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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Fort Smith Public Schools	
Mailing Address (Street, P.O. Box, City/Zip) 811 N. T Street, Fort Smith, AR 72904	Starting Date July 1, 2014
Name, title and phone number of authorized contact person: Suzanne McPherson, Supervisor of Special Programs 479-784-8182, ext. 3514	Ending Date June 30, 2017
Amount of funds requested:	Number of schools to be served: 2

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

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

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

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

Availability of Funds

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

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

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

FY 2014 SUBMISSION INFORMATION

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

The LEA should submit its 2014 application to the following address:
rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 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
Belle Point ALE		7-12	Yes ☐	☐	☐	☐	X ☐
Trusty Elementary		K-6	Yes ☐	☐	☐	☐	X ☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served.   (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

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

Name of School: Trusty Elementary   LEA #: 6601019

Context
1. Grade levels (e.g., 9-12): K-6   2. Total Enrollment: 350

3. % Free/Reduced Lunch: 96.6%   4. % Special Education Students: 10.9%

5. % English Language Learners: 48.3%

6. Home Languages of English Language Learners (list up to 3 most frequent:)
    1. Spanish
    2. Laotian/Pha Xa Lao
    3. Vietnamese

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served): The enrollment area is highly impoverished and highly mobile. A variety of minority groups are present (48% Latino, 7% Asian, 24% White/Non-Hispanic, 18% Black, and 3% other). This is an older neighborhood with small homes whose market value reflects the age and location. Some new single family homes have been built within walking distance of the school, and a subsidized housing project is across the street from the school. No major industry is located in the area although an abandoned manufacturing plant in poor condition is across from the school. A distribution center for packaging is across the alley. Other businesses in the region are small, family-owned furniture, hardware stores, used car lots, restaurants, and a small grocery store. There are several churches.

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

School	Grade Span		School	Grade Span
Howard Elementary	Pre-K		Kimmons Junior High	7-9
Morrison Elementary	Pre-K			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	BA in elementary education MA in educational leadership Ed.S. in educational leadership (received Outstanding Specialist Student Award) Ed.D. in educational leadership Educational program evaluation and educational measurement certification National Board for Professional Teaching Standards certified teacher in middle childhood generalist 1st and 4th grade teacher for 16 years Pathwise mentor for 10 years Great Expectations facilitator for 6 years	2.5	.5	18.5
Assistant Principal	BS in education M.Ed. in physical education M.Ed. in educational leadership Teacher and instructional facilitator for 5 years	.5	.5	1.5

10. Describe how administrators are evaluated. By whom? How frequently? What is the process? The district utilizes the LEADS program adopted by the state. A team of the Deputy Superintendent, Assistant Superintendent for Human Resources, the Assistant Superintendent for Instructional Services, and the Director of Elementary Education conduct on-site visits at least three times a year. An interview with the principal is held at the conclusion of each year with the team and the Director of Financial Services.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently? The district implements TESS adopted by the state including the preparation of PGPs by teachers and formal and informal observations by the administrators. In addition, weekly implementation checks and CWTs are conducted by the administrators. Informal visits are made to classrooms weekly by the principal.

12. Briefly describe previous and current reform and improvement efforts, within the last five years. Trusty received a school improvement grant that ran from FY2011 through FY2013 under the transformational model. The principal had been with the building for only two years prior and so was not replaced; she retired at the end of last school year. In the first year of the grant, the school implemented Saturday school for the extended learning time. Trusty chose to change to extended day during the last two years of the school improvement grant to provide not only extended learning time for students but also collaboration time for teachers. In addition, JBHM staff worked with both the principal and teachers for professional growth. Additional interventionists and instructional facilitators were hired to provide more services to students and staff. Classrooms were enriched with technology such as smartboards, minis, and iPads. The minis were used in implementing Renaissance Learning software programs, and the iPads were used to facilitate reading of e-books. More professional development for teachers was provided through Every Child a Reader, Heinemann writing, Number Talks, and CGI training included job-embedded coaching/modeling sessions. Do the Math materials were purchased to support both classroom and intervention work. Reading materials in books and magazines were provided to students to supplement other available reading materials, especially in informational text.

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

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

Subject	2013	2012	2011	2010	2009
Reading/Language/English	67.05	70.88	60.11	66.0	40.0
Mathematics	64.74	63.74	62.36	50.0	51.0
Science	29.0	47.0	27.0	13.0	9.0
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.

Test Year:

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	58.33	62.96	61.9	55.56	64.29	48.65	71.08	73.12	59.34				5.88	16.67	6.67
Mathematics	54.17	66.67	66.67	48.15	53.57	51.35	68.67	65.59	61.54				5.88	16.67	26.67
Science															
Social Studies															

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

Test Year: 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	60	78	71	62						
Mathematics	67	68	54	65						
Science			29							
Social Studies										
Writing										
Other										

Test Year: 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	81	73	75	55						
Mathematics	74	75	64	44						
Science			47							
Social Studies										
Writing										
Other										

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	59	70	62	53						
Mathematics	73	75	56	53						
Science			27							
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 95.1%

5. Mobility rate for the 2013-2014 school year: 25.1%

6. Graduation rate for all students for the 2012-2013 school

year: NA   _ Graduation rate perc

	All Students
2013	
2012	
2011	

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement? Students with disabilities are experiencing the lowest achievement. They have declined over the past three years in math and declined from the past year in literacy. Following this group, African Americans and Caucasians have experienced the second and third lowest achievement rates in both literacy and math. Both groups declined in both subject areas this year. No subgroup met growth benchmarks in math; only English learners and Hispanics met performance levels in math and literacy. African-Americans were the only group to meet growth benchmarks in literacy. There has been some growth in ELDA scores at levels 4 and 5, but there is an increase of students at level 2. TLI predictions for the current year show no subgroup meeting growth benchmarks in math. Economically disadvantaged and English learners are not predicted to make growth in literacy. Neither "all" nor "TAGG" are predicted to meet growth targets in literacy and math, and neither is predicted to meet math performance standards.

