



ARKANSAS DEPARTMENT OF EDUCATION

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

Arkansas Department of Education – Division of Learning Services
**LEA APPLICATION FOR
 SCHOOL IMPROVEMENT GRANT FUNDS
 SIG 1003(g)**

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Hot Springs School District	
Mailing Address (Street, P.O. Box, City/Zip)	Starting Date
400 Linwood Avenue Hot Springs, Arkansas 71913	April 1, 2014
Name, title and phone number of authorized contact person:	Ending Date
Joyce Craft, Superintendent 501.624.3372 (phone)	July 31, 2017
Amount of funds requested: \$3,311,977	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on (Date) February 18, 2014.

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: _ _____

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

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

Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 28, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Summit School	50789000949	K-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

The LEA is applying to serve the only priority school in the Hot Springs School District.

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Summit School LEA #: 2603013

Context

- | | |
|------------------------------------|--------------------------------------|
| 1. Grade levels (e.g., 9-12): K-12 | 2. Total Enrollment: 155 |
| 3. % Free/Reduced Lunch: 59% | 4. % Special Education Students: 12% |
| 5. % English Language Learners: 4% | |
6. Home Languages of English Language Learners (list up to 3 most frequent):
1. English
 2. Spanish
 - 3.

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

Hot Springs School District is located on the southeastern portion of Garland County. Hot Springs School District is the 14th largest district in Arkansas, but also one of seven separate school districts within Garland County. It is often considered the "inner-city school" in the county and is characterized as an area where low-income and minority groups predominate. Approximately 80% of the students live in public housing.

Summit School is located at 220 Tom Ellsworth Drive in Hot Springs, Arkansas. It is one of eight schools in Hot Springs School District. It is the only Alternative Learning Environment (ALE) in the Hot Springs School District. The ALE is designed to provide alternative/experiential education for students residing in Garland County. The ALE consists of 4 components to better serve the population of the seven surrounding school districts. All four components use

integrated curricula, and the instructors are facilitators who use necessary teaching methods and learning modalities to motivate and teach each student.

Summit offers a nontraditional education for students whose needs cannot be met in a regular, special education, or vocational school. This type of school is not only intended to accommodate students who are considered at risk of failing academically, but also students of all academic levels and abilities who are better served by a non-traditional program. Many programs at Summit are specifically intended for students with special educational needs, but others address disciplinary and social problems that have negatively affected these students in their previous traditional school setting. Summit's ALE program also provides a Pre-GED class to students 16-18 years of age to prepare them for enrollment in National Park Community College's Adult Education classes.

Summit School houses a Vista program, a collaborative effort between the Hot Springs School District and Therapeutic Family Services. The Vista program accepts students in grades K-12 from the seven surrounding districts in Garland County as well. Students are eligible for the Vista program if they have a condition that is treatable through talk therapy, such as depression or post-traumatic stress disorder. Case management and professional counseling services are provided by Therapeutic Family Services. Special Education services are provided according to the student's IEP.

The ALE provides a Regular Education and a Special Education teacher to the Juvenile Detention Center. The ALE has an outstanding working relationship with the Garland County Juvenile Court system. The Juvenile Judge and Probation Officers work hard in the support system programs provided to students and families to help students deal with issues they may face.

In addition, the ALE provides two classroom teachers, a Special Education teacher, and a secretary to Job Corp. Job Corp provides students with the opportunity to get their diploma or a GED while training students with vocational skills.

Summit's Alternative Learning Environment serves 155 students in grades K-12, with the majority of the student population in the secondary grades. The school population by grade level bands is 29 students in Kindergarten - Grade 5, 9 students in Grades 6 - 8, and 106 students in Grades 9 - 12.

Ninety-eight percent of the student population are single-parent led and receive some form of public assistance: Transitional Employment Assistance (TEA), Medicaid, Supplemental Nutrition Assistance Program (SNAP), low income housing, Social Security Income (SSI) and daycare vouchers. Additionally, only 25% of the parents are gainfully employed.

The challenges that Summit School face are finding innovative ways to increase parental involvement and combat general student apathy and the lack of intrinsic motivation from our students and parents. A positive and unique feature of this school is that it boasts a close student-teacher rapport. The teachers at Summit School work diligently to help the students prepare for a successful future either back in their traditional school setting or in the workforce after graduation.

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
Oaklawn Magnet School	K-4	Fountain Lake School District	K-12
Langston Magnet School	K-4	Hot Springs High School	9-12
Gardner Magnet School	K-4	Lakeside School District	K-12
Park Magnet	K-4	Lake Hamilton School District	K-12
Hot Springs Intermediate School	5-6	Mountain Pine School District	K-12
Hot Springs Middle School	7-8		

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
Mr. Kelley Deardorff, Principal	302-Bldg. Level Admin-5-12 313-Bldg. Admin-7-12	1	1	24
Ms. Suanna Wingfield, Counselor	299-Guid & Counseling-PK-8 300-Guid & Counseling-7-12	5	8	8

Mr. Sylvester Mitchell, Dean of Students	081-082-Second Health & P.E.- 7-12 085-Elementary P.E.-K-6 086-Middle School P.E.-5-8	14	14	14
Mr. Marvin Moody Pupil Personnel	Classified Personnel	1	10	13

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

**HOT SPRINGS SCHOOL DISTRICT
PRINCIPAL EVALUATION PLAN**

I. EVALUATION OVERVIEW

A. VISION

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

B. PURPOSE OF EVALUATION

The purpose of the Arkansas Principal Evaluation System is to:

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

C. LEADERSHIP CATEGORIES

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

- **The Novice Category** is for individuals who are new to the district, the principalship, or have transitioned from assistant principal to principal. Principals working under an Alternative Licensure Completion Plan (ALCP) to become fully licensed remain in the novice category until the ALCP is completed.
- **The Inquiry Category** is for principals who model life-long learning and consistently demonstrate progressing, proficient, and/or exemplary

performance on standards and functions in the Arkansas Principal Evaluation Rubric.

- **The Intensive Category** is for principals who receive a rating of *not-meeting-standards* on the Summative Evaluation Rubric (Form A) according to the following guidelines:

- The principal receives *not-meeting-standards* on two or more functions in Standard Two and/or
- The principal receives *not-meeting-standards* and/or *progressing* on the majority of functions in any of the standards

The evaluator may also place the principal in the intensive category if he or she receives a rating of *not-meeting-standards* on any one function critical to ethical behavior, student learning, or safety. When a principal is placed in the intensive category, the superintendent and principal will develop a Principal Professional Intensive Growth Plan (Form C). If progress is made in year one, a principal may remain in the Intensive Category for one additional year; however, if there is limited or no progress in year one, recommendation for non-renewal of employment will occur.

II. PRINCIPAL EVALUATION PROCESS

A. PROCESS STEPS

The Principal Evaluation Process includes the following steps:

Step1: Orientation

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

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

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

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

Step 3: Initial Meeting with Superintendent/Designee

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

Step 4: Principal Professional Growth Plan (Form B)

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

Step 5: Formative Assessment Conferences

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

strategies. During this Formative Assessment Conference, the principal and the superintendent may revise the Professional Growth Plan (Form B or Form C for Intensive) to make necessary mid-course corrections based on the data from the results indicators.

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

- **Novice Category:** The superintendent/designee conducts a formative assessment conference with the principal minimally four times annually.
- **Inquiry Category:** The superintendent/designee conducts a formative assessment conference with the principal minimally twice annually. Even if it is not the year for the principal's Summative Evaluation, Formative Assessments and Conferences should be completed every year.
- **Intensive Category:** The superintendent/designee conducts monthly Formative Assessment conferences with the principal, which may result in a modification to the principal's Intensive Improvement Plan.

Step 6: Summative Evaluation

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

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

HOT SPRINGS SCHOOL DISTRICT TEACHER EVALUATION PLAN

I. EVALUATION OVERVIEW

A. PURPOSE OF EVALUATION

Quality teaching begins with a teacher's formal education, but it grows through a process of continuous improvement gained through experience, targeted

professional development and the insights and direction provided through thoughtful, objective feedback about the teacher's effectiveness.

The 2011 Arkansas General Assembly introduced and passed legislation to standardize comprehensive evaluation and support for licensed educators through the Teacher Excellence and Support System (TESS). The Hot Springs School District supports full implementation of this state legislation.

B. GOALS OF EVALUATION

The Hot Springs School District intends to promote the following objectives, along with the Arkansas Department of Education, through TESS:

- Provide school districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning
- Provide feedback and a support system that will encourage teachers to improve their knowledge and instructional skills in order to improve student learning
- Provide a basis for making teacher employment decisions
- Provide an integrated system that links evaluation procedures with curricular standards, professional development activities, targeted support and human capital decisions
- Encourage highly effective teachers to undertake challenging assignments
- Support teachers' roles in improving students' educational achievements
- Inform policymakers regarding the benefits of a consistent evaluation and support system in regard to improving student achievement across the state
- Increase the awareness of parents and guardians of students concerning the effectiveness of teachers

C. EVALUATORS

To ensure evaluators are prepared to implement the teacher evaluation plan, evaluators:

1. Shall be trained in observation techniques that will enable them to accurately and consistently apply Charlotte Danielson's Framework for Teaching to classroom observation.

The administrator software is called The Framework for Teaching Proficiency System (FFTPS) or FOCUS. Teachscape partnered with Charlotte Danielson and Educational Testing Service (ETS) to develop FFTPS, a psychometrically valid methodology for training and certifying evaluators. FFTPS/FOCUS helps districts improve the accuracy and integrity of the classroom observation process for enhanced teacher evaluation and professional growth. FFTPS/FOCUS is a complete online solution that provides district evaluators with comprehensive training and scoring practice, capped with a scientifically designed assessment of

ability to accurately and consistently apply Charlotte Danielson's Framework for Teaching to classroom observation.

2. Shall complete a state evaluation training program and successfully pass the certification test to be a credentialed evaluator.

FFTPS/FOCUS is the only system available for training and certifying observers of classroom teaching. Training modules and practice may be completed by individual study or facilitated group learning; however, the certification test must be completed individually. All administrators will attend a one-day face-to-face training at co-ops. Training will provide information about TESS law, process, implementation, and instruction for the FFTPS/FOCUS system. The total time to complete all training modules, practice videos, and the certification test for administrators is approximately 28-36 hours. Administrators must pass the certification test.

3. Shall complete the summary evaluation by April 15 of each year on every certified staff member. The annual evaluation documents will be placed in the staff members file in the Superintendent's office.

D. EVALUATION CRITERIA

The Hot Springs School District teacher evaluation plan:

1. Shall relate to established Components of Professional Practice by Charlotte Danielson.
2. Shall be linked to defined performance levels.
3. Should include collection of evidence.

E. EVALUATION PROGRAM TRAINING

Procedures for implementing the teacher evaluation plan will include:

1. All teachers must be provided access to Teachscape software for training materials.

All districts must provide the Teachscape software to all teachers. Teachers may individually access the software throughout the 2013-2014 school year as a resource. The teacher software is called The Framework for Teaching Effectiveness Series (FFTES). The system features comprehensive, self-paced, video-rich, online learning. Using master-scored classroom videos and

interactive exercises that give formative feedback, the Effectiveness Series is designed to train teachers on the value, structure, and content of the Framework for Teaching, 2011 Revised Edition. It promotes the use as a scaffold to confidently discuss and improve teaching practices.

2. Acquaint the certified staff with the evaluation policy, program, procedures, and forms.

All schools must provide a half-day training and at least begin the FFTES modules with all teachers prior to August 31, 2013. The half-day face-to-face training at each school or district provides specific information regarding the teacher evaluation law, training process, and details about the FFTES system. All teacher training must be completed by May 31, 2014.

3. Provide for training time in all components.

The Effectiveness Series has two groups of video-rich learning modules - Laying the Foundation and Framework Component Modules. The modules are integrated into a single, easy-to-use, online system allowing for individual study or facilitated group learning. The FFTES system provides an extensive examination of the Danielson Framework, which is the foundation for the Teacher Excellence and Support System (TESS). The total training time using all FFTES modules is approximately 21 hours.

4. Assign each certified staff member to an evaluator.

II. TEACHER EXCELLENCE AND SUPPORT SYSTEM

A. COMPONENTS OF PROFESSIONAL PRACTICE

All certified personnel will be evaluated on the Components of Professional Practice: Domain 1 – Planning and Preparation, Domain 2 – The Classroom Environment, Domain 3 – Instruction, and Domain 4 – Professional Responsibilities. The four performance levels are unsatisfactory, basic, proficient, or distinguished.

Certified personnel who have successfully completed Track 1: Probationary/Novice shall be placed in Track 2: Interim Teacher Appraisal Process. Track placement is determined by summative ratings. A Professional Growth Plan will be created for each individual. An effective implementation of the growth plan is contingent upon the collaborative and reflective participation of each teacher and supervisor.

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

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

B. FORMS AND TEACHER EVALUATION

The forms to be used for the Teacher Excellence and Support System are provided. A description of each Track and the accompanying forms can be found below.

TRACK 1 – PROBATIONARY/NOVICE (1-3 Years)
TRACK 2 –INTERIM TEACHER APPRAISAL PROCESS
2A: SUMMATIVE EVALUATION
2B2/2B1: INTERIM APPRAISAL PROCESS
TRACK 3 – INTENSIVE SUPPORT STATUS

TRACK 1: PROBATIONARY/ NOVICE (1-3 Years)

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

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

METHODS/PROCEDURES:

The probationary/novice teacher plan will consist of:

1. At least two (2) formative observations focused on targeted growth areas.
2. Professional Growth Plan developed following the first formative observation.
3. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-

Conference, Observation, Post-Conference, Review of Artifacts, and Professional Growth Plan review and development. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times.

TRACK 2: INTERIM TEACHER APPRAISAL PROCESS

All teachers who have more than three years of satisfactory experience with the Hot Springs School District will cycle through the Interim Teacher Appraisal Process. Track 2 consists of a three year cycle: 2A – Summative Evaluation, 2B2 – Interim Appraisal Process, and 2B1 – Interim Appraisal Process. This track allows veteran teachers to receive a summative evaluation once every three years.

METHODS/PROCEDURES:

2A

1. At least two (2) formative observations focused on targeted growth areas.
2. Professional Growth Plan developed following the first formative observation.
3. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Professional Growth Plan review and development. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times.
4. Successful completion of Track 2A will move the certified employee to Track 2B2.

2B2

1. Conversations about PGP and one (1) or more observations focused on PGP goals during the year.
2. Modified evaluation is based on specific components of the rubric included in the PGP over a two year cycle.
3. Reflect on PGP in the spring conference.
4. Successful completion of Track 2B2 will move the certified employee to Track 2B1.

2B1

1. Conversations about PGP and one (1) or more observations focused on PGP goals during the year.
2. Modified evaluation is based on specific components of the rubric included in the PGP over the year.
3. Reflect on PGP in the spring conference.
4. Successful completion of Track 2B1 will move the certified employee to Track 2A.

TRACK 3: INTENSIVE SUPPORT STATUS

The Intensive Support Status is required to assist teachers who have received an unsatisfactory rating in any domain of the Components of Professional Practice. A teacher can move from Track 1 or Track 2 into Track 3 at any time needed.

METHODS/PROCEDURES:

The intensive support status plan will consist of:

1. Intensive Professional Growth Plan developed following the placement into Track 3.
 2. Multiple formal and informal observations focused on intensive growth areas.
 3. Multiple conferences between teacher and evaluator.
 4. End of year summative evaluation. This formal observation will be a minimum of 45 minutes in length and will cover all domains and components. It includes a Pre-Conference, Observation, Post-Conference, Review of Artifacts, and Intensive Professional Growth Plan review. The Pre-Conference Questions Form and the Post-Conference Questions Form will be completed by the teacher and administrator during the respective times. The teacher will complete the Pre-Summative Evaluation Questions Form prior to the Pre-Conference.
 5. A teacher may remain in Track 3 for two (2) semesters. Two (2) additional semesters may be added if improvement is observed. Successful completion of Track 3 will move the certified employee back to Track 1 or Track 2A depending on placement when entering Track 3. Non-successful completion of Track 3 will result in recommendation for non-renewal or termination.
-
12. Briefly describe previous and current reform and improvement efforts, within the last five years.

