contracts
 Forge Working Relationships
 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

 Annual Goals

SECTION B, PART 4

 Proposed Activities

SECTION B, PART 5

 Timeline

SECTION B, PART 6

 LEA Consultation

SECTION C

 Budget

SECTION D

 Assurances

SECTION E

 Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey

How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time

www.TheLeaderinMeBook.com

Council of Chief State School Officers Adolescent Literacy toolkit available at

http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at

http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at

<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>

Appendix A

EVALUATION CRITERIA FOR PRINCIPAL

I. Management Skills

- A. Discharges responsibility for selection, orientation, transfer, retention, or dismissal of district employees.
 - 1. Projects staff needs, both long and short term.
 - 2. Follows all district policies and procedures relating to personnel practices.
 - 3. Maintains and submits appropriate records and reports.
 - 4. Develops and implements an orientation program for new staff members.
- B. Develops and administers budget in area of responsibility.
 - 1. Makes budget recommendations and decisions which maximize resource utilization in the district.
 - 2. Elicits input from appropriate staff members
 - 3. Manages line item budget.
 - 4. Follows procedures and meets timeliness for ordering, purchasing, and payment.
- C. Maintains and submits records and reports that are accurate and on time.
 - 1. Provides systems for maintaining accurate records.
 - 2. Submits accurate, complete and well-documented records and reports.
 - 3. Submits and reports on time.
- D. Delegates authority and responsibility to subordinates when appropriate.
 - 1. Identifies tasks that should be delegates.
 - 2. Communicates expectations to subordinates.
 - 3. Provides necessary authority and support to subordinates.
 - 4. Monitors progress toward task completion.
- E. Facilitates understanding and cooperation among all members of the district's administrative team.
 - 1. Regularly attends administrative meetings.
 - 2. Is consistently on time and prepared for meetings.
 - 3. Helps the team to solve problems and reach objectives.
 - 4. Sees all sides of issues.
 - 5. Raises questions which encourage others to consider consequences.

II. Instructional Leadership

- A. Establishes and implements district, building and/or program goals.
 - 1. Maintains system for receiving appropriate input.
 - 2. Identifies and prioritizes needs.
 - 3. Supports recommendations with documentation.
 - 4. Elicits staff, student, parent, and community commitment to goals.
 - 5. Develops strategies to accomplish goals.
 - 6. Monitors progress toward goal attainment and makes changes to improve problem areas.
- B. Evaluates the programs for which he/she is responsible.
 - 1. Measures goal attainment or success of specific programs.
 - 2. Reports progress and evaluative findings.

3. Assists in interpreting and utilizing assessment data.
 4. Uses evaluative data in making decisions.
 5. Designs strategies for program improvement.
- C. Evaluates the performance of all personnel for whom he/she has supervisory responsibility.
1. Communicates evaluation procedures clearly to all evaluatees.
 2. Conducts observation of classroom or worksite activities.
 3. Provides feedback to evaluatees.
 4. Documents all evaluation activities.
 5. Evaluates employee performance accurately.
- D. Supervises or conducts performance improvement for all personnel for whom he/she has supervisory responsibility.
1. Recognizes achievement regularly.
 2. Assists employees to develop growth goals.
 3. Provides resources to assist in performance feedback.
 4. Monitors progress and provides feedback.
 5. Provides staff development activities designed to assist staff in accomplishing district, school, department, or individual objectives.
 6. Assesses effectiveness of staff development activities and modifies plans based on this feedback.

III. Communication/Interpersonal Relations

- A. Promotes the programs of the district with staff, students, parents, and other community members.
1. Promotes good will, understanding and acceptance of the district's programs.
 2. Implements district, building, or department level public relations plans.
 3. Anticipates potentially controversial situations and takes action to avoid problems.
 4. Identifies and involves target audiences in appropriate programs.
 5. Emits a positive attitude concerning policies and procedures of the district.
- B. Maintains effective communication with staff, students, parents, and community members.
1. Provides oral communication which is clear, concise, and positive.
 2. Is an excellent listener and can be persuasive, if necessary.
 3. Maintains a process for receiving parent and community input about the school's programs.
 4. Uses written communications - reports, bulletins, letters - appropriately.
 5. Keeps superiors informed concerning issues happening within the school.
- C. Encourages a free and open flow of comments, suggestions, and recommendations from staff.
1. Demonstrates respect for staff members.
 2. Meets regularly with staff, both individually and collectively, to address expressed concerns.
 3. Is receptive to the exchange of ideas and listens to both sides of issues.
 4. Involves appropriate staff members in the decision-making processes.

PERFORMANCE EVALUATION INSTRUMENT FOR PRINCIPAL

NAME: _____ DATE: _____

Below Standards -	1	2	3	4	5 -	Exceeds Standards
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MANAGEMENT SKILLS:

The Principal

- A. discharges responsibility for selection, orientation, transfer, retention, or dismissal of district employees 1 2 3 4 5
- B. develops and administers budget in area of responsibility..... 1 2 3 4 5
- C. maintains and submits records and reports that are accurate and on time..... 1 2 3 4 5
- D. delegates authority and responsibility to subordinates when appropriate..... 1 2 3 4 5
- E. facilitates understanding and cooperation among all members of the district's administrative team..... 1 2 3 4 5

INSTRUCTIONAL LEADERSHIP:

The Principal

- A. establishes and implements district, building and/or programs goals 1 2 3 4 5
- B. evaluates the programs for which he/she is responsible..... 1 2 3 4 5
- C. evaluates the performance of all personnel for whom he/she has supervisory responsibility 1 2 3 4 5
- D. supervises or conducts performance improvement for all personnel for whom he/she has supervisory responsibility 1 2 3 4 5

COMMUNICATION/INTERPERSONAL RELATIONS:

The Principal

- A. promotes the programs of the district with staff, students, parents, and other community members 1 2 3 4 5
- B. maintains effective communication with staff, students, parents, and community members..... 1 2 3 4 5
- C. encourages a free and open flow of comments, suggestions, and recommendations from staff 1 2 3 4 5

PROFESSIONAL RESPONSIBILITIES:

The Principal

- A. acts in accordance with district policy and procedures and state and federal regulations 1 2 3 4 5
- B. develops and follows a plan of self-improvement which promotes both personal and organizational goals. 1 2 3 4 5
- C. demonstrates employee responsibilities 1 2 3 4 5
- D. demonstrates a willingness to keep curriculum and instructional practices current..... 1 2 3 4 5
- E. assumes responsibilities for the complete operation of the school campus 1 2 3 4 5
- F. demonstrates regular attendance and punctuality 1 2 3 4 5

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- G. demonstrates professional appearance 1 2 3 4 5
- H. attends school-sponsored activities..... 1 2 3 4 5
- I. makes effective use of technology 1 2 3 4 5

This evaluation has been discussed with me. yes no I have have not attached a statement.

signature of evaluatee/date

signature of evaluator/date

COMMENTS _____