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

3. In which subjects are students experiencing the lowest achievement? Students are not achieving at adequate levels in literacy, math, and science. From 2009-2012 (especially with additional interventionists from the prior school improvement grant) students in grades 3, 4, and 5 have demonstrated increases in math and literacy scores. Scores for 6th grade have been inconsistent in math but did rise in 2013. While 6th grade has increased in literacy, the results have not been as significant as the other grades. Open responses in both literacy and math, and writing in general, are a weakness.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers? Many students come from homes of high poverty, generational poverty, single parent, and little formal education of the parents. There is a high population of Latino parents who speak limited English. Many students come to school lacking social, emotional, and academic skills. Latino students often return to their home country during school breaks and may fail to return on time leading to losses in academic learning time. Some students are the childcare providers for younger siblings. Poor health, including head lice, prevents students from attending school (attendance is down this year at 94%).

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? Trusty is and has been a neighborhood school where many students walk to school, thus closure is not an option. Students need the stability of a safe environment which the school provides along with consistent staff who are focused on their individual needs and strategies to address learning, especially for English learners. Due to the high poverty, students need the extended learning time and enrichment opportunities that the transformational model provides.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

In 2008, the Scholastic Audit reported these deficiencies:

1.   School staff does not hold high academic expectation for all students.

2.   Probationary teachers do not develop Individual Professional Growth Plans. The IPGPs of non-probationary teachers are not collaboratively developed nor do they focus on instructional growth needs that are aligned with ACSIP goals. Review of the plans occurs annually during the summative evaluative conference.

3.   Academic Learning Time is not maximized to provide quality instruction and increase student learning.

4.   Multiple data sources are not used in school improvement planning or in the evaluation of the current improvement actions. Benchmark data, TLI data, and classroom walk-through data are now used on a continual basis to guide instruction.

5.   Implementation of improvement efforts is inconsistent and uncoordinated.

Via intensive professional development provided by JBHM, content consultants, and more frequent principals observations, teachers have made much progress in raising expectations and maximizing instructional time. Teacher input has increased in directing school improvement efforts including the design of professional development opportunities and this grant itself. The creation of math and literacy leadership teams of staff members has guided many coordinated decisions on programs, parent engagement, and purchase of materials. The leadership team shares information with their colleagues so that the entire school is aware and understands the decisions made. Implementation of TESS has assured higher quality PGPs of staff, and data from the PGPs is also driving professional development offerings. All PGPs were to include two common goals based on the findings of the consultants (questioning and engagement) and a personal goal. The principal and assistant principal now gather data during implementation checks and CWTs on higher level questioning strategies, learning objectives, and student engagement as part of the evaluation process. The principal will be participating in the Arkansas Leadership Academy's Master Principal Program.

The school's Priority Improvement Plan targeted the following goals:

•   Establish strong leadership that supports continuous improvement through increased effective communication, distributed leadership, data-driven decision-making, and support through an external provider.

•   Develop effective teachers and strengthen instruction by increasing student engagement in learning and increased use of learning strategies with fidelity.

•   Increase collaborative use of data for school improvement.

•   Implement a building-wide behavioral modification initiative.

•   Increase academic counseling with parents about their child's performance and notification of school events and engagement opportunities.

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). Central office staff will continue to support Trusty including, but not limited to, the Assistant Superintendent for Instruction, the Director of Elementary Education, the Director of Student Achievement and Accountability, the Director of Special Education, and the Supervisor of Special Programs. Each has consulted with the principal on the grant and will continue these consultations and observations. The Director of Student Achievement and Accountability, the Supervisor of Special Programs, the Director of Special Education, the elementary coordinators for math and literacy will continue to conduct quarterly data reviews with the principal, instructional facilitators, and interventionists.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement. A revised schedule will allow for uninterrupted core instruction time to maintain the quality of that learning. Time will be provided for teachers to collaborate on lessons and review achievement data facilitated by instructional facilitators. Opportunities for professional development to meet their needs will be provided including on-site coaching/modeling. Interventionists will increase small group instruction targeting specific academic needs utilizing research-based practices. Principals will continue to conduct classroom observations followed by feedback provided to staff. Principals will consult with content coordinators for assistance in instruction and professional growth. Input will continue to be gathered from stakeholders to guide decisions, and staff will increase opportunities for parent engagement. In conjunction with district staff, compliance with the regulations of the grant will be addressed.

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). Teacher surveys on strengths and weaknesses of the school and priority needs. Teacher conversations within their math and literacy groups on professional development needs based on student achievement data relayed to the principal, tally of weaknesses identified on teacher PGPs, parent meeting to discuss concerns, data from the observations of the educational consultants, TESS and CWT observations, implementation checks, observations of instructional facilitators, TLI data, ELDA data, Accelerated Reader data, number of absences, discipline reports, parent survey, and a planned student perceptual survey.

Future plans include growth via newly implemented IXL program in math, tracking of use of eBooks, and teacher questionnaires following professional development.

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?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
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?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
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.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity 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: The SIG funds support the transformation model by providing priority schools with the opportunity to enhance their efforts for academic achievement. Implementation of the state adopted teacher and administrator evaluation systems supports increased student achievement.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how: Fort Smith School District supports all efforts to improve student achievement with school board and central office support and funds. The central office staff supports quality instruction by conducting their own classroom observations (COST: Central Office Support Team visits). The district has a history of collaboration between the departments of human resources, transportation, food services, instruction, assessment, etc. to implement any academic improvement initiative.

3. District contractual agreements, including collective bargaining, that affect transformation and how: Fort Smith School District has previously resolved any issues with the Classroom Teachers' Association about teachers working beyond the 3:30 school day and includes additional pay for the extended time worked. The collaboration time in the new schedule is in addition to and does not interfere with the teachers' dedicated planning time.