Implemented in the Last Five Years – Summit

2009-10

1. Relocated the school to Park and moved Spring Street in to have a full K-12 Summit Program in conjunction with K-12 Vista at Spring Street.
2. Implemented a Developmental Asset based program to build relationships, encourage positive behaviors in/out of the classroom, and motivate students by recognition of Academic Success and Behavioral Success with Incentive-Focused Program.
3. Incentive Initiative Focus Program Implemented – Rewards based on behavior and academics that are consistently exemplary. (Incentives included fast food coupons, restaurant meals, activity passes to local theaters, bowling alleys, etc.) Students were given the requirements to meet for each level of reward.
4. Added a full-time school-based mental health staff
5. Added a cafeteria with breakfast and lunch served daily

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6. Intervention Specialist hired for one year to advocate and coordinate services and programs for students to be successful. (This person was a liaison between school and Garland County Juvenile Court and Juvenile Detention Center, Department of Human Services, Department of Child and Family Services, Mental Health Agencies, PBIS Coach, coordinate the school's mentoring program, Coordinated School Health Facilitator, Building Positive Developmental Assets Facilitator, and work with counselors, parent coordinators.)
 7. Two Computer Labs added at Summit building – one for K-5 and one for 6-12
 8. Dawson Coop Literacy Specialist, Tammy Boyette, brought in literacy strategies and reviewed implemented strategies of: admit slip, writing, using the rubrics, using writing and rubrics to guide instruction, additional writing prompts, and distinguishing between open response and writing prompts
 9. Introduced Core Value Matrix to implement in 2010-11 for instruction in social skills
 10. Junior Auxiliary (Women's Community Group) contracted work with ALE and Fun Friday as incentive implemented
 11. Sustained Silent Reading and new bell time implemented to provide instructional time devoted to reading

2010-11

1. Added a school resource officer to campus
2. Added Fun Fridays for 6-12 with the school resource officer and school staff (K-5 had Fun Fridays before that)
3. Remediation for Algebra 1 was provided after-school for targeted students
4. Implemented APEX computer program for credit recovery
5. Faculty Retreat to Garvin Gardens for in-service and team building

Continued implementation of the following:

- Developmental Asset based program to build relationships, encourage positive behaviors in/out of the classroom, and motivate students by recognition of Academic Success and Behavioral Success with Incentive-Focused Program.
- Incentive Initiative Focus Program – Rewards based on behavior and academics that are consistently exemplary. (Incentives included fast food coupons, restaurant meals, activity passes to local theaters, bowling alleys, etc.) Students were given the requirements to meet for each level of reward.
- Full-time school-based mental health staff
- Cafeteria with breakfast and lunch served daily
- Two Computer Labs at Summit building – one for K-5 and one for 6-12
- Core Value Matrix implemented for instruction in social skills
- Junior Auxiliary (Women's Community Group) contracted work with ALE and Fun Friday as incentive
- Sustained Silent Reading and new bell time to provide instructional time devoted to reading

2011-12

1. Active Tech coordinator hired and smart boards installed.
2. Actively used APEX for credit recovery
3. Implemented the formation of data teams

Continued implementation of the following:

- Developmental Asset based program to build relationships, encourage positive behavior in/out of the classroom, and motivate students by recognition of Academic Success and Behavioral Success with Incentive-Focused Program.
- Incentive Initiative Focus Program – Rewards based on behavior and academics that are consistently exemplary. (Incentives included fast food coupons, restaurant meals, activity passes to local theaters, bowling alleys, etc.) Students were given the requirements to meet for each level of reward.
- Full-time school-based mental health staff
- Cafeteria with breakfast and lunch served daily
- Two Computer Labs at Summit building – one for K-5 and one for 6-12
- Core Value Matrix for instruction in social skills
- Junior Auxiliary (Women’s Community Group) contracted work with ALE and Fun Friday as incentive
- Sustained Silent Reading and new bell time to provide instructional time devoted to reading
- School resource officer on campus
- Fun Fridays for K-12
- Remediation for Algebra 1 was provided after-school for targeted students
- APEX computer program for credit recovery
- Faculty Retreat to Garvin Gardens for in-service and team building

2012-13

1. Implemented use of building leadership team and priority teams
2. Implemented use of Indistar®
3. Participated in Scholastic Audit
4. Partnered with external provider, E2E, and received ADE SIS
5. Implemented the critical reading cross curricular class
6. New referral process with RTI implemented and class sizes limited
7. Student job shadowing implemented
8. Intensive and more frequent focused CWT implemented
9. Trained teachers in TESS for implementation in 2013-14
10. Began the concerted effort to include technology across K-12
11. New computers purchased for some staff
12. Implemented use of Success Maker in K-5
13. Implemented use of Student Action Plans

Continued implementation of the following:

- Developmental Asset based program to build relationships, encourage positive behaviors in/out of the classroom, and motivate students by recognition of Academic Success and Behavioral Success with Incentive-Focused Program.
- Incentive Initiative Focus Program – Rewards based on behavior and academics that are consistently exemplary. (Incentives included fast food coupons, restaurant meals, activity passes to local theaters, bowling alleys, etc.) Students were given the requirements to meet for each level of reward.
- Full-time school-based mental health staff
- Cafeteria with breakfast and lunch served daily
- Two Computer Labs at Summit building – one for K-5 and one for 6-12
- Core Value Matrix implemented for instruction in social skills
- Junior Auxiliary (Women’s Community Group) contracted work with ALE and Fun Friday as incentive
- Sustained Silent Reading and new bell time to provide instructional time devoted to reading
- School resource officer on campus
- Added Fun Fridays for 6-12 with the school resource officer and school staff (K-5 had Fun Fridays before that)
- Remediation for Algebra 1 was provided after-school for targeted students
- APEX computer program for credit recovery
- Faculty Retreat to Garvin Gardens for in-service and team building
- Active Tech coordinator hired and smart boards installed.

2013 – 14

1. Implementation of TESS/LEADS (evaluation plan) and Professional Growth Plans Pilot Year
2. New principal hired
3. Restructured the configuration of the program to bring Vista K-12 into the building and moved Summit K-8 to other campuses. (These former Summit Students are now considered part of the LEA where they are housed. K-4 is housed in three of the elementary buildings, and 5-8 is housed at the middle school).
4. More school-based mental health staff on campus
5. Mr. Moody, People Personnel, brought back to campus
6. Moved computer lab facilitator for five periods a day for credit recovery and GED
7. Recognizing Honor Roll in paper and Academic Awards
8. Implemented Nichols Behavior Chart for students
9. Implemented use of TI-84+ graphing calculators
10. Implemented use of NWEA testing

Continued implementation of the following:

-
- Relocated the school to Park and moved Spring Street in to have a full K-12 Summit Program in conjunction with K-12 Vista at Spring Street.
 - Developmental Asset based program to build relationships, encourage positive behaviors in/out of the classroom, and motivate students by recognition of Academic Success and Behavioral Success with Incentive-Focused Program.
 - Incentive Initiative Focus Program – Rewards based on behavior and academics that are consistently exemplary. (Incentives included fast food coupons, restaurant meals, activity passes to local theaters, bowling alleys, etc.) Students were given the requirements to meet for each level of reward.
 - Full-time school-based mental health staff
 - Cafeteria with breakfast and lunch served daily
 - Core Value Matrix for instruction in social skills
 - Sustained Silent Reading and new bell time to provide instructional time devoted to reading
 - School resource officer on campus
 - Fun Fridays for K-12
 - Remediation for Algebra 1 was provided after-school for targeted students
 - APEX computer program for credit recovery
 - Faculty Retreat to Garvin Gardens for in-service and team building
 - Active Tech coordinator
 - Use of Indistar®
 - Partnership with external provider, E2E, and received ADE SIS
 - Critical reading cross curricular class
 - Referral process with RTI implemented and class sizes limited
 - Student job shadowing in the community
 - Intensive and more frequent focused CWT
 - Training teachers in TESS implementation

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	19.35	22.86	17.65	23.1	27.6
Mathematics	32.43	37.14	23.7	29	28.6
Science	3.7	7	16.6	7	12.5
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: 2011 - 2013

Subject	White, nonHispanic			Black, nonHispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	15.38	27.27	15.4	25	14.29	16.7	n/a	n/a	33.3	n/a	n/a	n/a	6.25	20	22.2
Mathematics	47.06	50	46.2	17.65	25.53	9.5	0	n/a	33.3	n/a	n/a	n/a	26.32	33.33	9.1
Science	0	33.33	0	0	0	0	n/a	n/a	50	n/a	n/a	n/a	9	0	11.7
Social Studies															

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	80	25	37.5	6.6	5.5	53.3			50	
Mathematics	100	58.3	25	6	16.6	33.3	100*			
Science			0		0			100*		
Social Studies										
Writing										
Other										

NOTE: *Indicates Alternative Assessment (Portfolio) Data

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	60	29	38	22	28	31			20	
Mathematics	60	43	15	6	33	7	Alg. 1	Geom 36		
Science			0		17			4		
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	14	67	41	18	6	43			13	
Mathematics	29	33	33	54	19	39	Alg. 1 23	Geom 14		
Science			8		13			7		
Social Studies										
Writing										
Other										

3. Average daily attendance percentage for the 2013-2014 school year: 93.83% as of 1/22/14

4. Mobility rate for the 2013-2014 school year: 54.3% as of 1/22/14

5. Graduation rate for all students for the 2012-2013 school year: 46.67%

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

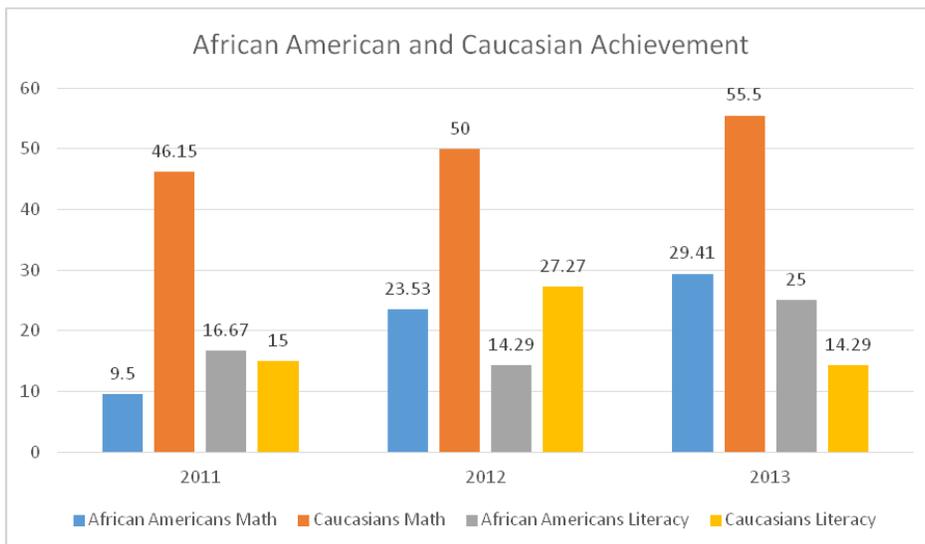
	All Students
2013	46.67
2012	53.57
2011	37.97

Key Questions

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

To determine which students in Summit School are experiencing the lowest achievement in grades 3-12, an analysis of students that scored below proficient in math and literacy on the Arkansas Benchmark Exam, the 11th Grade Literacy Exam, and the Algebra and Geometry End of Course Exams was conducted.

A review of the data indicates that overall **African American students are experiencing the lowest achievement**. In 2011, African American students scored 9.5% in math and 16.67% in literacy, while Caucasian students scored 46.15% in math and 15% in literacy. (African American students outscored Caucasian students by 1.67%). In 2012, African American students scored 23.52% in math and 14.29% in literacy, while Caucasian students scored 50% in math and 27.27% in literacy. In 2013, 29.41% of African American students scored proficient or above in math and 25% in literacy, while Caucasian students scored 55.5% in math and 14.29% in literacy.



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

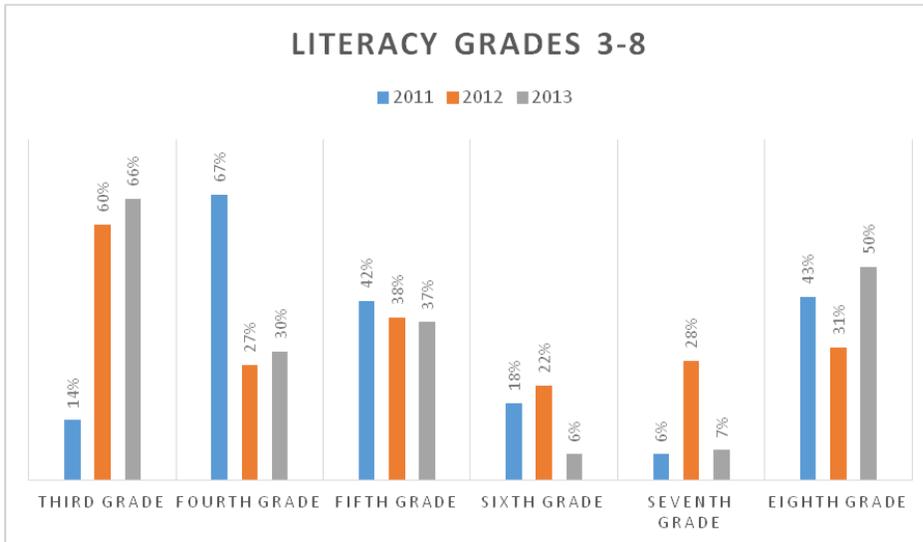
A review of the data indicates that Economically Disadvantaged students are experiencing the lowest graduation rates. The population at Summit School consists of 59% Economically Disadvantaged. This includes subpopulations of Economically Disadvantaged, African American and Caucasian students. Graduation rates of the students who are economically disadvantaged have risen and declined over the past three years from 25% in 2010, to 43.75% in 2011, to 25% in 2012.

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

Students at Summit are not performing at acceptable levels in math or literacy. In both math and literacy, open-response questions are consistently the lowest scoring areas.

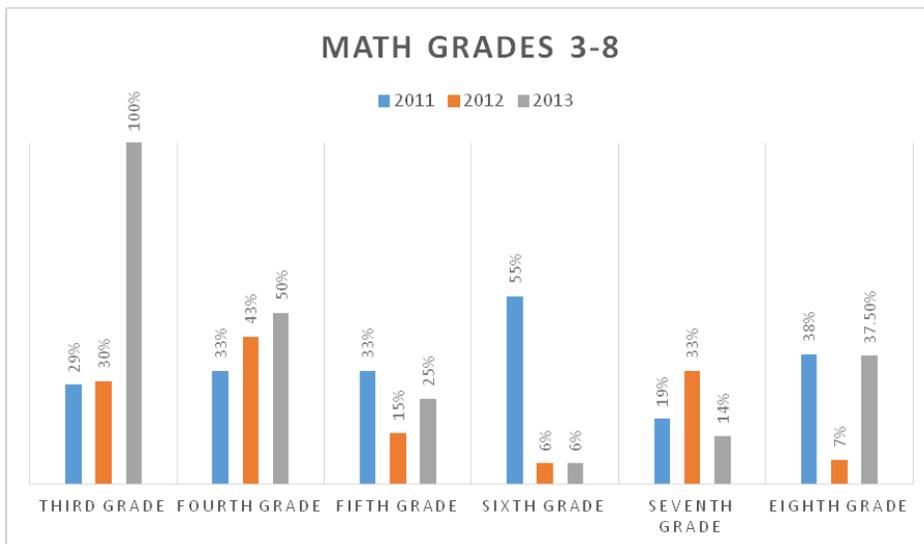
Grades 3-8

In grades 3-4, students experience the lowest achievement in Literacy. Although Benchmark literacy scores increased for third grade each year since 2011, Benchmark data for grades 4-8 revealed that literacy scores have either dropped or, as is the case with fourth through eighth grades, scores dropped, increased and dropped, or dropped and raised.



In grades 5-8, students experience the lowest achievement in Math.

Although Benchmark math scores increased for third and fourth grades each year since 2011, (100% of third grade were proficient in math in 2013), Benchmark data for grades 5-8 revealed that math scores have either dropped or, as is the case with fifth through eighth grades, scores increased and dropped, or dropped and raised.



Grades 9-12

EOC data revealed that **students at Summit School are not performing at acceptable levels in literacy or math**. Gradual improvements are being noted in math and literacy scores since 2011. **Algebra 1 data indicates the greatest need with only 29% of the combined student population scoring proficient or better on the exam in 2013**, which is a growth from the 2011 and 2012 scores of 24%. The Geometry exam data indicates that 40% of the combined student population tested scored proficient or better in 2013, up from 13% in 2011 and 36% in 2012. The 11th grade Literacy exam data indicates that 50% of the combined student population scored at the proficient level or above in 2013, an increase from 13% in 2011 and 21% in 2012.

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

The characteristics of student demographics that should be taken into consideration in selecting a model and external partners and/or providers include Summit School's low income and African American student population. Seventy seven percent of students in Hot Springs School District population receives free or reduced meals. Many of the Summit Schools students come from households of generational poverty. The average daily attendance percentage for 2013 was 93 % which is below the state average high school attendance rate of 94.7%. Students arrive at Summit School from the feeder schools lacking many of the basic skills needed for success. A survey of parents conducted in the Fall of 2012 and again in the Spring of 2014 consistently noted that

parents feel welcome in the school (80%) and that they could talk openly with the principal (60%). Eighty percent of the parents surveyed felt they were not informed about what their child needed to do to earn a rating of proficient or advanced. Sixty percent of the parents surveyed felt they were well informed about what their child was doing at school. During both survey periods, parents felt that teachers at the school had high expectations for their student (40%). It is clear that even though the school acknowledges the need to create a true partnership with parents to ensure success, parents feel satisfied with the program as it is. It is crucial the provider chosen be willing and equipped to confront the overall culture of low expectations and the lack of educational rigor that exists. A model is needed that will develop highly effective instructional leaders and teachers who believe that success is possible and who will deliver a quality education to ALL students.

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

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

An additional qualification for the Provider was to work with the Summit School leadership and staff to create culturally responsive classrooms as they select culturally sensitive instructional resources that are researched-based and actively engage

students in learning. The Provider will also work with the Hot Springs School District to seek appropriate social-emotional and community oriented services and supports for students and evaluate all remediation and supplementary programs to ensure they are used effectively to support student achievement. Additionally, the Provider will work with the Hot Springs School District to establish fully functioning SPRINT teams. These teams will utilize a data-based approach to create a tiered intervention system to address the specific needs of students who are experiencing learning problems and students with special needs. The External Provider was required to have the capacity to deliver the services as necessary to accomplish the intended goals of increasing student achievement in the core subjects with a focus on math and literacy at Summit School.

2. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

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

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

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

The school population in general has lacked an intensive embedded model of professional development and accountability for implementation. A key criterion considered was that partner organizations must have a strong professional development component consistent with the requirements of the Transformation model and aligned with the needs of Summit. The Hot Springs School District Superintendent interviewed interested vendors and selected Elbow2Elbow based on the needs of the school and district. Successful partnering with Elbow2Elbow allowed for the relationship to continue. Partner organizations and vendors are chosen by the school and district based upon their track record of effectiveness and compatibility together with their ability to customize their support to the school's needs and their unique profile.