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 initiative dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
The Reading and Writing Institute (Lucy Calkins)	N	Y	Professional development	Nationally noted as authority on literacy
CGI	N	Y	Professional development	Model adopted by district, prior success in Trusty
ECAR (National Literacy Coalition)	N	Y	Professional development	Nationally recognized
ADE school improvement specialist	N	Y	Guidance	Selected by state

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

☐ Capacity to conduct rigorous charter/EMO selection process				✓	
☐ X Capacity to exercise strong accountability for performance				✓	
Community Capacity					
☐ X Strong community commitments to school	✓	✓		✓	
☐ X Supply of external partners/providers				✓	
☐ X Other higher performing schools in district					✓

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

      Best Fit Ranking of Intervention Models
      A. Best Fit: <u>Transformation</u>

      B. Second Best Fit: _   <u>Turnaround</u>

      C. Third Best Fit: _   <u>Restart</u>

      D. Fourth Best Fit: <u>Closure</u>

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

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess? The district will retain the current principal and assistant principal. Both are new to these positions and have demonstrated prior success in working with schools of similar demographics and needs. The district expectations for an administrator (in addition to educational and licensure requirements) are: effective supervision of curriculum and instruction, staff, accounting of funds, operation and maintenance of the building, school policies and regulations, student attendance, school and community relations, welfare of students during school hours, cafeteria personnel, and to keep central office staff fully informed of the needs of the school.

2. How will the LEA enable the new leader to make strategic staff replacements? The principal is given the decision-making authority relative to staff assignments. The principal is advised and supported in staffing decisions by the Director of Elementary Education and the Assistant Superintendent for Human Resources including documentation through TESS evaluations and additional observations. Teachers in need of improvement are supported through work with the principals and instructional facilitators.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies? All district central office staff members support Trusty's implementation of the transformation model including the district superintendent. Superintendents and directors have reviewed and approved the grant objectives and actions prior to submission. Frequent observations by central office staff in the school and consultation with the principal will continue. District-level staff read all reports by the ADE on-site director and any consultants; any issues which arise are addressed. Additional support is provided through the Director of Achievement and Accountability and the Supervisor of Special Programs. Parker Center hosted celebrations for Trusty students when they met state benchmarks.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation? The principal currently has a high degree of decision-making and flexibility in guiding the work of the school. All expenditures through the grant are provided consultation and review by Parker Center staff.

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 provides extensive training for instructional facilitators who then guide

teachers through lesson plan development, in-class modeling, and teacher coaching; this training will be provided for the additional instructional facilitators included in the grant. The district also provides extensive training for interventionists working with students in the school to assure fidelity to instructional strategies with demonstrated success. The district has purchased numerous instructional resources for all schools to facilitate the work of the interventionists. In addition, the district expects (and provides) all teachers (including any new hires) to participate in SIOP and CGI/ECM professional development.

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 on-site director	Observation, consultation, and advisement Technical assistance with the grant and ACSIP
Local Education Agency: district staff	Support for ACSIP, financial services, and professional development
Support Partner: The Reading and Writing Institute	Provision of professional development and embedded follow-up coaching and modeling
Support Partner: CGI	Provision of embedded coaching and modeling beyond the initial training
Support Partner: ECAR	Provision of embedded coaching and modeling beyond the initial training
Support Partner: The Leadership Academy	Provision of professional development and collegial conversations for the principal
Principal: Shantelle Edwards Asst. Principal: Nicole Shaeffer	Instructional leader who conducts observations and facilitates consultation with staff on instructional needs
School Staff	Leadership teams, collaboration in PLCs, implementation of effective strategies and initiatives
Parents and Community: PTA, Partners in Education	Input and guidance in decisions and event planning, financial support, and support for celebrations of student achievement

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.

The Reading and Writing Institute
Performance expectations:
- Provision of initial and follow-up job-embedded professional development for 100% of instructional staff in research-based writing strategies for school improvement.

Quarterly benchmarks:
- Through informal and formal classroom observations, 100% of staff will implement suggested strategies with fidelity.

Cognitively Guided Instruction (CGI)
Performance expectations:
- Provision of follow-up job-embedded professional development for 100% of classroom teachers and interventionists in research-based math instruction for school improvement.

Quarterly benchmarks:
- Through informal and formal classroom observations, 100% of staff will implement suggested strategies with fidelity.

Every Child a Reader (ECAR)
Performance expectations:
- Provision of follow-up job-embedded professional development for 100% of classroom teachers and interventionists in research-based literacy strategies for school improvement.

Quarterly benchmarks:
- Through informal and formal classroom observations, 100% of staff will implement suggested strategies with fidelity.

ADE School Improvement Specialist

Performance expectations:

- Weekly visits and observations with feedback.

Quarterly benchmarks:

Written reports submitted by specialist with comments and suggestions.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when? District staff will read (and respond to if necessary) reports from the ADE on-site director and consultants. District staff will adhere to the LEADS rubric for administrators along with additional information from their on-site observations. Classroom visits by district staff along with the principals and instructional facilitators will specifically target the level of implementation of instructional initiatives. The Director of Student Achievement and Accountability and the Supervisor of Special Programs will monitor expenditures to assure that grant goals are being met. Quarterly data visits by Parker Center staff will facilitate discussions regarding student progress and problem-solve for any concerns. Parker Center staff will review teacher/parent/student surveys with the principal and discuss results and possible future actions.

Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community. The school has already developed good working relationships with the ADE on-site director, district staff, PTA, their Partners in Education, and ECAR and CGI consultants. District staff will work closely with the state to ensure that the ACSIP is reflective of the goals and activities of the school and that available funds are closely aligned with the work and needs of the school. The principal will work with the ADE on-site director and consultants to build capacity among the staff in instructional leadership and instructional strategies. The ADE on-site specialist, principal, and district staff will collaborate on examining student achievement data. The principals, based on observations and input from teachers, will collaborate with the consultants on tailoring their professional development at each learning opportunity to the needs of the staff. The principals, school parent engagement coordinator, and PTA officers will facilitate parent information and events and assess the effectiveness of those activities.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Dr. Benny Gooden	Superintendent	All Trusty staff	Teachers, interventionists
Dr. Gordon Floyd	Deputy Superintendent	John Harris	ADE SIG specialist
Dr. Barry Owen-Instruction	Assistant Superintendent	Gabriela Martinez	Parent
Dr. Annette Henderson-Human Resources	Assistant Superintendent	Mary McKinney	Parent
Dr. Mary Ann Johns-Elementary Education	Director	Elizabeth Gately	Social worker
Dr. Kellie Cohen-Student Achievement & Accountability	Director	Evelyn Shirl	Financial Secretary
Kathy Haaser-Special Education	Director		
Suzanne McPherson-Special Programs	Supervisor		
Dr. Shantelle Edwards	Principal		
Nicole Shaffer	Assistant Principal		