Step 3 - Reviews of ADE Scholastic Audit and other School Data

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

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

SUMMIT AUDIT REVIEW

The Arkansas Department of Education conducted a Scholastic Audit of the Summit Alternative School during the period of November 4, 2012 – November 9, 2012. Based on the Scholastic Audit Performance Levels, the level of performance for each of the 9 standards for school improvement of Summit Alternative School are as follows:

Standard 1 – Curriculum: Level 4 0%, 3 0%, 2 29%, 1 71%,
Standard 2 – Classroom Evaluation/Assessments: Level 4 0%, 3 13%, 2 13%, 1 74%,
Standard 3 – Instruction: Level 4 0%, 3 0%, 2 13%, 1 87%,
Standard 4 – School Culture: Level 4 0%, 3 0%, 2 55%, 1 45%,
Standard 5 – Student/Family & Comm. Support: Level 4 0%, 3 40%, 2 40%, 1 20%,
Standard 6 – Professional Growth, Dev and Eval: Level 4 0%, 3 0%, 2 17%, 1 83%,
Standard 7 –Leadership: Level 4 0%, 3 18%, 2 9%, 1 73%,
Standard 8 –School Org & Fiscal Resources: Level 4 0%, 3 0%, 2 40%, 1 60%,
Standard 9 – Comprehensive & Effect. Planning: Level 4 0%, 3 0%, 2 31%, 1 69%.

Summit School staff will have addressed all Standards and recommendations of the report in a three to five year period beginning with the 2012-2013 school term, school leadership, in partnership with the faculty, decided on the timeline to address the standards and deficit areas. The focus for year one, 2012-2013, was to address the Next Steps as outlined in the Scholastic Audit. The Next Steps were specifically addressed in the Interim Measurable Objectives (IMOs) as a part of the Priority Improvement Plan for Summit School. As of May 2013, all of the Next Steps had been achieved as all IMOs were met. During the 2013-2014 school term, a new principal was hired and therefore Standard 7 was a logical place to begin addressing the remaining standards. In addition to Standard 7 being addressed in 2013-2014, Summit School leadership also decided to address indicators of concern in Standards 1 and 4. Additionally, the leadership team decided that a tentative plan for addressing the remaining standards would be to address Standard 2, 3 and 5 in 2014-2015 and the remaining standards 8 and 9 during the 2015-2016 school term. The Leadership Team

is fully aware of the need to successfully address all standards as soon as possible and will make adjustments to the timeline as appropriate.

1) Standard 1 Findings: Curriculum

1.1b The district facilitates some discussions among schools regarding curriculum standards to ensure they are clearly articulated across content areas and levels.

1.1e The implemented curriculum provides some connections to career options.

1.1a The implemented curriculum is not fully aligned to the Arkansas Curriculum Frameworks or the Common Core State Standards. Even though the district contracts with The Learning Institute to provide curriculum documents that are aligned to the Arkansas Curriculum Frameworks and Common Core State Standards for the core subjects, middle school and high school classes do not follow the district pacing guides. Students at neither the elementary nor secondary programs have access to courses outside of the core curriculum including art, music, active physical education, or other electives. 1.1c The district has not developed a systematic process to eliminate or reduce unintentional overlaps and close gaps in all content areas. 1.1d The school initiates and facilitates limited discussions among grade levels within the school regarding curriculum standards to ensure they are clearly articulated. An instruction team has recently been created to facilitate discussions around instruction kindergarten through twelfth-grade, yet agendas and minutes do not reflect discussion on curriculum. 1.1f District and school curriculum discussions do not result in the intentional, immediate, on-going systematic change in the written or implemented curriculum.

1.1g Not all students have access to a common core curriculum.

RECOMMENDATIONS FOR IMPLEMENTATION:

A huge paradigm shift must occur at Summit where the goal will be to provide these students with the skills to be successful in a 21st Century world. School leadership must guide the process of deciding what should be taught and how it should be paced. Steps to begin this process should include:

1. The Common Core State Standards curriculum should be considered the primary document when deciding what should be taught.
2. School leadership should begin this process by securing district support in obtaining the professional development needed for teachers to begin using research based instructional strategies.
3. Leadership must hold teachers accountable for implementing and provide support when they are struggling.

IMPLEMENTATION OF PROGRESS:

- Teachers were trained and began implementing strategies such as creating “lap-books,” which demonstrate the key elements learned about a central theme or topic, foldables and graphic organizers for note-taking, and “choice” in creating projects to demonstrate their learning.

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- The school schedule has been re-arranged to allow extra time for assistance or further research/work on projects at the end of the school day.
 - Leadership follow up of teacher-implemented strategies occurs through CWTs and focus walks, with prompt feedback.
 - Common planning is now provided for “subject-alike” teachers of students between the Summit and Vista student populations.

2) Standard 2 Findings: Classroom Evaluation/Assessment

2.1g School and district leadership have established a process to effectively coordinate all ACTAAP testing.

2.1c Most secondary students indicate they know what they must do to be proficient by the study guides and chapter assessments, yet few students can articulate how the learning is relevant to their lives. 2.1a Few classroom assessments are rigorous, requiring students to go beyond the knowledge level of Bloom's Taxonomy. 2.1b Teachers do not consistently collaborate to design authentic assessments aligned with the Common Core State Standards or Arkansas Curriculum Frameworks.

2.1d There is no systematic process in place for collecting, managing, and analyzing data to identify curriculum gaps or needed changes to the implemented curriculum.

2.1e Assessments are not specifically designed to provide meaningful feedback to teachers on student learning for the purpose of changing instructional practices.

Authentic, real-world, performance-based assessments are not used in most classrooms. 2.1f Clearly defined student performance criteria are not found in most classrooms.

2.1h Teachers do not collaboratively analyze and score student work to make revisions to instruction or curriculum.

RECOMMENDATIONS FOR IMPLEMENTATION:

District and school leadership must provide data analysis professional development to all staff for the purpose of driving the curriculum and modifying instruction.

The district leadership must be responsible for the accountability of school leadership monitoring data analysis. Leadership should provide teachers training on designing rubrics for each content area.

IMPLEMENTATION OF PROGRESS:

- The Hot Springs School District contracted with the Center for Leadership and Learning to provide intensive professional development for the district in data team implementation. One model is successfully being utilized within the school.
- All teachers have been trained and are now able to disaggregate their student data and make decisions based on the data for students.
- An assignment with a rubric for scoring is given at least once a week in every classroom.
- More project-based assignments with rubrics for scoring are being assigned in the middle and upper grades.
- Using rubrics, students score their own work and other classmates' work

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- Teachers analyze student NWEA data results to pinpoint beginning/middle/end progress
 - In January of 2014, teachers received training using the Nichols Behavior Chart to create student action plans and help disaggregate data.
 - Leadership follows through with CWTs and focus walks on current student work posted with rubrics.

3) Standard 3 Findings: Instruction

3.1h Homework is sometimes assigned to students. Some students describe the purpose of homework as practice or the completion of classroom work.

3.1a One-to-one assistance for secondary students completing chapter contracts and small group instruction at the elementary level are the most frequently used teaching strategies at the elementary and secondary classrooms at Vista and Summit campuses. Most instruction is text-book driven. The use of computers for General Educational Development students and remediation for all students is minimally employed at the Summit campus. 3.1b Instructional activities used in most secondary classrooms are aligned with the students' contracts and to the textbook. 3.1c School leadership monitors instruction through regular Classroom Walkthroughs and formal and informal observations. Minimal focused feedback is provided to improve instructional practices. 3.1d Few teachers consistently implement research-based instructional strategies to challenge and motivate students to higher levels of learning. 3.1e Technology resources at the alternative learning environment campuses are not sufficient to support a rigorous curriculum. 3.1f Few teachers have sufficient resources to support instruction and learning in the classrooms at either Vista or Summit campuses. 3.1g Most teachers have not received professional development in protocols for analyzing student work.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership and faculty should have a systematic plan to immediately begin to move from textbook-centered instruction to a student-centered focus. Guiding questions using analysis, synthesis, and evaluation levels of Bloom's Taxonomy must set the tone of classroom discussions and include all students. Available technology resources must be fully employed as instructional tools to maximize active student engagement in learning.

IMPLEMENTATION OF PROGRESS:

- Teachers have been trained in multiple strategies for classroom engagement and learning based on strategies from Marzano's Nine High Yield Strategies.
- Training in higher leveled questioning based on Bloom's was provided and is consistently monitored with classroom walk-throughs and focus walks. Feedback on higher-leveled questions and other areas of the walk-through and focus walk is given within 24 hours.
- Most teachers attended the ALE conference in the summer for training in specific strategies aimed at the Summit student population.

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- All teachers attended district training for three days in specifically focused areas to address needs at Summit, such as reading across the curriculum, “Free Tech Tools for Teachers,” “Next Generation Science Standards,” “Anti-Bullying,” “Managing Student Behavior,” and “Strategies for the Alternative Child,” “Social Studies in the New Standards,” “CCSS Hands-On Math Activities,” “Formative Assessments,” etc.
 - Job-embedded professional development of multiple strategies is provided by the external provider and implementation is monitored by the external provider and principal.

4) Standard 4 Findings: School Culture

4.1a School leadership has implemented procedures to provide a safe and healthy learning environment for students. Most stakeholders indicate that academic and behavior standards are equitably applied to most students. **4.1b** Some leadership practices demonstrate high expectations for the success and performance of all students. Currently, the goal is for students to complete contracts that will result in credits when they return to their home schools. Most teachers focus on the completion of contracts rather than providing students an opportunity to think critically, problem solve, or create original pieces of work. School leadership does not hold teachers accountable for changing unsuccessful practices so that rigorous learning may occur.

4.1d A school-wide leadership team has been developed and meets on a bi-weekly basis. Each leadership team member serves on a priority team made up of the remaining faculty. These teams include the following: instruction, culture, data, and scheduling. **4.1g** Most teachers use letters, phone calls, and conferences to inform parents of student progress. No school Web site is available. **4.1h** Students articulate that most staff members care about their well being, and many take a personal interest in their lives. **4.1j** There is some evidence that high academic achievement for students is valued. **4.1c** Many teachers do not demonstrate high academic expectations for all students. **4.1e** Many teachers do not recognize their role in students' success and failure. Many teachers indicate that factors outside of the school environment are the reasons for low student achievement. **4.1f** The school does not intentionally assign staff to maximize opportunities for all students to have access to the staff's instructional strengths. School leadership assigns teachers based on the previous year's teaching assignments, teachers' licensure, and student course needs. **4.1i** Limited methods of communication are used to disseminate information to all stakeholders. **4.1k** There is no intentional focus on sustaining a culture that minimizes the impact of physical, cultural, or socioeconomic factors on learning.

RECOMMENDATIONS FOR IMPLEMENTATION:

School leadership must begin immediately to establish a formal mentoring/advocacy support structure for all students. The advisory period would be the perfect time for mentoring/advocacy to occur. This daily period would allow for activities in a small group setting facilitated by a caring adult. For Summit Schools to make the shift to the

implementation of Common Core State Standards, teachers must have a thorough understanding of what integrated units could look like at the secondary level. Student-led conferences at all grade levels afford students the opportunity to be accountable for their own learning through student engagement. When parent teacher conferences are held at Summit School, students should inform teachers/parents/guardians/ therapists regarding their learning expectations, participation, and assessments. Communication is a key component for students and parents entering Summit School. New students are continuously enrolled and for many, coming to Summit may not be their school of choice. It is critical that the school develop and maintain a very thorough, informative Web site.

IMPLEMENTATION OF PROGRESS:

- Advisory period activities that serve to mentor all students on a daily basis by creating a feeling of teamwork and unity: Reinforcement of expectations, re-teaching of expectations, celebration of progress and success, behavioral coaching, daily oath, daily exercise, moment of silence, flag salute
- Vista Students have wrap-around services that serve to mentor students as they are working through mental health goals in the therapeutic process
- Pupil Personnel Staff member and school counselor and therapist are available to all students with regard to: McKinney Vento services, court related issues, family support services, academic support services
- Teachers have implemented student creation of “lap books” in various subject areas to allow students to demonstrate their learning in a variety of ways, including drawing, foldables, color-coded maps and timelines, etc).
- Student choices in project-based assignments (poster, report, historic fiction, etc.) have been implemented.
- Efforts to improve the school image through publicizing the accomplishments of individual students, such as community or county-wide awards, honor roll, etc., are published in the local paper.
- Use of collaboratively created rubrics for classroom expectations and student work has begun.
- Implementation of common planning for subject areas
- School Resource Officer activities included specialized support and mentoring

5) Standard 5 Findings: Student, Family and Community Support

5.1d Teachers work individually with all students using contracts to monitor students' progress through the curriculum. Additional assistance to support learning beyond classroom instruction is provided in the form of job shadowing, certificate-based vocational training, and college courses while attending Summit Alternative Learning Environment School. 5.1e The school maintains cumulative records that contain students' academic and educational development data. 5.1a The local school board

has adopted a parent involvement and community relations policy. Summit Alternative Learning Environment has adopted an abbreviated form of the district policy.

5.1c Some organizational structures to reduce barriers to learning are provided by the school/district. 5.1b The alternative learning setting at Summit School does not offer students access to a full curriculum. The implemented curriculum offers few elective courses. Needed accommodations have been identified and are implemented by the classroom teacher for students with special needs. Therapeutic Family Services provides group and individual counseling to students with mental health needs.

RECOMMENDATIONS FOR IMPLEMENTATION:

The school must expand its efforts to find non-traditional ways to get families, community members, and businesses involved in the academic process of the school. All stakeholders must define and accept the critical role they share in student achievement. Administrators, teachers, and all staff must recognize and accept responsibility for the success or failure of all students. District and school leadership must provide professional development for all administrators, teachers, and staff on research-based strategies that remove barriers to learning. Administrators, counselors, and teachers must collaborate to ensure that all students have access to the entire curriculum of Hot Springs Public Schools. School leadership must require that each teacher implement one new research-based strategy.

IMPLEMENTATION OF PROGRESS:

- Parental survey on technology conducted in the Spring
- Research Based Strategy Focus: Blooms/HOT (training in the Spring)— Documented in lesson plans/Meeting minutes/CWTs and Focus Walks A
- AAAE Conference in the Summer with breakout sessions that offered training in a variety of areas that covered recommended topics
- Late day PD on various topics to include, but not limited to: test administration, TESS, Blooms, Lesson Planning, Nichols Behavior Chart (NBC), Instructional strategies, etc.
- Master Schedule has been adjusted to create a schedule more in line with HSHS. Elective courses are available to students; however there are less available than are offered at the regular campus yet more than are required by ADE
- Opportunities for parents and families to connect with the school are provided through events such as “Thanksgiving Feast,” student led plays, a spring barbecue, a back to school cookout, awards assemblies, open house before school began and mentor lunches at various restaurants.
- Various community businesses donate items, gift certificates, etc. as incentives for students

6) Standard 6 Findings: Professional Growth, Development, and Evaluation

6.2a The local school board has adopted a clearly defined process for the evaluation of

personnel. Few teachers at Summit School are aware of the formal evaluation process. The results of the evaluations are not used for the purpose of establishing professional needs for teachers. 6.2d The local school board has adopted an evaluation system that meets the standards set in statute. School leadership has not fully implemented the system at this point in the school year. 6.1a Long-term, sustained professional development to improve teaching and learning in the classroom is not provided for most teachers. 6.1b Job-embedded professional development for individual teachers in the form of modeling, partner teaching, observing, and providing immediate feedback is not evident at either campus. Many professional development activities are planned by the school district and are not targeted at Summit School staff needs. 6.1c The priorities for professional development are not intentionally aligned with the professional development needs of individual staff members working in an alternative learning environment. 6.1d Few plans for school improvement directly connect specific professional development activities to goals for student learning. Professional development is not tied to data gathered during these observations and classroom visits. Many professional development activities are not intentionally connected to Individual Professional Growth Plans or goals for student learning. 6.1e Professional development offerings are seldom on-going or job-embedded. 6.1f Professional development is not planned for the purpose of improving instructional practices and increasing content and pedagogical knowledge based on the analysis of student data. 6.2b Available fiscal resources to support professional development are not always used to provide training appropriate for teachers in the alternative learning environment. 6.2c Results of teacher evaluations are not used for the purpose of establishing professional needs for teachers. Implementation of the employee evaluation plan has not resulted in eliminating many teachers' ineffective instructional practices. 6.2e The ACSIP does not identify instructional leadership needs for administrators or teachers in the building. Data are not included in the school improvement plan. 6.2f Many teachers are not familiar with the formal evaluation plan as described in the District Policy Manual and adopted by the local school board in 2008. Follow-up and support after evaluations completed in the spring of 2012 did not always result in improved instructional practice and higher student achievement. The evaluation process rarely results in extinguishing many ineffective instructional practices.

RECOMMENDATIONS FOR IMPLEMENTATION:

The ACSIP, the Individual Professional Growth Plans, the professional development, the Classroom walkthroughs, the informal and formal observations, and formal evaluations must form a coherent system. Leadership must use the data from informal and formal classroom observations to determine the professional development needs of all teachers. Professional development is a critical component of student success.

School leadership must fully implement the district personnel evaluation plan with fidelity and in a manner that provides ongoing feedback to teachers for the purpose of driving continuous improvement in instructional practice. The district's personnel evaluation process must be used as a tool to guide professional development offerings and to create professional development opportunities throughout the year. Teachers

should be encouraged to attend professional development that enhances their pedagogical and content knowledge to increase student engagement and achievement. School leadership must monitor the effectiveness of professional development on student achievement.

IMPLEMENTATION OF PROGRESS:

- Data from Classroom Walk-throughs (CWTs) is provided to the staff on an individual basis within 24-48 hour period and teacher reflection is recorded monthly and stored in the office.
- Building-wide CWT data is provided monthly to the staff for analysis of strengths and weaknesses and the development of an action plan to address areas of weakness. Individual self-assessments were conducted and referred to for the development of Growth Plans and Professional Development needs for the building.
- TESS training was provided in the summer (6 hours) and remaining 18 hours continues for all teachers. Professional Growth Plans have been developed, reviewed, and have begun implementation with monitoring by principal and external provider.
- Job-embedded professional development is monitored by the external provider and principal through CWTs and Focus Walks.