Meetings

Location	Date	Location	Date
Service Center	1-13-14	Trusty Elementary	1-30-14
Trusty Elementary	1-14-14	Service Center	2-6-14
Parker Center	1-23-14	Service Center	2-24-14
Trusty Elementary	1-23-14		

Step 7: Sustainability

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

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

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

Goal 1: Increase literacy achievement.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase the number of students scoring proficient and advanced on the state's benchmark exam.	1. All students will meet performance and growth targets. 2. TAGG students will meet performance and growth targets.	Benchmark scores TLI data STAR Literacy reports ECAR assessments	2014-2015	2016-2017	Literacy instructional facilitators

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

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

Goal 2: Increase math achievement.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase the number of students scoring proficient and advanced on the state's benchmark exam.	1. All students will meet performance and growth targets. 2. TAGG students will meet performance and growth targets.	• Benchmark scores • TLI data • STAR Math reports • IXL assessments	2014-2015	2016-2017	Math instructional facilitator

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 3: Increase attendance rate.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase student attendance rate in the school day including arrival on time for classes.	1. Increase and sustain attendance rate to 96% or above. 2. Decrease tardies by 10%	• E-School attendance records • E-School tardy records • Social worker contact log	2014-2015	2016-2017	Social worker Parent liaison

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 4: Increase parental involvement.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase parental involvement in both school-based and home-based activities.	1. Increase parental participation at events by 10% each year. 2. Increase parent participation on committees to support the academic programs by 10% each year. 3. Increase use of notebooks at home by 10% each year. 4. Gain parental support in order to accomplish goal #7	• Teacher communication logs • Parent liaison communication log • Social worker home-visit log • Parent event sign-in sheets	2014-2015	2016-2017	Social worker Parent liaison

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 5: Strengthen instruction and collaboration.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase implementation of research-based instructional strategies, supportive interventions, depth of collaborative conversations including analysis and use of data to guide instruction	1. 100% of classroom teachers and interventionists will implement focus instructional strategies (CGI/ECM, TRWI, ECAR, student engagement) 2. Instructional facilitators will co-plan with teachers weekly 3. Teachers will collaborate horizontally and vertically among grades 4. All basic and below basic students will receive extra interventions, especially in math	• PGPs • CWTs • Implementation checks • Instructional facilitators' logs • Collaboration agendas and sign-in sheets • Professional development sign-in sheets and surveys • Interventionists' schedules	2014-2015	2016-2017	Principal Asst. principal Instructional facilitators Interventionists

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 6: Extend learning opportunities and enrichment beyond the regular school day.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Encourage student participation in extension activities: before school, after school, weekend excursions, and summer camps	1. Minimum 10% of students participating in before school activities 2. Minimum of 10% of students participating in after school enrichments 3. Minimum of 20% of students participating in summer camps 4. Minimum of 20% of students participating in weekend excursions	• Attendance sign-in sheets for before school enrichments, after school enrichments, summer camps, and weekend excursions • Parent communication promoting activities • Student surveys on activities	2014-2015	2016-2017	Parent liaison Enrichment coordinator

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 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.

School staff met to brainstorm creative means of addressing the achievement needs of students and to maximize learning time of students. Out of these discussions and with consultation and advice from district staff, the school has revised its schedule to maintain core instruction time for literacy and math without interruption. The schedule has also been revised to provide teacher collaboration time in addition to planning time which will be guided by instructional facilitators to assure maximum focus and productivity. The discussions also resulted in a plan for additional staff and effective utilization of those staff members to provide increased small group work with students targeting specific academic needs. Due to student lack of background knowledge, the staff planned for enrichment opportunities for students to give them life experiences to connect with their literacy and other content studies.

Consultations with staff along with examination of achievement data (specifically in math and writing) produced requests for continued training in CGI and ECAR and the addition of training provided by the Reading and Writing Institute—all of which are nationally recognized in their fields. Materials and supplies were then selected to support this work in literacy and math with additional consideration for the high percentage of English learners.

The district has already implemented a math initiative with CGI which will be ongoing beyond the length of the grant. Data analysis and data-based decision-making is already a strong component and expectation of the district which will also continue to guide the work of schools. The district will continue to provide programs such as Accelerated Reader, Accelerated Math, and STRIDE Academy which provide additional data for teachers to provide remediation and interventions. Relationships with PTA and Partners in Education have a long history which will continue. Retention of staff members who have been provided the additional professional development will be a goal so that the benefits and implementation of those strategies will endure. The district will continue to support the provision of instructional facilitators and interventionists in the schools.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Goal #	Needed to Meet Goal
1 Literacy Achievement	3.5 additional interventionists (including 1 Reading Recovery and 2 ELL language specialists), 1.0 additional literacy facilitator, additional special education teacher, .5 additional media clerk, literacy online subscriptions (Starfall, STAR Early Literacy, Spelling City), TRWI on-site training, TRWI follow-up coaching, TRWI materials (Units of Study, mentor texts, libraries), ECAR follow-up coaching, Keith Polette workshop, REACH language development materials, supplemental materials for media center, magazine subscriptions, classroom library supplemental materials, interactive audio E-books, additional bookroom materials
2 Mathematics Achievement	2 additional interventionists, 2 ELL language interventionists, 1.0 math instructional facilitator, additional special education teacher, CGI/ECM follow-up coaching, extended day scheduling to accommodate math-specific intervention time
3 Attendance	.5 additional social worker
5 Parental Involvement	.5 additional social worker, .5 parent liaison/events coordinator
6 Instruction & Interventions	.5 additional assistant principal, 5.5 additional interventionists, additional special education teacher, laptops for collaboration, Promethean boards, iPads, PLCs at Work Institute, Keith Polette workshop, Marcia Tate workshop, David Burgess workshop, hands-on science materials
7 Extended Opportunities	Extended morning and afternoon offerings and staff, additional .5 assistant principal, enrichment facilitator, .5 parent liaison/events coordinator, excursions, summer learning programs and staff, notebooks for student checkout, interactive audio E-books, magazines subscriptions, walking trail, and garden project

Extended Learning:
Monday-Friday
7:00-8:00 AM   Many students arrive at school beginning at 7:00 AM prior to breakfast being served at 7:30 AM. Research notes the need for increased movement and exercise for students. The goal is encourage additional students to arrive early and take advantage of these extended opportunities. Six staff members will provide enrichment activities (e.g., fitness offerings, intervention assistance often through academic software programs, and exploration of additional curricular content). A walking trail with fitness stations (equipment) will be provided for student exercise. Bus transportation would be offered to encourage more students to participate in these opportunities and reduce tardies.

3:05-3:45 PM All students will have an extended day of learning. Specialty classes of art, music, and PE along with additional intervention time will be held beginning at 1:00 and continuing throughout the extended time to maintain uninterrupted learning in the core content areas from 8:00-1:00 and to provide time for teachers to meet collaboratively. Teachers will be dismissed at 4:00.

3:45-5:00 PM Students may stay for enrichment activities with a variety of choices to meet many interests such as photography/videography, karate, chess and strategy games, arts (incorporating life skills and cross-curricular themes), technology, dance, science, music, and homework help. In addition, a school garden will be constructed and tended during this time (with opportunities for academic connections to literacy, math, and economics along with parent engagement). Each focus class would be held twice a week for 12 weeks each semester. The staff for these activities will be teachers from throughout the district. The art classes will be held twice a week through the year with the lead teacher provided by the Center for Art and Education. Supplies will be needed to support the activities. 4-H, Boy Scouts, and Girl Scouts would be invited to hold meetings and activities at the school during that time for additional enrichment options.

Saturday enrichment excursions to museums and cultural center, and zoos and nature centers will be provided: a total of eight during the school year with two for each grade level. Due to the high poverty level of the students, all admission fees and meals will be provided in order for the students to participate. Parents will be invited to also participate but will be expected to provide their own transportation and expenses. The .5 FTE parent liaison/events coordinator will assist in making arrangements for these excursions as well as coordinating with providers for the after school enrichments.

To continue enrichment opportunities, summer camps will be offered (July 2014, July 2015, July 2016, June 2017) with transportation provided to encourage participation. The camps would be: Art Camp (provided by the Center for Art and Education), 1 week, Camp Invention 2 weeks, and Career Camp (grades 3-6)/Literature Camp (grades K-2) 1 week. Career Camp will involve field trips to businesses who are Partners in Education and UAFS Foundation members. Camp days would run from 8:00-8:30 breakfast, 8:30-11:30 enrichment activities, 11:30-12:00 lunch. An enrichment coordinator (working after hours and during June) will be required to coordinate and make arrangements for the various enrichment opportunities. The enrichment coordinator would also be on-site during the summer camps to check in on classes, problem-solve, meet supply needs, and assist with students as needed.

Academic Intervention:
The assistant principal's current .5 FTE will be increased to 1.0 FTE to provide more classroom visits and observations for fidelity to initiative implementation. 5.5 FTE interventionists will be added to facilitate more small group classroom work targeting specific academic needs so that each grade will have one dedicated literacy and math interventionist. One of the literacy interventionists will be specifically trained in Reading Recovery. Two of the interventionists will specialize in language development of English learners. The instructional facilitator staff will be increased 2.0 FTEs to provide more coaching/modeling and lesson planning in effective instructional strategies, achievement data analysis, and facilitation of the teacher collaboration periods. Because special education students are the lowest achieving subgroup,

an additional special education teacher will be hired. The media clerk's time will be extended from .5 FTE to 1.0 FTE with responsibilities to include the check-in and -out of mini computers for home use and processing of additional literacy materials.

To support the academic interventions provided by both the classroom teachers and the interventionists, REACH leveled academic language development materials will be purchased. Additional audio e-books will be purchased to assist struggling readers who need a varied format for assistance in comprehension, especially for English learners. More books and magazines will be purchased to increase offerings in the media center, book room, and classroom libraries. Netbooks will be purchased for check-out so that students may continue their academic practice at home via software programs and e-books. Supplemental hands-on science materials will be purchased. Promethean boards in classrooms will expand instructional delivery. The purchase of more iPads will assist additional interventionists and classrooms in small group work. Various literacy program subscriptions will provide differentiated instruction and practice and more data to target student needs.

Professional Development:
Job-embedded coaching/modeling in ECAR (Every Child a Reader) and CGI by specialized consultants will be provided through grant funds; subs will be required for teachers to participate in the training including classroom visits. The Reading and Writing Institute will provide a week of writing workshop training prior to the beginning of school which will require stipends for teachers to participate. The Institute will then continue to provide job-embedded quarterly coaching and modeling. The writing units of study from the Institute along with the recommended mentor texts will be purchased for each classroom. Additional composition books will be provided to all students for their writing. Training on the REACH materials will be provided by an ELL and a literacy coordinator during the teacher collaboration time. Additional trainings will be provided on student engagement by Marcia Tate (Worksheets Don't Grow Dendrites), teaching grammar in context and in engaging ways by Dr. Keith Polette and David Burgess (Teach Like a Pirate).

Laptops will be purchased for all teachers so that they may have technology available in the classroom and for collaboration time. The instructional facilitators and representative teachers from the grade bands will attend the PLC conference to learn how to make their collaborative time more effective.

Parent Engagement:
The bilingual social worker will be extended to .75 FTE (increase of .5) to make more home visits to support families in parenting and to monitor and address attendance issues. The addition of a .5 FTE parent liaison to the .5 secretary's responsibilities will increase and coordinate parent engagement activities and contact.

Retention Bonus
Due to the high turnover of staff, a retention bonus (calculated yearly) will be provided at the end of the three years. Staff members who leave prior to the end of the grant will not be eligible for any of the bonus funds. Retaining staff will provide consistency in instruction and behavioral interventions and preserve the investment in professional development.