7) Standard 7 Findings: Leadership

7.1c The principal's Individual Professional Growth Plan focuses on supervision of instruction and sustaining a culture of collaboration and high expectations.

7.1i School leadership has knowledge of existing local school board policies.

7.1f Leadership has procedures in place to minimize interruptions of instructional time. Classroom time is not always utilized to provide maximum impact on student learning.

7.1a Current school-wide vision and mission statements have not been developed for Summit School. 7.1b Leadership decisions are seldom based on data disaggregation or focused on changing instruction to improve student achievement. Data are used to measure completion of contracts and to identify student strengths and weaknesses. Data are not used to evaluate academic programs or the impact of professional development on student learning. 7.1d A leadership team and priority teams meet bi-weekly. Formative assessments that provide data on the most current student progress are used in most classrooms. 7.1e Teachers have access to the Arkansas Curriculum Frameworks and Common Core State Standards through the ADE Web site. Student Learning Expectations or objectives are posted in most classrooms. 7.1g Sufficient resources are not available to fully implement Common Core State Standards and Arkansas Curriculum Frameworks in most classrooms. School leadership completes classroom visits and provides teachers with some feedback. Leadership, with the support of the ADE School Improvement Specialist, has begun to establish some organizational structures that can be used to sustain continuous school improvement. 7.1h Leadership has not established a systematic process to maximize facilities and

resources to support student learning. Technology is used by few teachers. Student use of technology is minimal. Access to books at appropriate reading levels is limited. Materials for hands on science activities are not readily available. 7.1j The local school board has not provided the resources needed to support an intentional focus on student academic performance. Monitoring of classroom instruction seldom provides feedback focused on changing ineffective instructional practices. There is no clear link between Individual Professional Growth Plans, teacher evaluations, planned professional development, and students' needs based on reviewed data. 7.1k The principal has not developed effective leadership skills in addressing academic performance. The leadership and staff at Summit provide a safe, nurturing environment geared to the needs of the students in the alternative learning environment. Security is well managed by support staff. Differentiated instruction is used in some classrooms. Instructional time is not consistently used by all teachers to provide bell-to-bell, rigorous, engaged real-world learning experiences for all students. Student disciplinary procedures are rigorous and followed. A building focus on holding high expectations for all students with quality instruction that can lead to successful learning has not been established by the principal.

RECOMMENDATIONS FOR IMPLEMENTATION:

The principal's time must be guarded so that he is in the building and in the classrooms the majority of his day. Many teachers do not have high expectations for student learning and do not provide a rigorous, engaging learning environment. The leadership team should be involved in all school improvement efforts including the implementation of the recommendations from the Scholastic Audit. All faculty members should take an active role in studying the recommendations from the Scholastic Audit and setting goals for school improvement based on these recommendations.

IMPLEMENTATION OF PROGRESS:

- The new principal has been trained in the TESS model of evaluation and has passed the evaluator's exam.
- The new principal visits classrooms regularly, uses the Classroom Walk-through protocol, and provides printed feedback within 24-48 hours of the observation.
- Job-embedded professional development for specifically highlighted strategies and actions such as student engagement, rubric-based assignments, and higher-leveled questioning are often also observed through "focus-walks" and CWTs and feedback is provided in a timely manner.

8) Standard 8 Findings: School Organization and Fiscal Resources

8.1c All teachers are placed in teaching assignments based on their certification, training, and experience. Students are placed with teachers depending on grade level or course. Special education students are provided support by the special education teacher based on their Individual Education Plans. 8.1d Leadership has established

some procedures to protect instructional time. Announcements are limited to the advisory period before classes begin. Classroom management and organizational practices are in place in most classrooms to ensure classroom behavior does not disrupt instructional time. There is no local school board policy specifically protecting instructional time. 8.1e Kindergarten through twelfth-grade teachers come together from the two campuses and meet collaboratively bi-weekly after school. 8.2d All allocated categorical funds support identified student needs. 8.1a All resources are provided by district administration. A limited number of computers for student use are found in classrooms. Four interactive white boards are located on the Summit Campus and one on the Vista campus. The reduced bandwidth and older computer hardware limits the use of this technology. Teachers have had little training on the use of technology to enhance learning. Two computer labs are located on the Summit campus and are available to both classroom teachers and the General Educational Development instructor. No computer lab is available at the Vista campus. No mobile computer or iPad labs are available for use on either campus. Teachers are lacking many non-technology resources including leveled readers, classroom libraries, math manipulatives, science lab equipment, and teacher textbook editions. 8.1b Students at the secondary level have access only to the core courses of study. The master schedule is developed by the principal, with some input from the counselor. Most instruction at the secondary level is based on a contract. Teachers do not use a variety of research-based instructional strategies to meet the varied learning characteristics and developmental needs of individual students. Feedback to individual students that is specific and timely is provided by some teachers. Teachers implement modifications for special education students in the regular classroom. 8.1f The school's mission statement was created more than ten years ago and does not drive instructional decisions in the building. The master schedule is based on the subjects required and the teachers certified to teach them. 8.2a There is no formal policy in place at the district or school level to guide the distribution of fiscal resources to meet student learning needs. 8.2b Not all budget decisions are aligned with ACSIP components. Most discretionary funds are allocated to Summit School on an as-needed basis without intentional regard for differing student needs or actions identified in the school ACSIP.

RECOMMENDATIONS FOR IMPLEMENTATION:

The district must provide the resources needed to move Summit School from a place where students are placed in a holding pattern, working from outdated textbooks to complete chapters to a place where thinking is the goal, a place that promotes a high quality and rigorous academic program through the development of individual student's strengths, talents, and interests. 21st Century learning cannot be accomplished without sufficient resources. Each department or grade level should collaboratively determine what new resources are available and whether they need professional development to use them effectively to improve student learning. Time is one of the biggest resources in any building, and it is the responsibility of school leadership to ensure time is being used for high quality rigorous instruction. As teachers transition toward the use of research-based instructional strategies, it will be important to monitor and support this

change. Leadership should continue classroom observations on the pre-established schedule. The follow-up conference must include focused feedback that will lead to improvement in instructional practices.

IMPLEMENTATION OF PROGRESS:

- NSLA money is spent on APEX which is used for credit recovery, GED-Prep, and as a supplemental resource for both core and elective curriculum instruction.
- Technology inventory is taken annually.
- Faculty were given a technology needs assessment and results indicated a deficit in technology at the Vista Program site. Some of this deficit was alleviated by the reconfiguration of the Vista Program into the Summit School building. Technology resources are now shared.
- New math textbooks were adopted for upper-level math. ALE was included in pre-adoption and post-adoption activities
- Math manipulatives are now being used in math courses as high as Geometry.
- Data from CWTs and focus walks indicate more technology is being embedded in daily instruction in the math classrooms.
- Job-embedded professional development of research-based instructional strategies is monitored by CWTs and Focus Walks.

9) Standard 9 Findings: Comprehensive and Effective Planning

9.3b The specific learning needs of students are evaluated upon student entry. School leadership continuously enrolls students throughout the year. The individual learning needs of the students categorized by learning styles and gender are not specifically identified. Formative assessments by some teachers are used to adjust the one-to-one instruction. Some assessment data for the current-year students are provided when the students enroll. Student data are not the basis for the interventions or the actions in the ACSIP. Most students from the 2011-2012 school year did not begin the new school year at Summit School. 9.4b The ACSIP goals include improving instructional practices, creating a safe learning environment, and improving efficiency. A fully functioning leadership team that reflectively analyzes the success of programs and procedures or focuses on improved teaching and learning is in the early stages of development. 9.5a The twelve actions are aligned to the goals stated in the ACSIP. Not all actions are supported by research that provides a basis for the improvement of learning based on current student needs. 9.6a Several of the interventions in the ACSIP are in varying stages of implementation. 9.6d Organizational structures are in the early stages of development that will provide the framework for continuous school improvement. A leadership team has been established and meets bi-weekly. 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners. 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data. 9.2b The school/district uses data for school improvement planning. Some teachers use formative assessment data to monitor

student progress. These data are not used to change ineffective instructional practices. 9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team. 9.3c The desired results for student learning are defined. 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data. No data are included in the 2012 ACSIP for any priorities. 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity. No checkpoints are provided throughout the year to assist in monitoring for implementation. 9.5c The means for evaluating the effectiveness of the ACSIP is established. No plan is in place to ensure implementation or to monitor and evaluate the effectiveness of the goals of the ACSIP. No process is in place to revisit the plan on a regular basis to ensure implementation or effectiveness. 9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness. Summit School has not developed its own set of belief statements that encompass students at both campuses. The ACSIP is not based on data. 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan. School leadership has not established a process to evaluate the effectiveness of the ACSIP. Student assessment data are not disaggregated or analyzed for the purpose of evaluating the success of implementation of the ACSIP. 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan. School leadership does not have a procedure in place to monitor all classrooms on a regular basis for successful implementation of the ACSIP.

RECOMMENDATIONS FOR IMPLEMENTATION:

Teachers and administrators will need professional development, support, and accountability to make the change. School leadership should begin this process by bringing all stakeholders together to create comprehensive building-focused mission and vision statements that reflect this shift in learning priorities. School leadership must begin a campaign that results in effective use of data. School leadership should begin to use data from Classroom Walkthroughs and teacher observations to provide meaningful feedback to teachers for the purpose of improving instruction. School leadership should monitor classrooms for bell-to-bell engagement, student use of technology, and student-centered teaching strategies that promote rigorous problem-solving and creative thinking. Cumulative data should be gathered from Classroom Walkthroughs and observations with feedback given to teachers on the quality of instruction. Student assessment data should be disaggregated by teachers and by grade-level teams to see where the greatest need to change instruction is found based on student performance. The ACSIP must be revised to better serve as a roadmap for school change. Needs should be determined by the analysis of current student data, actions should target the identified school needs, the principal should have a prominent role in the development, and the entire staff should be involved in planning, organizing, and implementing the ACSIP. The Scholastic Audit results must be woven into the

goals and actions. Establishing a clear focus must be the first goal in moving forward with school improvement.

IMPLEMENTATION OF PROGRESS:

- Each certified staff member has created a PGP according to new TESS guidelines which addresses, in essence, all areas noted
- Each priority team created a mission and vision statement for their teams. Each team also reviewed and suggested revisions to the school vision and mission statements.
- Each team reported to the staff as a whole on their team mission/vision and their recommendation for the school mission/vision. The school mission/vision was approved by consensus.
- The Summit School core belief has been revised and is “ALE - where ALL students can succeed.”
- The ACSIP was reviewed and revised as recommended and required per ADE.
- CWT s are conducted on a regular basis and evidence available in IMO box along with feedback to staff/staff response to feedback
- Student test data was shared with certified staff for analysis and planning purposes
- A data team was established and is being utilized for the purpose of school improvement. This team meets on a regular basis with a focus on literacy for the 2013-2014 school term.
- Both the Building Leadership Team and Priority Teams were formed and utilized prior to the scholastic audit. These teams are still being utilized. Teams were formed with teachers areas of expertise in mind. Teams were restructured, as needed, at the beginning of the 2013-2014 school year.
- Math and literacy teachers regularly review formative assessment data to estimate what percentage of students are likely to be proficient on standardized assessments This is reported in building-wide meetings where strategies for moving forward are then discussed, led by the building leadership.

Timeline of prioritized “Recommendations” and the Evaluation process.

Scholastic Audit Timeline
Beginning 2013-2014 School Year

Standard 1: Curriculum

1. Working through the newly established priority teams; current research on alternative learning should be explored. (Implemented Year 1 – Fall Semester)

Evaluation Process: A review of the minutes and agendas of Priority teams revealed research on alternative learning was conducted.

2. The Common Core State Standards curriculum should be considered the primary document when deciding what should be taught. (Implemented Year 1 – Fall Semester)

Evaluation Process: Common Core units of study have been designed to integrate subjects and to provide connections to learning.

3. Exemplar alternative programs around Arkansas should be explored. Representatives from Summit School should visit these sites to see firsthand how alternative education can be accomplished. (Implement Year II - Fall Semester)

Evaluation Process: A review of Priority Team summary reports to include recommendations to leadership and faculty were created as a result of visits to exemplar Alternative Schools.

4. Alternative programs like Environmental and Spatial Technology and project-based learning should be explored. These programs can provide alternative students with real world skills as well as hold their interest and provide a focus for their educational success. (Limited implementation began Year 1 – Fall Semester).

Evaluation Process: CWT indicates project based learning implemented in Summit classrooms.

Standard 2: Classroom Evaluation/Assessment

1. District and school leadership must provide data analysis professional development to all staff for the purpose of driving the curriculum and modifying instruction (Implemented Year 1 – Fall Semester)

Evaluation Process: A review of meeting minutes and agendas indicating data analysis training for staff.

2. School leadership must ensure and protect time for teachers to meet regularly to analyze data and share the results for the purpose of improving curriculum and instruction. (Year 1 – Fall Semester)

Evaluation Process: Implemented Common Planning

3. The principal must monitor and review the impact of data analysis on the curriculum and instruction. All teachers must be held accountable for disaggregating their students' data and increasing student achievement. (Year 1 -Spring Semester)

Evaluation Process: Data Teams were formed and meet bi-monthly to make instructional decisions based on data.

4. The district leadership must be responsible for the accountability of school leadership monitoring data analysis. (Implemented Spring 2014)

Evaluation Process: District Leadership monitors the principal's leadership in data analysis during observations, both formal and informal.

5. Teachers should use rubrics on a regular basis as a means of allowing students to guide their own learning as well as a means of reflecting on their performance. (Implementation began Year 1 – Fall Semester)

Evaluation Process: CWTs indicate students using rubrics as a means of reflecting on their own performance and guiding their own learning.

6. Students must be allowed to show what they know using multiple intelligences and preferred learning styles. Assessments must be varied for all students. Providing choices to students that require them to show what they have learned increases their ability to show teachers a true picture of their learning achievements. (Implementation began Year 1 – Fall Semester)

Evaluation Process: Students are allowed to respond to learning in multiple ways such as a performance-based assignment, writing a poem, composing a song, producing a model, or creating a piece of art work gives students a chance to show what they know.

Standard 3: Instruction

1. Identify specific research-based strategies (think-pair-share, feedback, the

workshop model, summarizing, graphic organizers, gradual release model, and writing) and provide job-embedded, focused professional development on the selected strategies. (Implementation began Year 1 – Fall Semester)

Evaluation Process: CWTs indicate increased student use of high yield strategies.

2. Monitor teacher implementation of the strategies. (Implementation began Year 1 – Fall Semester)

Evaluation Process: CWTs indicate increased teacher use of high yield strategies.

3. Evaluate the effectiveness of the strategy. (Implementation began Year 1 – Fall Semester)

Evaluation Process: Classroom observations by building principal were conducted evaluating the effectiveness of high yield strategies implementation.

Standard 4: School Culture

1. School leadership must begin immediately to establish a formal mentoring/advocacy support structure for all students.

Evaluation Process: Mentors assigned from outside the school. Year 2 – Mentors will be assigned from within the school.

2. School leadership should assist each department in developing one unit of study that can bridge several content areas.

Evaluation Process: Units of study bridging several content areas will be created in Year 2.

3. Student-led conferences at all grade levels afford students the opportunity to be accountable for their own learning through student engagement.

Evaluation Process: School leadership will monitor student-led parent teacher conferences through observations and parent surveys to review the effectiveness of these conferences. (Pilot in Year 1, Spring 2014; Full Implementation - Year 2)

Standard 5: Student, Family and Community Support

1. The school must expand its efforts to find non-traditional ways to get families, community members, and businesses involved in the academic process of the school. (Implementation began Year 1 – Fall Semester)

Evaluation Process: A review of evidence including photographs of parents and teachers engaged in before-school BBQs, Thanksgiving Feasts, and special speakers as well as sign-in sheets and other agendas including participation of business and community will serve as documentation.

2. Identify characteristics of an exemplary family and community involvement program. (Year 2)

Evaluation Process: Meeting minutes and agendas from priority teams will indicate team progress on researching for the purpose of identifying characteristics of exemplary family and community involvement programs.

3. The team should assess Summit School's current family and community involvement. (Implemented as Next Step in Spring 2013; Continued Implementation Year 1 - Spring 2014)

Evaluation Process: Meeting minutes and agendas from priority teams will assess Summit School's current family and community involvement.

4. The team should develop a plan of action to increase family and community involvement in Summit School to eliminate barriers to learning. (Began Implementation Year 1 – Fall 2013)

Evaluation Process: A review of the Summit Parent Involvement Plan will indicate increased community involvement.

5. District and school leadership and teachers must implement the Parental Involvement Plan at Summit School. (Implementation Began Year 1 – Fall 2013)

Evaluation Process: Signatures on parent sign-in sheets for Open House, Parent Conferences, daily agenda sign-in sheets (elementary), and Contact Logs created by the school leadership will serve as evidence of implementation of Parental Involvement Plan.

6. The team should develop a timeline with checkpoints to evaluate the progress of the plan's implementation. (Implementation Began Year 1 – Fall 2013)

Evaluation Process: A timeline with checkpoints was developed to evaluate the progress of the plan's implementation.

Standard 6: Professional Growth, Development, and Evaluation

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1. Leadership must use the data from informal and formal classroom observations to determine the professional development needs of all teachers. (Implementation Began Year 1 – Fall 2013)

Evaluation Process: Professional development needs were determined based Summit staff TESS observations.

2. The administrator must conference each teacher individually about his or her growth plan. Leadership must have the teachers reflect on how they will use professional development to improve student achievement based on analyzed data. (Implementation Began Year 1 – Spring 2014)

Evaluation Process: The administrator is implementing TESS as outlined by the Hot Springs School District and the Arkansas Department of Education.