<u>Other</u>
A .5 FTE financial secretary will be hired to process the additional volume of purchases and extended day salaries. The increase in time for the assistant principal will permit staggering of the administrators' schedules to cover the extended day without requiring extensions to their contracted time.

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation
Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May	
June	

2014-2015 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Summer enrichment: 4 weeks
August	Keith Polette professional development The Reading and Writing Institute 1 day training CGI professional development (2 days) ADE school improvement specialist
September	1 Saturday enrichment ECAR professional development ADE school improvement specialist After school enrichments
October	1 Saturday enrichment Data visit by Parker staff ADE school improvement specialist After school enrichments
November	1 Saturday enrichment CGI professional development (2 days) ECAR professional development (2 days) ADE school improvement specialist After school enrichments
December	1 Saturday enrichment ADE school improvement specialist
January	1 Saturday enrichment Data visit by Parker staff ECAR professional development (2 days) ADE school improvement specialist
February	1 Saturday enrichment ADE school improvement specialist After school enrichments
March	1 Saturday enrichment Data visit by Parker staff CGI professional development (2 days) ADE school improvement specialist After school enrichments

April	1 Saturday enrichment ADE school improvement specialist After school enrichments
May	ADE school improvement specialist
June	Construct walking trail

2015-2016 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Summer camps: 4 weeks
August	TRWI professional development (5 days off-contract) ADE school improvement specialist
September	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist After school enrichments
October	1 Saturday enrichment ECAR professional development (2 days) Marcia Tate professional development ADE school improvement specialist After school enrichments
November	1 Saturday enrichment TRWI professional development (2 days) ADE school improvement specialist After school enrichments
December	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist
January	1 Saturday enrichment ECAR professional development (2 days) ADE school improvement specialist
February	1 Saturday enrichment TRWI professional development (2 days) ADE school improvement specialist After school enrichments
March	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist After school enrichments
April	1 Saturday enrichment ADE school improvement specialist After school enrichments

May	ECAR professional development (2 days) ADE school improvement specialist
June	PLC at Work Institute

2016-2017 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Summer camps: 4 weeks
August	Summer reading program: 2 hours weekly for 2 weeks TRWI professional development (2 days) ADE school improvement specialist
September	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist After school enrichments
October	1 Saturday enrichment ECAR professional development (2 days) David Burgess professional development ADE school improvement specialist After school enrichments
November	1 Saturday enrichment TRWI professional development (2 days) ADE school improvement specialist After school enrichments
December	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist
January	1 Saturday enrichment ECAR professional development (2 days) ADE school improvement specialist
February	1 Saturday enrichment TRWI professional development (2 days) ADE school improvement specialist After school enrichment Construct gardens
March	1 Saturday enrichment CGI professional development (2 days) ADE school improvement specialist After school enrichment

April	1 Saturday enrichment ADE school improvement specialist After school enrichment
May	ECAR professional development (2 days) ADE school improvement specialist
June	Summer camps

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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
1-27-14	Special Education	Kathy Haaser	Director
		Dr. Edwards	Principal
2-3-14	Student Services	Dr. Randy Bridges	Director
		Suzanne McPherson	Supervisor Special Programs
2-3-14	Instructional Services	Dr. Felicia Smith	Supervisor art, music, PE
		Suzanne McPherson	Supervisor Special Programs
2-7-14 2-10-14	Transportation	Jeff Tomlin	Head of transportation
		Suzanne McPherson	Supervisor Special Programs
Ongoing	English Language Learners	Dr. Edwards	Principal
		Suzanne McPherson	Supervisor of ELL
2-10-14 2-11-14	Child Nutrition	Donna Turnipseed	Director
		Suzanne McPherson	Supervisor
2-10-14	Purchasing	Larry Bandy	Supervisor
		Suzanne McPherson	Supervisor Special Programs
2-11-14	Human Resources	Dr. Annette Henderson	Asst. Superintendent
		Suzanne McPherson	Supervisor Special Programs
2-24-14	Buildings and grounds	Alan Love	Supervisor
		Suzanne McPherson	Supervisor Special Programs

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

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

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

> Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.
>
> An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by $2,000,000. Each school can receive no more than $6,000,000 over three years. $100,000 of the $2,000,000 awarded each year will be held for a state site director.

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

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SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Fort Smith/Trusty Elementary

Priority School Total 3-Year Budget $5,666,942

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TRANSFORMATION MODEL	YEAR 1 Pre -		YEAR 2	YEAR 3
☐ Select a new principal				
☐ Assign effective teachers and leaders to lowest achieving schools				
☐ Recruit, place and retain staff				$450,000
☐ Select new staff (additional)		$931,407	$948,036	$965,000
☐ Replace staff deemed ineffective				
☐ Negotiate collective bargaining agreements				

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	YEAR 1		YEAR 2	YEAR 3
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		$48,235	$121,485	$54,876
Implementing data collection and analysis structures				
Increase learning team (extended day, week, and/or year)		$481,150	$491,675	$492,276
Student supports (emotional, social, and community-based)		$58,000	$4100	
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
Technology and classroom materials		$382,959	$231,034	$6709
LEA-activities designed to support implementation of the transformation model				
Total		$1,901,751	$1,796,330	$1,968,861

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
Salary and benefits for ADE SIG Site-Director	Consultation and provide technical assistance on implementation of grant	$300,000
Salary and benefits for increase in staff	Additional .5 FTE assistant principal, .5 FTE financial secretary, .5 FTE parent liaison, 5.5 interventionist, 2 instructional facilitators, special education teacher, .5 FTE social worker, and 10 extra days for media clerk	$2,544,443
Salaries and benefits for extended learning	Salaries and benefits school staff Snacks and meals	$771,810 $370,935
Technology for students and teachers	Laptops and carrying cases for teachers Notebooks for home check-out Promethean boards iPads and cases Literacy programs Desktop for financial secretary	$30,240 $268,700 $18,750 $47,400 $4677 $1200
Professional development	Reading Recovery training TRWI ECAR CGI PLC at Work Institute Marcia Tate workshop Keith Polette workshop David Burgess workshop	$10,550 $93,470 $37,440 $55,440 $16,975 $5360 $2925 $2436
Classroom and media center materials	Mentor texts to support TRWI ($1550 x 13 classrooms) REACH language development materials Supplemental reading materials Supplemental science materials Desks and chairs for new staff Supplies for financial secretary	$23,250 $37,260 $168,925 $15,000 $4800 $500

Enrichment activities	Excursions	$99,408
	After school enrichments	$92,700
	Summer camps	$130,248
	Walking trail, garden project, and classroom supplies	$62,100
Retention incentives		$450,000
	Total	$5,666,942

Budget Narrative:

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

Additional Staff: increases of 2% are calculated for each year
ADE school improvement on-site director is required
$100,000 per year x 3 years = $300,000
.5 FTE financial secretary: needed to process the additional purchases and extended salaries
$60,000 per year x .5 = $30,000 year 1
$61,200 x .5 = $30,600 year 2
$62,424 x .5 = $31,212 year 3
.5 FTE assistant principal: district currently provides .5 FTE
$91,648 x .5 = $45,824 year 1
$93,481 x .5 = $46,741 year 2
$95,351 x .5 = $47,676 year 3
5.5 interventionists: district currently provides 3.5
$81,600 x 5.5 = $448,800 year 1
$83,232 x 5.5 = $457,776 year 2
$84,897 x 5.5 = 466,934 year 3
2 instructional facilitators: district currently provides .7 FTE, SIGa grant will provide 1 more
$81,600 x 2 = $163,200 year 1
$83,232 x 2 = $166,464 year 2
$84,897 x 2 = $169,794 year 3
Special education teacher: district currently provides 1 teacher
$81,600 year 1
$83,232 year 2
$84,897 year 3
.5 FTE social worker to make home visits, assist in parent engagement, and monitor attendance: district currently provides .4 FTE
$61,624 x .5 = $30,812 year 1
$62,857 x .5 = $31,429 year 2
$64,114 x .5 = $32,057 year 3
Extend media clerk's contract by 10 days to process additional book acquisitions
Daily rate of pay about $117.10 x 10 days = $1171 year 1
$119.44 x 10 days = $1194 year 2
$121.83 x 10 days = $1218 year 3
.5 parent liaison/enrichment facilitator (added responsibilities to the .5 secretary)
$60,000 x .5 = $30,000 year 1
$61,200 x .5 = $30,600 year 2
$62,424 x .5 = $31,212 year 3

Extended Learning Time:
School year
6 teachers: 7:00-8:00 = 1 hour = about .1325 of contract day
  $83,243 average salary x .1325 = $11,030
  $11,030 x 6 teachers x 3 years = $198,540
Walking trail $35,000 (875 linear feet x $40/foot) and equipment (23,000) = $58,000
15 classroom teachers, 1 counselor, 3 instructional facilitators (year 1, 2 years 2 and 3), 9 interventionists, 1 music, 1 art, 1 PE, 1 media, and 1 social worker: 3:30-4:00 = .5 hours = .0662 of contract day
  $83,243 average salary x .0662 x = $5511 per year
  $5511 x 33 staff members (year 1) = $181,863
  $5511 x 32 staff members (years 2 & 3) = $352,704
75 substitute teachers/year x .0662 x $80/day x 3 years = $1192
1 PE paraprofessional: 3:30-4:00 = .5 hours = .0684 of contract day
  $25,972 average salary x .0684 = $1777
  $1777 x 3 years = $5331
1 secretary 7:15-7:30, 4:00-4:15 = .5 hours
  About $22.40 per hour x overtime (1.5) = $33.60 x .5 hours = $16.80
  179 days x $16.80 x 3 years = $9022
1 custodian: 3:00-4:00 = 1 hour
  About $21.76 per hour x overtime (1.5) = $32.65
  179 days x $32.65 x 3 years = $17,533
1 media clerk: 3:30-4:00 = .5 hours = .0646 of contract day
  $28,455 X .0646 = $1838
  $29,024 x .0646 = $1874
  $29,604 x .0646 = $1913
Snacks: $1/day x 375 students x 179 days x 3 years = $201,375
Dinner: (manager $90/day + cook $81/day) x 120 days x 3 years = $61,560
  Food: $3/student x 100 students x 120 days x 3 years = $108,000

Enrichment Activities
School Year
8 excursions each year (each grade participates in 2) x 3 years = 24 total excursions

  2 buses each excursion = 48 buses x estimated $250 average expense = $12,000

  2 bus drivers each excursion (48) x $133 per excursion=$6384

  4 chaperones each excursions x 8 hours per event x $30.50 per hour district stipend = $23,424

  Average admission fee $10 x 60 students per trip = $14,400

  Breakfast, lunch, dinner, and snacks $30 x 60 students per trip = $43,200
After School
Center for Art and Education staff: 1 x $50/hour x 3 hours/week x 24 weeks x 3 years = $10,800
Background checks for 24 outside staff x $40 x = $960
5 teachers x 72 weeks x 3 hours/week x $30.50 = $32,940
Garden project: community garden, picnic tables, planters, etc. (based on similar project at another school) = $4100
Class supplies ($1000 x 4 sessions x 4 quarters) x 3 years = $48,000
Summer
Enrichment Coordinator x 40 hours (planning) + 80 hours (summer camps 4 hours/day x 20 days) x $30.50/hour x 4 camps = $14,640
Camp Invention
  6 teachers x 11 days (includes 1 day prep/training) x 4 hours/day x $30.50/hour x 4 camps= $32,208
  Curriculum and materials $120/student x 50 students x 4 camps = $24,000
Art Camp
  3 aides ($14.50/hour) x 5 days x 4 hours/day x 4 camps = $3480
  Art Center staff, program, and materials $2500 x 4 camps = $10,000