3. School leadership must fully implement the district personnel evaluation plan with fidelity and in a manner that provides ongoing feedback to teachers for the purpose of driving continuous improvement in instructional practice. (Implementation Began Year 1 – Fall 2013)

Evaluation Process: The administrator is implementing TESS as outlined by the Hot Springs School District and the Arkansas Department of Education.

Standard 7: Leadership

1. The primary change agent in the building is the principal acting as the instructional leader. (Year 1 – Fall 2013)

Evaluation Process: A new principal was hired for Summit School.

2. The principal should immediately receive professional development on research-based instructional strategies so that he can support the teachers as they move toward a more effective process to improve student learning. (Implementation began Year 1 – Fall 2013)

Evaluation Process: A new principal was hired for Summit School.

3. Feedback is the most critical piece. Each classroom visit should be followed immediately with focused comments that can help teachers to make change. (Implementation began Year 1 – Fall 2013)

Evaluation Process: Teachers receive feedback from the administrator within 24-48 hours of a CWT.

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4. The principal must delegate the supervision and management tasks that eat away at the day so that he may be focused on changing instruction. (Implementation began Year 1 – Fall 2013)

Evaluation Process: A new principal was hired for Summit School.

Standard 8: School Organization and Fiscal Resources

1. With district support, an inventory of available resources should be completed. (Implementation began before the beginning of Year 1 – Summer 2013)

Evaluation Process: An inventory of available resources was completed.

2. District support on writing grants to support purchases of much needed resources, including technology on both campuses must be a high priority. (Year 1)

Evaluation Process: A needs assessment was conducted at the end of Spring semester, 2013; School applied for 1003g in Year 1 - Spring 2014.

Standard 9: Comprehensive and Effective Planning

1. School leadership should begin this process by bringing all stakeholders together to create comprehensive building-focused mission and vision statements that reflect a shift in learning priorities. (Implemented Spring 2013)

Evaluation Process: New leadership was hired. A meeting of all stakeholders was held to create comprehensive building-focused mission and vision statements that reflect a shift in learning priorities.

2. Begin the shift from supporting students in completing contracts to providing instruction that creates opportunities for rigorous learning. (Implemented Year 1 – Fall 2013)

Evaluation Process: CWTs, ADE reports and External Provider reports indicate that more classroom instruction is being implemented. This will continue to be monitored by the leadership in the building and district level.

3. The leadership team should survey the staff's areas of expertise and assign implementation of actions to staff members that have expertise in the identified areas. (Began Summer of 2013 before Year 1)

Evaluation Process: Summit leadership created a survey to determine areas of expertise.

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

The Assistant Superintendent will support the Superintendent in working directly with the E2E Specialists to monitor the job embedded professional development offered at Summit. The Assistant Superintendent, the Federal Programs Coordinator and the Directors of Secondary and Elementary Curriculum will work closely with E2E Specialist to ensure that job embedded professional development offered is consistent with the overall professional development plan for the Hot Springs School District.

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

The Superintendent and the district leadership team will ensure that training and support for implementation of the newly adopted Teacher Excellence and Support System (TESS) will be provided. Training and professional development to facilitate an understanding of the components of the new evaluation system will be needed to ensure full implementation of the model.

There will be weekly written communication between the provider/partners and the district office administration documenting progress and ongoing plans for improvement. Face to face meetings will occur at least monthly to assess progress and make mid course corrections as needed. Additionally, the provider/partners will keep the Superintendent and Federal Programs Coordinator informed of the supports needed. The Project Manager will prepare monthly reports that will be made/presented to the Board of Education documenting progress of school improvement initiatives.

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

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

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

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

Teacher Attendance Data

In analyzing data on teacher attendance from August 2013 through February 2014, 15 certified employees were absent from instruction an average of .06 days each out of a total days possible. This data indicates that teacher attendance is not an area of concern for Summit School staff.

ADE Weekly Reports

A review of the External Provider ADE weekly reports indicates that Summit is diligently working to meet their Interim Measurable Objectives (IMO) with a consistent focus on accountability from each teacher to meet weekly and monthly goals. In weekly faculty meetings, the principal updates teachers on progress and seeks documentation from teachers who have not yet provided it.

The reports also cite evidence of improvement in instructional strategies in core content area classrooms. Not only are teachers seeking support in planning for lessons using effective classroom strategies, but evidence from CWT data indicates that a variety of strategies are being used. Teachers have met the IMO for an open response within each discipline at least once a week and student work is posted on a frequent basis with rubrics. According to the reports, a great deal of time has been spent in assisting with the creation of higher-level questions and rubrics for open responses across all content areas, and "next-steps" continue to involve either analyzing student work and

teacher scoring of open responses or continuing the development of new responses and rubrics. Further next steps noted in the reports include meeting a new IMO of consistent higher level questioning by the teachers. Measurement of this practice began in January, 2014, and is supported by the successful implementation of the IMO of sufficient wait time after questioning.

Teachers are also continuing to take CWT feedback to heart and record the feedback that affected their classroom practice. The feedback serves as evidence for a Change in Leader Practice IMO created as a direct result of the Scholastic Audit. CWTs and focus walks are conducted on a more frequent basis than the previous year. Beginning in October, 2013, the staff began analyzing the building-wide data from the CWTs, noting strengths and weaknesses as a building, and choosing an area of focus for improvement building-wide. Reports noted changes in student work posted with rubrics and higher levels of teacher questioning in subsequent months.

Elbow2Elbow Educational (E2E) Consulting reports

E2E Specialists reports from January 2013 to present were reviewed. The reports indicate that job-embedded demonstrations of engaging methods are implemented and sustained with support from the specialist. Teachers request support in planning lessons that include these methods, such as hands-on project-based learning, multiple forms of note-taking, foldables and the use of manipulatives for teaching math. Consistently, teachers seek assistance in scaffolding activities that are age and content appropriate for struggling learners and in creating higher level open-ended response questions with rubrics. Much assistance is still needed in continuing the implementation of Common Core State Standards and developing assessments of sufficient rigor to match the rigor of next generation testing. Although objectives are now posted for students, teachers often struggle with and seek assistance for wording objectives for multi-grade, multi-subject assignments, which occur in several classrooms. As areas of need are identified, teachers at Summit are eager to learn new research-based strategies to implement in the classroom.

Credit Recovery Program

At the present time, Summit School uses Apex Learning. Apex Learning is the leading provider of blended and virtual learning solutions. The standards-based digital curriculum — in math, science, English, social studies, world languages, electives and Advanced Placement — is used for original credit, credit recovery, remediation, intervention, acceleration and exam preparation. The coursework on Apex is aligned with Common State Standards and the Arkansas frameworks and allows a student the opportunity to catch up a credit needed for graduation. The process includes coursework, taking quizzes, unit tests, and then a semester final to acquire a semester credit. The courses are broken down into 1st semester and 2nd semester materials,

same as a traditional semester class. Apex is offered as an online option for Summit students and can be completed at the student's individual pace.

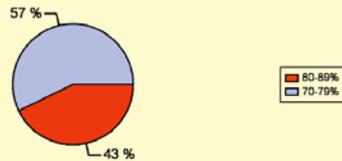
Students go through an intake conference before enrolling into Summit School. This entails a parent or guardian present to fill out paperwork as part of the registration process. With information sent from the sending school, a student's schedule is then formed with classes they were enrolled in previous to coming to Summit. Transfer grades are taken from the sending school and applied to the student's schedule so they can pick up where they were before arriving at Summit.

Progress and Quality

The table shows the number of enrollments with a passing grade of 60% or higher along with the passing rate for all active enrollments at various stages of course completion. The chart shows the grade distribution for complete course enrollments.

% of Course Complete	Course Enrollments	Enrollments Passing GTD ≥ 60%	% of Enrollments Passing
1-33% Complete	29	12	41 %
34-65% Complete	7	7	100 %
66-100% Complete	6	6	100 %
Completed Enrollments	7	7	100 %

Completed Enrollment Grade Distribution



Pathway and Subject Adoption

The charts reflect the number of current and completed enrollments by pathway and subject.



Organization	Utilization		Student Activity	Current Course Enrollments			Completed Course Enrollments			
	Students Served	Currently Enrolled Students	Activity Within 14 Days	Current Enrollments	Avg GTD	% w/ GTD > 60%	Completed Enrollments	Avg GTD	% w/ GTD > 60%	Avg Days to Complete
Summit School	63	33	91 %	42	53.10	66 %	7	77.00	100 %	69

Student Attendance Data

Due to the nature in which students attend Summit School, attendance data was not available for review. Students enroll at Summit as needed throughout the school year. Before attending Summit, they were enrolled in one of the feeder schools in the county. A review of the student attendance data from Summit School revealed that measures need to be taken to increase attendance of Summit students. While the data showed

that Vista K-12 students had a more favorable attendance rate, the Summit 9-12 students had significantly more absences.

Discipline Data

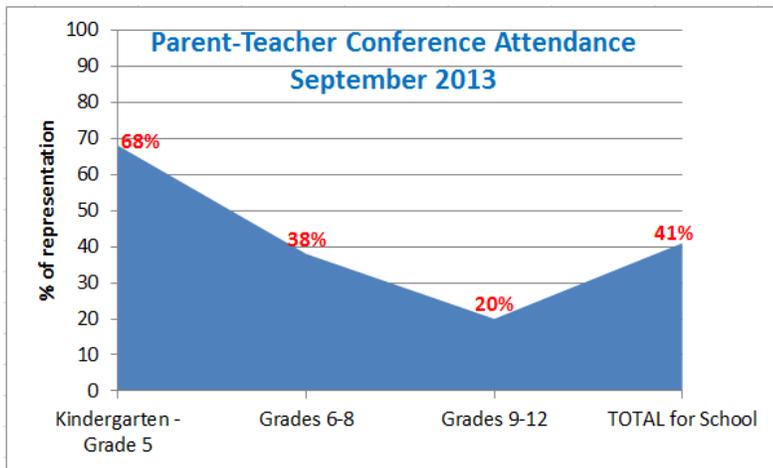
A review of the discipline data revealed that referrals from 1st quarter were down 33% when compared to last year at the same time period. Second quarter results showed a 17% decrease from the same time period last year. The new administration at Summit is committed to improving the conditions at Summit School and has established a new processes for referrals.

Lesson Plans

A review of lesson plans collected thus far this year was conducted. Lesson plans are submitted by teachers weekly. Lesson plans are required to include objectives, strategies and assessments. Classroom Walkthrough (CWT) data collected suggests that most teachers are delivering the lessons as indicated on the lesson plan form. Differentiation of instruction is high, and engaging students at higher levels of Blooms is noted as an area teachers are working to improve. Follow-up is done to ensure that lesson delivery matches the instructional plan as CWTs are conducted. Inconsistencies are addressed with the teacher within 24-48 hours. Classroom Walkthroughs are done on at least 60% of teachers per week and data is entered into the Teachscape platform. Tabulation of CWT data to determine patterns and trends occurs monthly, but a stronger plan for improvement for noted areas of concern needs to be implemented.

Parent Teacher Conferences

Summit School held their fall Parent-Teacher conferences on Tuesday, September 17 and Thursday, September 19. Forty-one percent of the total student population had parent representation. As shown by the graph below, the majority of elementary students, 68%, had parents attend for the conference. The graph also depicts the sharp decline in parental participation as the student grade levels increase. Unfortunately, only 20% of high school students had parents attend the conference.



Survey Data: Teacher, Student and Parents

In an effort to improve school culture and student achievement, a School Stakeholder Perception survey was conducted in November 2012. The views of teachers, parents, and students were examined to identify strengths and areas for improvement. The survey examined factors including:

- School vision
- Standards/expectation
- Leadership
- Collaboration/communications
- Alignment to standards
- Monitoring teaching and learning
- Professional development
- Learning environment
- Family and community involvement

Educators, parents, and students identified a number of key points that, if addressed, should have a positive influence on student achievement and school culture. Overall, parents believed the school was doing a fair job of addressing the factors listed in the survey. Some of the most positive results came from parents being treated respectfully, having open lines of communication with school staff, and feeling that their child was treated fairly and being provided the necessary extra help when it was needed. The

only negative reflections from the parents' surveys was their admittance to not being adequately involved with school programs and that communication of student progress from teachers was not as strong as it needed to be.

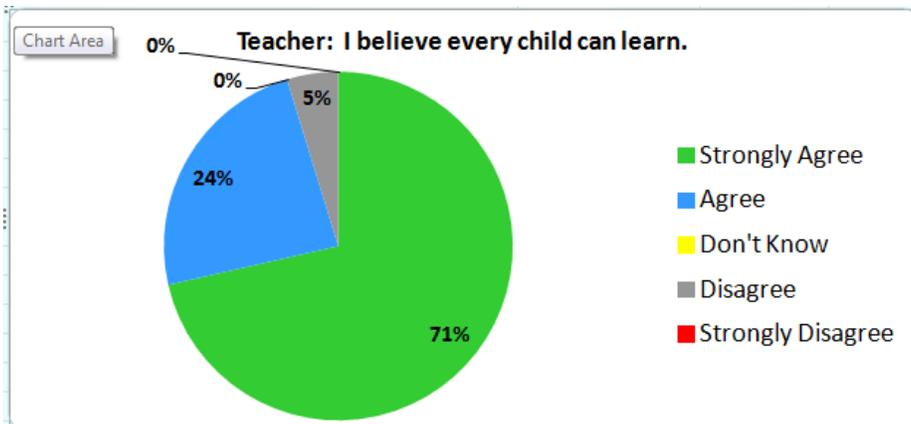
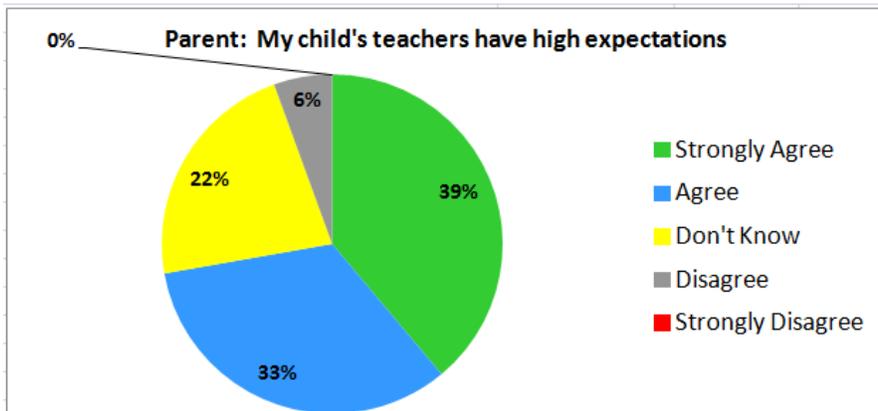
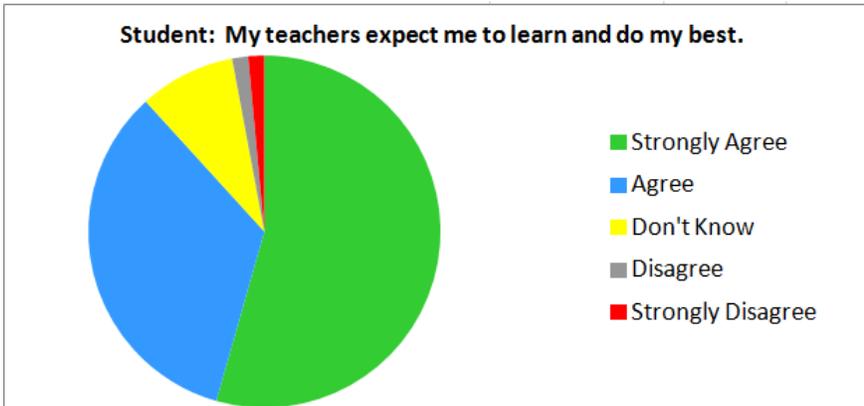
The students' survey results gave many positive accolades to being treated fairly, the availability of teachers to listen and provide extra help as needed, school work being relevant and preparing the students for the future, and that misbehavior was handled effectively. From the opposite end of the spectrum, students cited that they often felt as they did not belong at the school and that the school work was not challenging.

Educators' surveys identified several areas for improvement. Two areas pinpointed as not helpful for providing improved student achievement were the professional development offerings over the past several years and the school's organization to maximize the use of all available resources. However, teachers' results showed an overwhelming belief in the vision of the school. They also stated that a strong curriculum, teaching to the state standards, and analyzing student data were the keys to their achieving student success.

Other key findings include:

- A gap exists between the perception of school-to-family communications for parents and educators. Whereas 88% of the teachers surveyed believed they effectively communicated with parents about their child's progress, parents list this area as a concern.
- While teachers and parents overwhelmingly agreed that the school was safe and orderly, students voiced some concern over their feeling safe while at school.
- The statement "Whether or not a student succeeds is up to me" proved to draw some concern and uncertainty among the teachers. While about 60% of the teachers agree with this statement, the other 40% disagreed.

Through this survey several factors were identified as areas for improving student achievement and school culture. Primary focus areas should include strengthening communication between all stakeholders and utilizing all resources in the school to provide a challenging curriculum for the students. Interestingly, from the following graphs, note the similarities among students, parents, and teachers when surveyed about high expectations.



Scholastic Audit

The Scholastic Audit was reviewed extensively in Step 3 of this application. As noted in that section, many of the recommendations are still needs for Summit as they have not been fully implemented. This is due in part to the change in leadership at the district and school level. The school leadership and staff are committed to implementing the required actions.

Graduation Rate

A review of the 2013 ESEA Report for Summit revealed that graduation rate is an area of needs improvement for Summit School. The number of actual graduates was 49 while the number of expected graduates was 105. This resulted in a graduation percentage of 46.67 for the All Students category. For the Targeted Achievement Gap Group the number of actual graduates was 11 and the number of expected graduates was 41. This resulted in a graduation percentage of 26.83. The three year average performance for All Students is 40.97 and 30.46 for the Targeted Achievement Group.

Technology

A technology audit was conducted to determine the state of technology at Summit School. The following was responses were noted:

On the Summit School campus, the reliability of wireless access came with varying results. Approximately 35% of teachers stated that the wireless was reliable while 47% stated the opposite. There was a small percentage of teachers, 17.65%, who never used the wireless internet connections. Of the 17 classrooms teachers surveyed, 16 of the 17 have teacher desktop computers that are operable. Unfortunately, there were overwhelming complaints to the advanced age and slow speeds while attempting to run programs. In the 2009-2010 school term a minimum of 1-3 student computers were assigned to these same 17 classrooms.

In the core classes (math, literacy, science, and history), the count of student computers increased to the 4 to 6 (or more) range. Again, more than half of student computers were reported inoperable or extremely slow and out-dated. Seven classrooms contain interactive boards (Smartboards or Promethean) and all were reported in good working order.

There are two computer labs at Summit School. Most of these computers were not purchased new, but were either refurbished and/or were moved from the previous Summit School building to the current building that Summit now occupies. While 11 teachers, the noncore classes that are not technology-based instruction, report no lab-based instruction, the 6 core teachers report using the labs for computerized instruction. One half of the core teachers report using the computer labs on a daily basis, where the other half report at least weekly usage. A total of 38 computers are housed in these two labs. At the time of this survey however, 50% of the computers are not working properly, thus hindering the usage of the labs.

Other than previously mentioned computers, interactive boards, and printers, when teachers were surveyed about the use of other technology used in the school, the following pieces of equipment and the percentages of teachers using were listed:

- Copier – 88%
- Camera – 29%
- Television – 18%
- Elmo (document camera) – 29%

When Summit teachers were prompted to list technology changes for improved instruction the responses were very similar among all teachers. There is great need for updated computers and software, increased bandwidth for more reliable internet connections, more equipment for classes that lack technology, and a technology assistant.

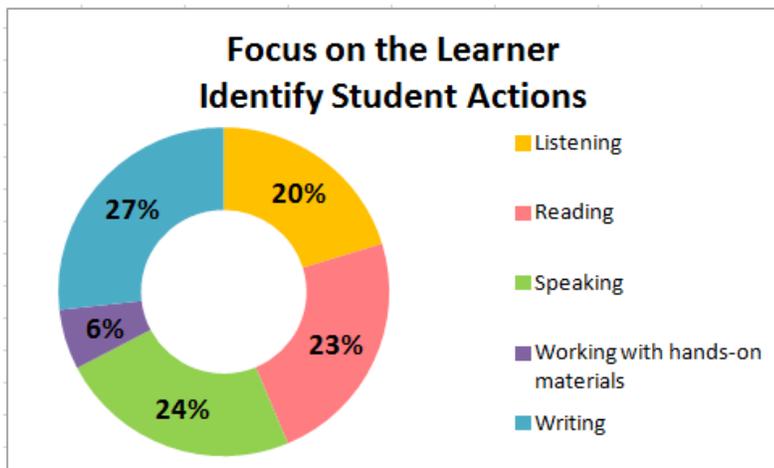
At the present time, no computers are accessible to parents as no computers are located in the parent center.

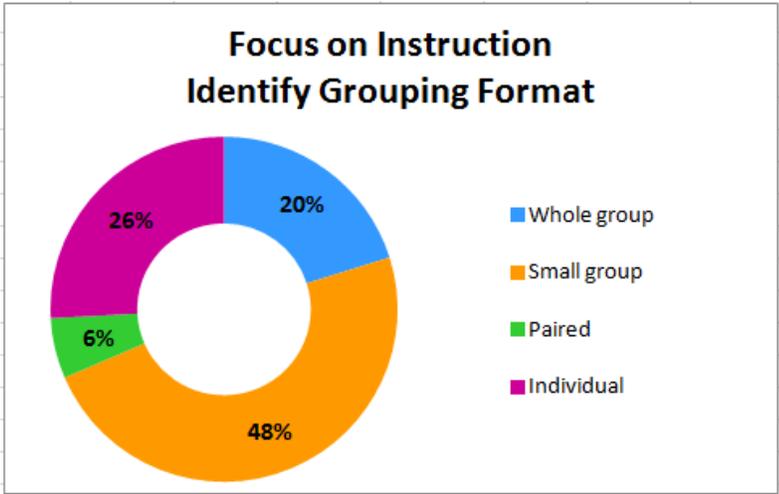
Classroom Walk-Throughs

Classroom Walkthroughs conducted by the principal and district administration totaling 110 from September 2013 through January 2014 indicated that the learning objective is evident to the students 92% of the time and on target for the grade level standards 91% of the time. The instructional practice utilized most often in Summit Classrooms is providing directions or instructions, 68%, and teacher directed question and answer and providing opportunities for practice, both showing 65% of the time. The research based instructional strategies employed by the teacher most often was reinforcing effort and recognition, 66%, and setting objectives and providing feedback, 50%. The research based instruction strategy employed most often by students was homework and practice 84% and summarizing and note-taking 48%. The level of Bloom's Taxonomy

most noted during walkthroughs was comprehension, 35%, and analysis, 31%. In reviewing questioning techniques used by the teacher, it was determined that wait time was recorded 69% of the time. Additionally, 62% of the time it was noted that students didn't respond or responded incorrectly when questioned by the teacher. The level of engagement was noted as highly engaged 67% of the time. Eighty-four percent of the time, it was noted that teachers were differentiating instruction for students based on content. Beginning in October, 2013, the staff began analyzing the building-wide data from the CWTs, noting strengths and weaknesses as a building, and choosing an area of focus for improvement building-wide. Changes in student work posted with rubrics and higher levels of teacher questioning resulted in subsequent months.

Below, graphs depict the percentages of time being spent on various student actions and grouping formats in the classroom as recorded during the walkthroughs:





Statewide Information System Reports

The Dropouts and Withdrawals report indicates that as of the third cycle reporting for the 2012-2013 school term 54 students enrolled in another school, 5 students enrolled in GED, and 31 students have dropped out or withdrew for other reasons. The current administration acknowledges the need to provide a more thorough accounting of the reasons students are dropping out or withdrawing from Summit. At the present time, Summit partners with Job Corps whereby students leave the Summit campus and enroll in that program. This causes a increase in the dropouts and withdrawals numbers for Summit.

Tardies and Truancy

Data reviewed indicates that tardies and truancy are not a problem for Summit students.

GED Information

2012-2013

- 45 Entered the Pre-GED Program
- 20 Received a GED

2013-2014 (to date 2-7-14)

- 18 Entered the Pre-GED Program
- 11 Received a GED

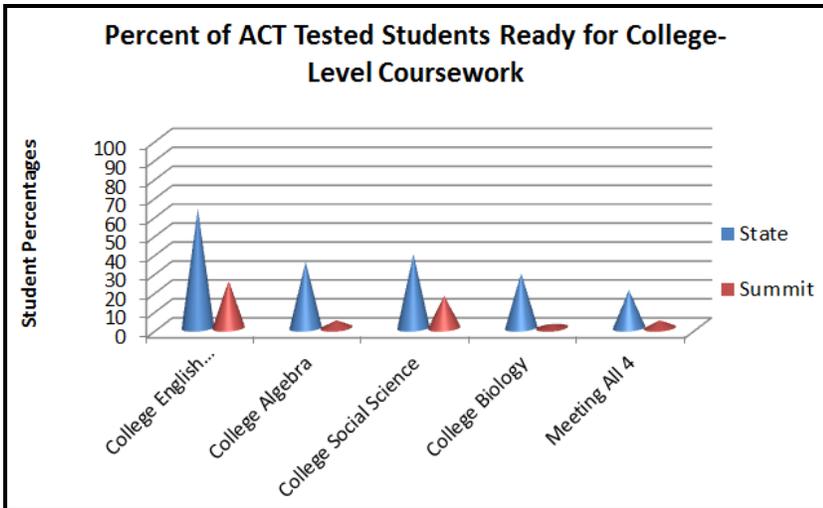
Five year trends for ACT

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2009	0	22,523		20.6		20.1		21.0		20.2		20.6
2010	6	24,578	12.2	20 H.1	15.0	19.9	12.7	20.6	13.5	20.2	13.3	20.3
2011	5	27,020	13.8	19.6	15.4	19.7	14.6	20.2	17.0	19.8	15.4	19.9
2012	6	26,058	11.3	20.0	15.0	20.0	14.7	20.6	13.2	20.1	13.7	20.3
2013	12	25,875	14.3	19.9	16.3	19.9	16.5	20.5	17.5	20.1	16.3	20.2

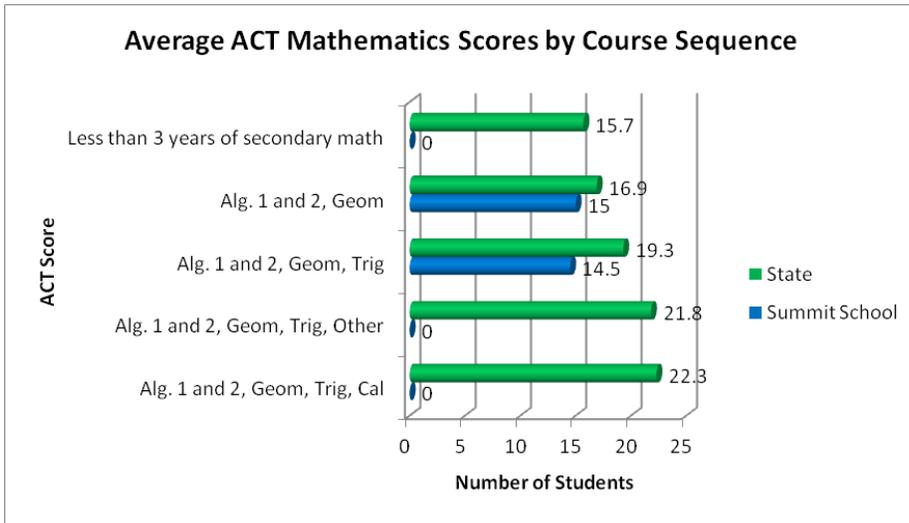
As evidenced by the 5-year trends, ACT scores for Summit students are increasing in every subject. However, Summit students do not meet or exceed the state average in any subject.

Based on a August 21, 2013 Summit School College Readiness Letter indicating the extent to which the students are prepared for college-level work, the following benchmark scores were posted:

- English Composition: 18 on ACT English Test
- Algebra: 22 on ACT Mathematics Test
- Social Science: 22 on ACT Reading Test
- Biology: 23 on ACT Science Test

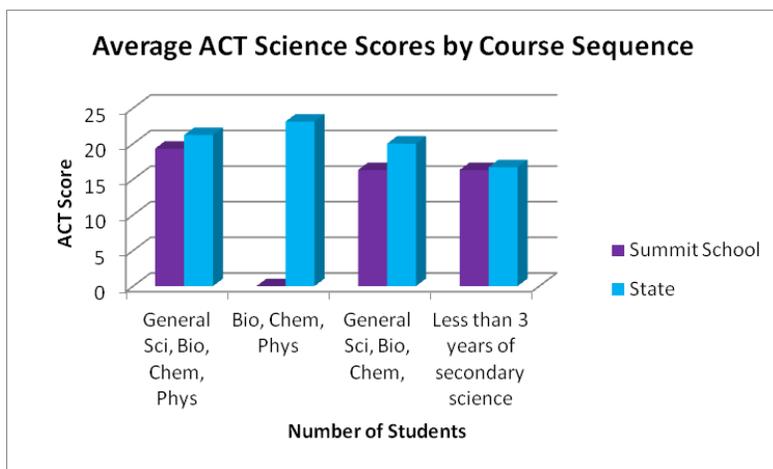


Based on the above graph, Summit students fall below the State on all areas.



Based on the College Readiness Letter for Summit School, “Data proves that students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially

increase their ACT Mathematics scores.” The average state ACT scores on the graph above proves this statement to be true. However, the graph also shows an exception to the statement in that the Summit students taking the minimum three years of math actually underperformed by 0.7 points to the state’s less than three years of math average ACT score. Summit also was not able to show that adding a fourth math course increased the average ACT score. Summit student’s taking 4 secondary math classes are underscoring the state by nearly 5 points. On a positive note, the student average for Algebra 1, 2, and Geometry at Summit was within a 2-point range of the state’s average.



The data provided in the graph above supports the assumption made by ACT that “students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.” The data also shows that many Summit students are being offered three or more secondary science courses and are performing just slightly below the state average. The data also proves that both Summit students and students around the state taking less than 3 years of secondary science are performing equally lower than students with a stronger science background.

Data Team

Dr. Connie Kamm, with the Center for Leadership and Learning, has consulted with the Hot Springs School District for the past three years on developing Data Teams. Data Teams at Summit were formed two years ago. Implementation of the Data Teams concept as intended is very difficult to incorporate at Summit because of the configuration of the school and the limited numbers of teachers. This year the teams reorganized into four different teams so that they can talk about shared students. Summit has a K-5 Vista team, a 6-8 Vista team, a 9-12 Vista team, and a 9-12 Summit team. All Teams selected Literacy as the focus since this was the initial issue for the school that resulted in being deemed a Priority School. Data Teams meet twice monthly for the purpose of reviewing student data.

ACSIP

Summit School did not develop an ACSIP until the 2012-2013 school year. Until that time, Summit was a part of the district plan. The following information is the Priority Improvement Plan that was developed during the 2012-2013 school term.

Priority Improvement Plan

Interim Measurable Objectives (IMOs) from the Summit School Priority Improvement Plan were reviewed. A review of the ADE Specialist Bi-Weekly Reporting Form dated 10/23/13 states that Summit met 6/6 IMOs for 2012-2013. To date school leadership is on target to meeting all IMOs for the 2013-2014 school term.

As of December 18, 2013

PARENT/COMMUNITY ENGAGEMENT

IMO 1 - Change in parent and community engagement practice:

By the end of May, 2013, 25% of teachers will have initiated a parental involvement activity to engage parents.

By the end of October, 2013, 25% of teachers will have initiated a parental involvement activity to engage parents.

By the end of January, 2014, 50% of teachers will have initiated a parental involvement activity to engage parents.

By the end of March, 2014, 80% of teachers will have initiated a parental involvement activity to engage parents.

By the end of May, 2014, 100% of teachers will have initiated a parental involvement activity to engage parents.

CHANGE IN TEACHER PRACTICE

IMO 2- Change in teacher practice:

By the end of October, 2013, the core Summit Leadership team will revise/update the Student Action Plan to utilize specific student data.

Beginning October, 2013, 100% Data Teams will meet twice a month* to review data on new students.

By October, 2013, 70% of the students attending Summit will have individual plans to address their individual needs after the first two weeks of attendance.

By the end of November, 2013, the school counselor will be trained in the use of the Nichols Behavior Chart system, which will be used for creating individual plans when all teachers are trained.

By the end of January, 2014, the school counselor will have trained all teachers in the use of the Nichols Behavior Chart system.

By January, 2014, 80% of the students attending Summit will have individual plans to address their individual needs after the first two weeks of attendance.

By March, 2014, 90% of the students attending Summit will have individual plans to address their individual needs after the first two weeks of attendance.

By May, 2014, 100% of the students attending Summit will have individual plans to address their individual needs after the first two weeks of attendance.

IMO 3- Change in teacher practice:

By October, 2013, 100% of the teachers will have created professional growth plans based on self-assessment and knowledge gained in TESS training in the summer. Plans may include instructional strategies/classroom management and parental involvement.

By January, 2014, 100% of the teachers will have 50% implemented plans based on knowledge obtained during summer TESS training.

By March, 2014 75% of the teachers will have 90% implemented plans based on knowledge obtained during summer TESS training.

By April, 2014, 100% of the teachers will have 100% implemented plans based on knowledge obtained during summer TESS training.

By the end of May, 2014, 100% of the projected returning teachers will have created plans for the following school year.

IMO 3 - Supporting data:

As of June, 2013, teachers began training in the TESS (Teacher Excellence and Support System), and 0% had formulated a Professional Growth Plan.

IMO 4 -Change in teacher practice:

By the end of May, 2013, 25% of teachers in grades 3-12 across disciplines will have implemented weekly open responses.

By the end of October, 2013, 50% of teachers in grades 3-12 across disciplines will have implemented weekly open responses.

By the end of January, 2014, 75% of teachers in grades 3-12 across disciplines will have implemented weekly open responses.

By the end of March, 2014, 85% of teachers in grades 3-12 across disciplines will have implemented weekly open responses.

By the end of May, 2014, 100% of teachers in grades 3-12 across disciplines will have implemented weekly open responses.

IMO 5 Change in teacher practice:

By the end of October, 2013, 33% of the teachers will consistently use wait time after asking questions.

By the end of January, 2014, 50% of the teachers will consistently use wait time after asking questions.

By the end of March, 2014, 75% of the teachers will consistently use wait time after asking questions.

By the end of May, 2014, 100% of the teachers will consistently use wait time after asking questions.

IMO 6 Change in teacher practice:

By the end of January, 2014, 25% of the teachers will consistently use higher levels of questioning.

By the end of March, 2014, 40% of the teachers will consistently use higher levels of questioning.

By the end of May, 2014, 60% of the teachers will consistently use higher levels of questioning.

By the end of October, 2014, 60% of the teachers will consistently use higher levels of questioning.

By the end of January, 2015, 80% of the teachers will consistently use higher levels of questioning.

By the end of March, 2015, 90% of the teachers will consistently use higher levels of questioning.

By the end of May, 2015, 100% of the teachers will consistently use higher levels of questioning.

CHANGE IN SCHOOL DISCIPLINE AND SAFETY

IMO 7- Change in student discipline and safety:

By the end of October 2013, 100% of the non-certified staff will be trained and supported in classroom management/behavior management;

CHANGE IN LEADER PRACTICE

IMO 8 - Change in leadership practice:

By the end of May, 2013 the building administrator will conduct one CWT per teacher, per week.

By the end of August, 2013 the newly hired building administrator will document CWTs using the Teachscape platform.