Career Camp
        2 teachers x $30.50/hour x 4 hours x 5 days x 4 camps =$4880
Literature Camp
        2 teachers x $30.50/hour x 4 hours x 5 days x 4 camps = $4880
1 administrator on site (2 weeks each year when not on contract in July + 4 weeks June 2017)
        10 weeks x 5 hours (7:30-12:30) x $47.20 per hour district stipend = $2360
Transportation:
        2 buses x 20 days x $50/day x 4 years = $8000
        2 drivers ($86/day) + 2 aides ($69/day) x 20 days x 4 camps = $24,800
        1 bus field trips for Career Camp $50/day x 5 days x 4 camps = $1000

Technology
Laptops for 15 classroom teachers, 3 instructional facilitators, 5 interventionists, and 1 counselor
        Laptop ($1200 each) plus carrying case ($60 each) = $1260
        $1260 x 24 = $30,240
Desktop for financial secretary = $1200
Notebook for student checkout and home use, netbooks for media center
        ($500 each + $30 carrying case) x 430 = $227,900
        16 charging charts (each classroom and media center) x $2550 each = $40,800
Promethean board in each classroom: 15 x $1250 each = $18,750
79 iPads and cases x $600 each = $47,400
Starfall website subscription $270/year x 3 years = $810
STAR Early Literacy subscription $720/year x 3 years = $2160
Spelling City membership (grades 1-6) $1.75 per students x 325 students x 3 years = $1707

Professional Development:
Reading Recovery training for 1 interventionist
        $1050 per semester tuition x 2 semesters = $2100
        Travel to UALR for classes: $140 mileage x 1 trip per month (10) = $1400
        Meals for travel: $50 x 13 days = $650
        Textbooks: $400
        Supplies: Set of readers $4500 and other materials (such as magnetic board) $1500 = $6000
The Reading and Writing Institute on-site training
        6 days @ $2500 per day = $15,000 + $1300 travel/housing (year 1) + $2500 travel/housing (year 2) = $18,800
        Stipends for 15 classroom teachers, 4 instructional facilitators, and 9 interventionists to attend training
        $30.50 per hour x 6 hours per day x 5 days x 28 teachers = $25,620
TRWI follow-up embedded coaching/mentoring
        2 days x 3 times per year X 2 years x $3500 per day (inclusive of travel) = $42,000
        1 sub for each day to release teachers to plan together and watch demonstrations
                $80 per day sub pay x 6 days per year x 2 years = $960
TRWI Units of Study (1 set per classroom, 1 set for each instructional facilitator, 1 set for the principals)
        Primary: 7 teachers + 4 instructional facilitators + 1 principal = 12 staff members
                12 x $280 each set = $3360
        Intermediate: 8 teachers + 4 instructional facilitators + 1 principal = 13 staff members
                13 x $210 each set = $2730
ECAR embedded coaching/mentoring
        2 days x 3 times per year x 3 years x $2000 per day (inclusive of travel) = $36,000
        1 sub for each day to release teachers to plan together and watch demonstrations
                $80 per day sub pay x 6 days per year x 3 years = $1440
CGI embedded coaching/mentoring
        2 days x 3 times per year x 3 years x $3000 per day (inclusive of travel) = $54,000
        1 sub for each day to release teachers to plan together and watch demonstrations
                $80 per day sub pay x 6 days per year x 3 years = $1440
PLC at Work Institute

4 instructional facilitators and 3 teachers (1 for each grade band) = 7 staff members
$650 registration + $700 airfare/luggage/shuttle + $875 hotel (5 nights X $175 per night) +
$200 meals ($50 per day x 4 days) = $2425 per person
7 x $2425 = $16,975
Marcia Tate workshop
Consultant fees $7000 (inclusive) x .5 (shared with Belle Point) = $3500
(15 teachers + 4 instructional facilitators + 9 interventionists + 2 principals + 1 counselor) =31
2 texts x $30 each x 31 staff members = $1860
Keith Polette workshop
Consultant fees ($2000 + $750 travel) x .5 (shared with Belle Point) = $1375
Text $50 x 31 staff members = $1550
David Burgess workshop
Consultant fees $3600 x .5 (shared with Belle Point) = $1800
Text $20.50 x 31 staff members = $636

Classroom Materials:
TRWI mentor texts to support writing: $1550 each x 15 classrooms = $23,250
REACH leveled language development kits: $2484 each x 15 classrooms = $37,260
Books to supplement media center: 2000 books x $30 each = $60,000
Interactive audio e-books (supplemental to about 75 choices provided by district): $37 each x 525 selections = $19,425
Classroom libraries: $2500 each x 15 classrooms = $37,500
Books aligned with ECAR to strengthen bookroom = $10,000
Magazines to support informational text reading at school and home $14,000 x 3 years = $42,000
Hands-on science materials $1000 x 15 classrooms = $15,000
8 desks and chairs for additional staff x $600 = $4800
Misc. office supplies, paper, ink cartridges for financial secretary $1000 x .5 = $500

Retention Bonus
30 staff members x $5000/year x 3 years = $450,000

ASSURANCES

> **STATEMENT OF ASSURANCES**

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

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

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

Superintendent's Signature   Date

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:

Trusty

Elementary

LEA #: 6601019

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

SECTION A, Part 2   Schools to be Served
☐   X Selection of Identified Schools

☐   X Identification of Intervention Models

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

SECTION B, PART 2   LEA Capacities
☐   X Selecting the Intervention Model and Partners for a Low-Achieving
              School

☐   X Develop Profiles of Available Partners

☐   X Determine Best-Fit Model and Partners

☐   X Define Roles and Develop Contracts

☐   X Forge Working Relationships

☐   X Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

☐ X Annual Goals

SECTION B, PART 4

☐ X Proposed Activities

SECTION B, PART 5

☐ X Timeline

SECTION B, PART 6

☐ X LEA Consultation

SECTION C

☐ X Budget

SECTION D

☐ X Assurances

SECTION E

☐ NA Waivers

ATTACHMENTS (scanned or mailed):

☐ X Signature Page (page 2 in the application is to be mailed)

☐ X School Board Minutes Showing Approval of SIG 1003(g) Application

☐ X Principal's Professional Growth Plan

Additional Resources

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

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

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

http://www.centeroninstruction.org

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.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/AdolLitResearchBrief.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

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