By the end of September, 2013 the new building administrator will be trained in the analysis of use of CWT data.

By the end of October, 2013, the new building administrator will conduct CWTs on 40% of teachers each week.

By the end of October, 2013 the new building administrator will analyze CWT data to determine patterns and trends for professional development needed.

Beginning in October, 2013 and continuing monthly, the building administrator will present the data obtained from CWTs to the faculty.

Beginning in October, 2013 and continuing monthly, the building administrator will lead the staff through identifying weaknesses and strengths and developing improvement plans based on the CWT data collected weekly.

By the end of November, 2013, the new building administrator will conduct CWTs on 50% of teachers each week.

In November, 2013, the building administrator will present the data obtained from CWTs to the faculty.

In November, 2013, the building administrator will lead the staff through identifying weaknesses and strengths and developing improvement plans based on the CWT data collected weekly.

By the end of December, 2013, the new building administrator will conduct CWTs on 60% of teachers each week.

In December, 2013, the building administrator will present the data obtained from CWTs to the faculty.

In December, 2013, the building administrator will lead the staff through identifying weaknesses and strengths and developing improvement plans based on the CWT data collected weekly.

By the end of January, 2014, and continuing monthly, the new building administrator will conduct CWTs on 75% of teachers each week.

In January, 2014, and continuing monthly, the building administrator will present the data obtained from CWTs to the faculty.

In January, 2014, and continuing monthly, the building administrator will lead the staff through identifying weaknesses and strengths and developing improvement plans based on the CWT data collected weekly.

IMO 9 – Change in leadership practice:

By the end of September, 2013 the building administrator will create a form to use in showing aggregate areas of strength and areas that need improvement as identified by classroom observations.

By the end of October, 2013 and continuing monthly, the building administrator will use the data from classroom observations to determine and plan for support individual teachers.

IMO 10 – Change in leadership practice:

By the end of September, 2013 the building administrator will create and begin implementation of Professional Growth Plan, specifically aimed at improving his/her own leadership practice, based on information/knowledge obtained during summer TESS training and his self-assessment.

IMO 11- Change in leadership practice:

By the end of April, 2013 the building administrator will lead the Leadership Team through a process of analyzing lesson plan samples.

By the end of May, 2013 the Leadership Team will have researched a developed a detailed lesson plan template and each grade cluster K-8 will have adopted the plan for use within that grade.

By the end of October, 2013 75% of the teachers will fully implement the new lesson plan template.

By the end of January, 2014 100% of the teachers will provide feedback on the lesson plan template.

By the end of February, 2014 the building administrator will make adjustments as needed to the new lesson plan template.

By the end of May 2014 the building administrator will require full implementation of the lesson plan template.

CHANGE IN STUDENT PROGRESS AND ACHIEVEMENT

IMO 12 – Change in Student Progress and Achievement (Literacy)-

By end of October, 2013, formative literacy assessment data will reflect that at least 20% of students are projected to be proficient or advanced.

By end of January, 2014, formative literacy assessment data will reflect that at least 25% of students are projected to be proficient or advanced.

By end of March, 2014, formative literacy assessment data will reflect that at least 35% of students are projected to be proficient or advanced.

By end of May, 2014, formative literacy assessment data will reflect that at least 38% of students are projected to be proficient or advanced.

By end of October, 2014, formative literacy assessment data will reflect that at least 38% of students are projected to be proficient or advanced.

By end of January, 2015, formative literacy assessment data will reflect that at least 42% of students are projected to be proficient or advanced.

By end of March, 2015, formative literacy assessment data will reflect that at least 43% of students are projected to be proficient or advanced.

By end of May, 2015, formative literacy assessment data will reflect that at least 45.10% of students are projected to be proficient or advanced.

IMO 13 Change in Student Progress and Achievement (Math) –

By end of October, 2013, formative math assessment data will reflect that at least 34% of students are projected to be proficient or advanced.

By end of January, 2014, formative math assessment data will reflect that at least 39% of students are projected to be proficient or advanced.

By end of March, 2014, formative math assessment data will reflect that at least 43% of students are projected to be proficient or advanced.

By end of May, 2014, formative math assessment data will reflect that at least 46% of students are projected to be proficient or advanced.

By end of October, 2014, formative math assessment data will reflect that at least 46% of students are projected to be proficient or advanced.

By end of January, 2015, formative math assessment data will reflect that at least 48% of students are projected to be proficient or advanced.

By end of March, 2015, formative math assessment data will reflect that at least 50% of students are projected to be proficient or advanced.

By end of May, 2015, formative math assessment data will reflect that at least 52.38% of students are projected to be proficient or advanced.

IMO 14 Change in Teacher and Leader Practice and Student Safety and Discipline

Goal: Decrease the total number of referrals by 50% by the end of the 2013-14 school year.

Intervention: All teachers will reinforce classroom procedures and routines by positively teaching them. (Wise Ways 165; IIC10)

Action 1: By August 10, 2013, Teachers will collaborate through pre-service PLCs to create a common set of classroom procedures and routines. (Each grade band has common procedures and routines, as well as point systems or other appropriate means of keeping record for those systems).

Action 2: By August 15, 2013, teachers will create common posters by grade bands, (K-5, 6-8, 9-12), to be posted in each classroom by August 19, 2013, before students arrive.

Action 3: For the first ten days of student interaction each semester, each teacher will model/explain/illustrate/practice student procedures and routines.

Action 4: By August 14, 2013, the administration (principal, dean of students, SRO) will help staff clarify the proper process for referral.

IMO (ESEA: Change in Teacher and Leader Practice and Student Safety and Discipline) (Turn-Around Principle #1, 2 6) (SA 4)

IMO: By the end of first quarter of school year 2013-14, discipline referrals will decrease by 10% as compared to the same quarter of the previous school year.

IMO: By the end of second quarter of school year 2013-14, discipline referrals will decrease by 10% as compared to the same quarter of the school year.

IMO: By the end of third quarter of school year 2013-14, discipline referrals will decrease by 15% as compared to the same quarter of the previous school year.

IMO: By the end of fourth quarter of 2013-14, discipline referrals will decrease by 15% as compared to the same quarter of the previous school year.

The additional data reviewed as explained above indicates that assistance is needed in establishing structures and support for leadership and staff to improve student achievement. Actions plans must be put in place, supported and monitored. Leadership and staff need support and assistance in implementing a Plan, Do, Check, Act process. The school's overall strategic plan for improvement should include a regular pattern of data analysis, curriculum design and design and delivery, staff goal-setting and evaluation, provision of student services and support services, and classroom instruction, occurring in a continuous cycle.

School improvement is not a separate activity: It is built into the work process.

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?

A new principal was hired for Summit to replace leadership that had been in place for 16 years. Many positive changes have occurred during the 2013-2014 school year with this change in leadership. Specifically, the new leader brought expertise in instructional leadership. Most evident are his practices of being visible in classrooms, observing lessons in progress, and giving specific feedback to teachers regarding teaching and learning.

Dr. Connie Kamm, a Professional Development Associate with The Leadership and Learning Center began consulting in the Hot Springs District three years ago. The use of Data Teams has proven successful in other district schools as teachers practiced analyzing results and using this data to increase student achievement; however, improvements in student achievement using this same strategy at Summit have been inconsistent. Some of the inconsistency is in part due to the nature of the fluid population enrolled in the ALE program. Many students that receive instruction at Summit return to their home school before the state assessment so the exact impact of the learning revealed by the data is difficult to track.

The district Director of Academic Programs and the district Director of Secondary Curriculum began supporting Summit teachers on a weekly basis during the 2012-2013 school term. Specifically, they provided resources, professional development support, and follow-up to the staff at Summit.

The district also hired an external provider for Summit, January 2013. The external provider worked closely with the Arkansas Department of Education School Improvement Specialist (ADE SIS) and final reports for the year were positive in regard to noted improvements in the overall structure of the school as well as teacher practices.

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

The District Office staff is capable and committed to supporting the transformation efforts. The staff is experienced, and possesses the expertise to advise and assist principals and teachers throughout the process. The present principal only assumed the position in July of 2013, replacing leadership that had been in place for 16 years. The new principal had demonstrated effective leadership skills in his past role as a teacher and coach for 17 years and as an assistant principal and grade level principal in the district for the past 7. The new administrator of Summit has been directly involved in the school improvement process of the district and recognizes the need for continuous support for capacity building in order to lead the Summit School transformation. The Hot Springs School District included the completed application as a review and discussion item in their February 11, 2014 retreat. The Hot Springs School Board is supportive of grant actions and activities needed to transform Summit School. Additionally, the school board has displayed a commitment to improving teacher quality as evidenced by the adoption of the Teacher Excellence Support Systems (TESS) for teachers and the Arkansas Leader Excellence and Development System (LEADS) as the administrator evaluation model for the district.

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

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

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

There has been a systemic approach for school improvement district-wide. Two District Curriculum Specialists, one for elementary and one for secondary, are employed in the district and work with all schools to ensure dissemination of best practices and support professional development at the school site. Additionally, the Hot Springs School District has contracted with an external provider for five of its schools, to include Summit School as of January 2013, for the purpose of providing job embedded professional development and support on a weekly basis. Specifically at Summit, the district contracted with Elbow2Elbow to provide the school with intensive job-embedded professional development, research-based strategies, and technical assistance in the development and implementation of the Priority Improvement Plan.

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

The Hot Springs School District Board of Education is committed to school improvement initiatives and their role as a policy-making board. The current Superintendent, Joyce Craft, has been leading the Hot Springs School District for 7 years. With a total of 40 years in education, her credentials include 7 years Superintendent, 11 years Assistant Superintendent, 2 years Interim Director of Arkansas School for Math and Science, 20 years, Jr. and Sr. High English and Computer Technology teacher and Assistant Principal

- Certifications: Superintendent, Secondary Principal, Secondary Counseling, Curriculum Specialist (K-12), Business Education/Tech, Business Ed/Sect Endorsement, English, Multi-Centered Competency Based Administrator's Program (MCCAP)

The superintendent has assembled the following team of experienced educators to lead the district and work with administrators and teachers in providing the best possible instruction to the Hot Springs's students for maximum achievement:

Assistant Superintendent - Danny Stanford: 43 years experience

- Certifications and experience: District Administration, experience 9 years as a superintendent, 8 years as assistant superintendent, 5 years Elementary Principal, 7 years as high school principal, 18 years as Journalism teacher, and 10 years as a P/Wellness/LEI teacher
- Other district responsibilities: overseeing District Bus Transportation, District Custodians, District Maintenance Staff, Workers Comp Program, District Security and District Construction

Director of Academic Programs – Janice McCoy, Ed. D.: 40 years experience

- Certification and experience: District Administrator P-12, Elementary Principal K-09, Secondary Principal 05-12, Curriculum Specialist K-12, Vocal Music P-08, Vocal Music 07-12, Instrumental Music P-08, Instrumental Music 07-12, Special Education Instructional Specialist 04-12, and Special Education Instructional Specialist P-04
- Responsibilities: K-8 academic programs

Director of Special Projects and Secondary Curriculum – Stephanie Nehus, Ed. D.: 16 years experience

- Certifications: District Administration for P-12, Building Level Administration for P-8/5-12/7-12, Curriculum Program Administrator Curriculum for P-8/7-12/P-12,

Mathematics for 7-12, Basic Math Endorsement for 7-12, Applied Math I for 7-12, and Applied Math II for 7-12.

- Experience: 6 years as an 8th grade math teacher, 2 years as a Secondary Curriculum Coordinator for Mathematics and Science, 3 years as a Junior High Administrator (1.5 years as Assistant Principal and 1.5 years as Principal), 2 years as Director of Secondary Education (both years in dual roles as a Principal, as well), 3 years as an Elementary Principal, 4 years as Director of Secondary Curriculum (2 of those years in dual roles as a Principal, as well)
- Responsibilities include support for secondary programs and professional development.

K-8 Mathematics Specialist - Ann Webb, Ed. D.: 45 years experience

- Degrees: Bachelor of Science with a major in Mathematics and Science; Master of Arts in Natural Science; Ed. D. in Educational Research and Statistics
- Certification: Mathematics Teaching 7-12, Building Administrator P-8, Building Administrator 7-12, Curriculum Program Administrator P-8 and 7-12
- Experience: extended from teaching mathematics and science in junior high school and secondary school to teaching mathematics and research in undergraduate and graduate level. Additionally served as Mathematics Coordinator, Supervisor, and/or Specialist of mathematics in local school districts and regional educational service centers. Webb has also provided professional development in the areas of teaching mathematics, teaching gifted and talented, and educational leadership throughout the southern US region.

Instructional Literacy Specialist – Melissa Edwards: 14 years experience

- Certifications: Early Childhood Education PK-4, Building Administration PK-8 as well as an ESL Endorsement PK-12.
- Experience: 5 years experience in preschool working in the Head Start program and 9 years as classroom teacher and literacy facilitator.

Director of Federal Programs - Anne Gentry, Ed. D.: 32 years experience

- Responsibilities: coordinating all purchasing for Title IA, ID, IIA, III, X, NSLA, ELL, and PD as well as all federal regulations for those funds, all parental involvement, all ACSIP, McKinney Vento, private schools, OCC, desegregation monitoring, CWT, as well as secondary mathematics supervision
- Arkansas certification: Superintendent
- Out of state certification: Mathematics 7-12, Gifted and Talented, Reading K-12, Principal 7-12
- Experience: mathematics teacher and journalist teacher, 7-12 guidance counselor, 7-9 high school administrator, 9-12 director of business and industry training, vice chancellor of community college, secondary math specialist and director of school improvement

Director of Special Services – Anna "Bobbie" Morrison: 39 years experience

- Certification: Supervisor/Special Education K-12, Elementary 1-6, SP Ed Inst Spec P-4, SP Ed Inst Spec 4-12, Educational Examiner P-8, Educational Examine 7-12
- Experience: regular education teacher, special education teacher, educational diagnostician, Special Education Director (the last eleven at Hot Springs School District)

The current principal at Summit, Kelley Deardorff, assumed the position in July, 2013. He has demonstrated effective leadership skills as a high school math teacher, a coach, an assistant principal at Hot Springs High School, and then grade level principal at the High School for a total of 24 years experience. The new principal is fully cognizant of the necessary requirements for transforming a school in need of improvement.

The LEA is capable and committed to support the transformation efforts at Summit School. The institutional knowledge the superintendent and district leadership will benefit this process of transformation at Summit School. The district currently utilizes the Magnet concept for all of the elementary schools in the district. Much like the Magnet approach, the Transformation approach will require a targeted focus on successfully teaching the standards via the student's individual interests.

The district improvement plan allocates time and resources to improving student achievement at Summit School. District staff and leadership recognize their role in supporting the strategies as outlined in the application. The district staff is committed to monitor and support for full implementation of the Transformation Model. The District Leadership Team will work closely with the provider to ensure consistency with district initiatives and provide support as needed for full implementation of activities as outlined.

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.

Currently, the district participates in college and career fairs to recruit staff. An external provider has been hired to work with the staff at Summit to provide job embedded professional development and support for implementation of researched based practices. The district has also partnered with a specialist in Data Teams to train staff in the use of data to improve instruction.

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

NSLA Funds

NSLA funds are used at Summit School in a variety of ways. Salaries and benefits of many staff members as well as materials and supplies and purchased services are paid for with NSLA funds.

State and Federal Professional Development Funds

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

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

Both Title I and Title II-A support equitable services to private schools. Title I funds are used for instruction, professional development, and parent involvement. Title II-A funds are used to provide professional development opportunities for private school Title I teachers who teach students.

Homeless Students

The Hot Springs School district utilizes Homeless Student Liaisons in every building who ensure that parents in transition are informed of the educational and school-related opportunities that are available. McKinney-Vento grant funds provide for school supplies, clothing, eyeglasses and other products and services as needed.

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

The Hot Springs School District is financially stable. The current district administration will continue to meet Arkansas State Standards for Accreditation while utilizing all available resources to support this application. The ACSIP funds

are available and allocated to the school and will be utilized to support the instructional program and the model as outlined.

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

Unacceptable scores in student achievement and staff not maintaining a high level of expectations for self and students are the largest barriers to the district's capacity to serve Summit School. Research indicates that these two barriers can be addressed and removed with an effective supported plan of intervention and effective leadership. New leadership at Summit has already begun to implement measures to improve the culture and conditions at Summit School. Full implementation of TESS and conducting Classroom Walkthroughs on a scheduled basis to include immediate feedback are just a few of the strategies being implemented to address the concerns at Summit School.

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

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

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

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

Transformation

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

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

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

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

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

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

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

None exists

Turnaround

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

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

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required.

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

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

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

None exist at this time.

Restart

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

Charter Schools

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

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

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

No district policies address the formation of, limit, or create barriers to charter schools.

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

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

Education Management Organizations

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

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

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

No district policies that address contracts with EMOs exist.

2. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

None exist.

Closure

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

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

No state statutes exist that limit a district's ability to close a school.

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

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

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

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

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

There are no available higher achieving schools ALE in Hot Springs or Garland County.

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)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. The Hot Springs School District has previously partnered with E2E for noted improvement in three of its schools. (Public Schools)
Dawson Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools
Hot Springs District Office	N	Y	District professional	Increased teacher/administrator growth and implementation of best

			development and support; progress monitoring	practices
Arkansas Arts Council	N	Y	Artists for K-12 Arts Program	History of working in schools through Learning in the Arts programs. Provides Artists in Resience to schools yearly.

Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Elbow2Elbow Educational Consulting (E2E)	Y	N	Consulting, Job Embedded Professional Development, School Improvement Specialist	A February 7, 2012 report from the Bureau of Legislative Research confirms E2E's proven record of success in Arkansas schools, in improving administrator/ teacher practices resulting in increases in student proficiency rates on Benchmark and EOC exams. The Hot Springs School District has previously partnered with E2E for noted improvement in three of its schools. (Public Schools).
Dawson Education Cooperative	N	Y	Professional Development, Technology Support	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Hot Springs District Office	N	Y	District professional development and	Increased teacher/administrator growth and implementation of best practices

			support; progress monitoring	
Parent Association and Community Partners	N	Y	Varied forms of support from parents and community	Research supports parental and community involvement in schools

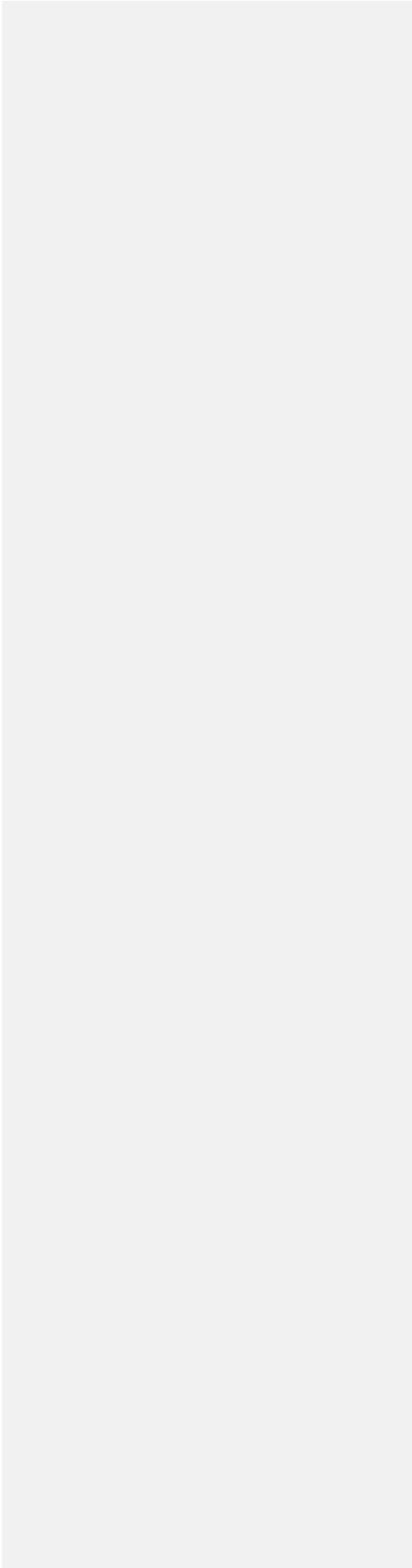
Restart

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	N	N	Technical Assistance	There are currently a number of charter schools operating in the state
Hot Springs School District	Y	N	Application process, funding, board policy revision, administration	None

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Edison Schools	Y	N	School Operation	Experience operating public schools across the country

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Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Arkansas Department of Education	Y	N	Technical Assistance	Past Closures

Step 3: Determine Best-Fit Model and Partners

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

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓

<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

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

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

The Transformation Model

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

A new principal was put in place at Summit beginning July 2013. Applicants were interviewed by a district and school committee and recommended for hire to the Board of Education by the Superintendent of Schools. Documentation of prior success in increasing student achievement was an expectation of the applicant. The applicant was expected to demonstrate, to a high degree, all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students. The new principal was expected to have the knowledge, ability, and the initiative to lead the staff in Common Core implementation and support teachers as they improve their instructional practices as well as practices in classroom management. Additionally, the new leader must realize the importance of using data to inform instruction. Since improving parental and community involvement is crucial at Summit, the new leader was selected based on having experience in building solid relationships with these two groups. The new leader was expected to be a team builder and capable of bringing the staff of Summit together as they accept their role in student success or failure.

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

The district will collaborate with and support the principal in making necessary changes to ensure that highly qualified staff are assigned to Summit School. The principal will have decision making authority relative to staff assignments. Support for the principal will be provided in implementation of the Hot Springs Teacher Evaluation System and the Arkansas Teacher Fair Dismissal Act. Staff changes will be made as necessary to assure full implementation of ESEA Flexibility. In accordance with this plan and district guidelines, replacing all or most of the school staff is noted as a possible action for restructuring for schools.

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

The LEA is capable and committed to support the transformation efforts at Summit School. The institutional knowledge the current superintendent will allow for guidance to Summit leadership and faculty as they embark upon this transformation of their school. District staff has extensive knowledge about Alternative Learning Environments and the structures that must be in place for student and teacher growth to occur. The district improvement plan allocates time and resources to improving student achievement at Summit. District staff and leadership recognize their role in supporting the strategies as outlined in the application. The district staff is committed to monitor and support for full implementation Transformational Model. The Assistant Superintendent, the Federal Programs Coordinator and District Curriculum Specialists will work closely with providers to ensure consistency with district initiatives and provide support as needed for full implementation of activities as outlined.

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

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

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

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

The Turnaround Model

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

All teachers are required to participate in professional development which includes collaboration with building Specialists. The district office staff, to include the Superintendent, does classroom walkthroughs monthly. Feedback is provided to the School Leadership Team following the site visit. Emerging leaders are identified through the CWT process, Leadership Team meeting participation, and regular presentations to the Board of Education regarding building level practices.

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

A new principal has already been interviewed by a district and school committee and contracted by the superintendent. The applicant is expected to demonstrate to a high degree all competencies of the Interstate School Leaders Licensure Consortium Standards including the ability to: create a positive school climate, communicate/collaborate with parents and community partners, demonstrate a vision of success for the school, and exhibit high standards for staff and students.

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

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

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

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

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

The Hot Springs School District does not participate in collective bargaining.

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

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

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

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

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

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

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

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

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

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

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
 2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
 3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
 4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
 5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?
 6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
-

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

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

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

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

School Closure Model

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

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

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

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

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

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

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	ADE - Provide technical assistance and professional development opportunities as well as monitoring and assistance with ACSIP/PIP.

Local Education Agency	District will create and implement a SIG Support Team, Provide support for grant management; financial and budget issues; and contractual issues. Provide support for Lead and Supporting Partners.
Internal Partner (LEA staff)	Support all SIG activities. Provide staff and resources for successful implementation of SIG activities.
Lead Partner	Elbow2Elbow - Provide job-embedded professional development to staff and school leadership for implementation of SIG activities. A contract will be developed between the Hot Springs School District and E2E, to include Benchmarks and deliverables, upon notice of grant funding.
Support Partner	Dawson Education Cooperative - provide technical assistance for technology and professional development to staff members.
Principal	Provide leadership for SIG implementation, participate in Leadership Training provided by Dawson Education Cooperative, and serve as the instructional leader of the school working in cooperation with the external provider to increase student achievement.
School Staff	Support implementation of all SIG activities. Implementation of ACSIP,PIP participation in job- embedded professional development and collaboration
Parents and Community	Attend parent scheduled sessions; participate in student led conferences; initiate communication with administrators and staff; support the overall academic program of the school
Arkansas Arts Council	Assist with locating and scheduling artists for K-12 Arts Program

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.

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

The SIG would provide 67 days onsite, job-embedded professional development and support during the 2014-2015 school year for Common Core State Standards implementation and full utilization of research based practices necessary for school improvement to occur. This would supplement the existing services for leadership, math and literacy support provided by the district at Summit School.

School Improvement Support:

- 1) Leadership Support for the principal and school leadership team -15
- 2) Job embedded professional development and support for
Literacy/Mathematics/Science/Social Studies teachers 27 days
- 3) Job embedded professional development and support for Math teachers 15
days
- 4) Job embedded professional development and support for Special Education
teachers 10 days

II. Dawson Education Cooperative

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

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

1st Quarter Benchmarks

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

Leadership Support

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

Literacy/Mathematics/Science/Social Studies Support

- * 25% of the technical assistance completed
-

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

II. Supporting Partner Performance Expectations: Dawson Education Cooperative

Support for Technology Intergration and Professional Development

-
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Arkansas Arts Council

- *Sessions selected for first semester
- *Artists secured for first semester
- * Materials and supplies purchased for first nine weeks programs

2nd Quarter Benchmarks

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

Leadership Support

- * 50% of the technical assistance completed
 - * Assisted with implementation of the ACSIP/PIP
 - * Data from interim assessments analyzed and data walls updated
 - * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum with agendas and minutes
 - * Technical assistance in effective instructional leadership practices provided to building administrator
 - * Support provided for Principal's Professional Growth Plan
 - * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
 - * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
 - * Weekly PLCs with agendas and minutes
 - * Continue staff training on appraisal system and performance pay component to include agendas and minutes of training sessions
 - * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
 - * Student Incentive Plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine
 - * Technology walkthroughs conducted to assess technology integration in lesson delivery
-

Literacy/Mathematics/Science/Social Studies Support

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

II. Supporting Partner Performance Expectations: Dawson Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Hot Springs School District Technology Coordinator as requested with technical assistance needs at Summit School
 - * Supported teachers integrating technology to enhance instruction
-

III. Supporting Partner Performance Expectations: Arkansas Arts Council

- *Sessions selected for second semester
- *Artists secured for second semester
- * Materials and supplies purchased for second nine weeks programs

Comment [DG1]:

3rd Quarter Benchmarks

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

Leadership Support

- * 75% of the technical assistance completed
- * Assisted with implementation of the ACSIP/PIP
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership meetings scheduled to focus on data, instructional delivery practices, student work and curriculum to include agendas and minutes
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Support provided for Principal's Professional Growth Plan
- * Technical assistance in the correct and complete implementation of Classroom-Walk-Through to include daily walkthroughs
- * School Leadership Action Plans created for specific areas of improvement based on identified teacher/student needs are updated to reflect current needs
- * Weekly PLCs with agendas and minutes
- * Weekly classroom observations completed to include reflection conferences with teachers - weekly log of conferences to include areas of focus
- * Student Incentive Plan monitored by committee to include feedback from teachers and students with adjustments made as needs determine

Literacy/Mathematics/Science/Social Studies Support

- * 75% of the technical assistance completed
 - * Monitored the use of instructional calendars, lesson plans, and individual student plans
-

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

II. Supporting Partner Performance Expectations: Dawson Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Hot Springs School District Technology Coordinator as requested with needs at Summit School
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Arkansas Arts Council

- * Sessions delivered for second semester
- * Artists presented programs for second semester
- * Materials and supplies purchased for third nine weeks programs

Comment [DG2]:

4th Quarter Benchmarks

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

Leadership Support

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

Literacy/Mathematics/Science/Social Studies Support

- * 100% of the technical assistance completed
 - * Increased development and implementation of creative approaches to instructional materials, resources, lesson design and delivery, multiple forms of data, and research-based practices
 - * Evaluated strategic use of the PARCC Model Content Frameworks to support the implementation of the Common Core State Standards in all curricular areas
-

- * Provided one-on-one feedback to address use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Paralleled data analysis, authentic assessments, and rubric application to hone assessment tasks that mirror Common Core Standards.
- * Evaluated effectiveness of techniques for electronically sharing of lesson plans, curriculum maps, total instructional alignment documents, and sample strategies and determined next steps in the process.
- * Student-Led Conferences held and additional students trained
- * Classroom Libraries: Analyzed effectiveness of procedures, availability of novels, impact on student reading scores; novel needs determined; order placed for next school year

II. Supporting Partner Performance Expectations: Dawson Education Cooperative

Support for Technology Intergration and Professional Development

- * Assisted Hot Springs School District Technology Coordinator as requested with needs at Summit
- * Supported teachers integrating technology to enhance instruction

III. Supporting Partner Performance Expectations: Arkansas Arts Council

- *Sessions delivered for second semester
- *Artists presented programs for second semester
- * Materials and supplies purchased for fourth nine weeks programs

Comment [DG3]:

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

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

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

Person Responsible: Joyce Craft, 2014-2015 Superintendent

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

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

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

The SIG Project Manager will provide monthly updates relative to established Quarterly Benchmarks, proposed activities, and timelines to the Board of Education. Throughout SIG implementation, the District School Improvement Team, project manager, supporting external partners, principal and school leadership team will meet

quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed.

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

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

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

Step 5: Forge Working Relationships

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

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

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

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

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

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

Additional effort will be put forth to involve all parents and community partners. Parents will be provided multiple opportunities to be involved/engaged in their child's education. A Parent Coordinator is proposed as a part of the SIG activities. We realize that parental involvement/engagement is lacking at Summit and that efforts to increase involvement/engagement of parents has been limited. Sessions for parents will be scheduled throughout the year. The Parent Coordinator will schedule and provide additional involvement/engagement opportunities for small groups of parents as needs determine. Effort will also be increased to create a positive relationship with local media outlets to present and publish positive newsworthy events for Summit.

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

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

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Joyce Craft	Superintendent	Dr. Ann Webb	District Testing Coordinator & Instructional Specialist for Mathematics
Danny Stafford	Assistant Superintendent	James (Kelley) Deardorff	Director of Alternative Learning Environment
Dr. Janice McCoy	Director of Academic Operations	Marlo Mitchell 9-12 Summit HS	Teacher
Dr. Anne Gentry	Director of Federal Programs	Amanda Morgan K-1 Vista	Teacher
Dr. Stephanie Nehus	Director of Secondary Curriculum	Nancy Norton SpEd 6-12 Summit/Vista	Teacher
Bobbie Morrison	Director of Special Education	Toni Lockhart	E2E Consultant
Melissa Edwards	Instructional Specialist for Literacy	Dr. Donna Gordy	E2E, Inc.

Meetings

Location	Date	Location	Date
Hot Springs School District Office	Jan. 14, 2014	Summit School	Jan. 22, 2014
Summit School	Jan. 17, 2014	Summit School	Jan. 23, 2014
Summit School	Jan. 24, 2014	Summit School	Feb 6, 2014
Hot Springs School District Office	Jan. 28, 2014	Hot Springs School District Office	Feb. 10, 2014

Step 7: Sustainability

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

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

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

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

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

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

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

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

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

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

The Hot Springs School District employs District Curriculum Specialists for math and literacy that will be committed to supporting SIG implementation and working closely with the administration and staff at Summit. The expectation for the District Curriculum Specialists is to support improving teacher practice to meet the needs of the learners at Summit School. It is believed that at the end of the grant period best practices would have become a habit and the structure would be in place to continue.

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

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

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

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

SECTION B, PART 3:

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

Summit is the only priority school in the Hot Springs School District.

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

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

Goal 1 - To increase the percentage of students meeting growth in all identifiable subgroups on the 3-11th grades PARCC Assessment in math and literacy and on the Algebra I and Geometry Exams through the use of standards based essential curriculum and implementation of best practices for instruction/assessment including the use of technology.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>To increase student achievement in reading and writing.</p> <p>To increase student achievement in math.</p> <p>To increase student achievement in Algebra I and Geometry.</p>	<p>-- At least 5% annual growth in the percentage of students meeting growth on the 3-11th grades PARCC Literacy and Math Exams.</p> <p>-- At least 5% annual growth in the percentage of students scoring proficient or advanced on the PARCC Algebra I and Geometry Exams.</p>	<p>Results of the PARCC 3-11th grade Literacy and Math Exams, Algebra I and Geometry Exams.</p> <p>Documentation of teacher use of adopted pacing guides, curriculum resources and common assessments.</p> <p>CWT documentation conducted by administrators</p>	<p>August, 2014</p> <p>August, 2014</p> <p>August, 2014</p>	<p>June, 2015</p> <p>June 2015</p> <p>May 2015</p>	<p>- Building Level Principal</p> <p>- Building Level Principal, E2E Specialist</p> <p>- Building Level Principal, E2E Specialist</p>

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

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

Goal 2 – School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrate high expectations for learning, discipline, attendance (student) and graduation	Building level administrators, staff and stakeholders will refine a vision, mission and belief statements reflective of consistent interpretation of board policy and an embedded belief that all students can learn.	A developed vision, mission and belief statements	August, 2014	Sept, 2014	Building level Principal
	Data Teams meet monthly	Data Team meeting agendas indicate collaboration on data analysis, strategies and shared decision making;	August 2014	May, 2015	Building Level Principal
	**All IMO's noted in the PIP are met as planned	ADE SIS Reports, External Provider Reports indicating	August 2014	May, 2015	Building Level Principal

<p>Building level administrators and staff demonstrate high expectations for learning, discipline, attendance and graduation.</p>	<p>Summit/Vista teachers will attend an "ALE-focused" orientation.</p>	<p>IMOs were met as planned.</p> <p>Agendas and work products from the training will indicate preparation for unique student population.</p>	<p>August 2014</p>	<p>May, 2015</p>	<p>Building Level Administrator</p>
	<p>Establish an after-school program three days a week.</p>	<p>Logs and plans will indicate student participation in after-school program led by certified personnel that hosts activities for literacy, math, science and social studies.</p> <p>Logs and plans will indicate student participation in after-school service-learning activities.</p>	<p>August 2014</p>	<p>May, 2015</p>	<p>Building Level Administrator</p>

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

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

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Building level administrators and staff demonstrates high expectations for learning, discipline and graduation</p> <p>Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology</p>	<p>Increase student attendance rate by 3% over the previous year for grades 9-12.</p> <p>Decrease the percentage of discipline referrals by 10% over 2013-2014</p> <p>At least 5% annual growth in the percentage of students scoring proficient or advanced on the state assessments</p>	<p>State attendance rate for 2013-2014 and 2014-2015</p> <p>Teacher logs contacting parents. Copies of parent notifications according to District policy. Documentation of referrals to Truancy Officer.</p> <p>CWT data indicates an increase level of engagement to include the use of high yield strategies and technology</p>	August, 2014	June, 2013	Building Level Principal
			August, 2014	May, 2013	Building Level Principal
			August, 2014	May, 2013	Building Level Principal

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

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

Goal 2 Con't– School leaders and staff provide a school climate conducive to learning

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Teachers employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology	Establish authentic digital learning	CWTs, observations and lesson plans include multiple examples of implementation of authentic digital learning.	August, 2014	May, 2015	Instructional Technology Coordinator
	Establish a formal mentor/mentee program.	Mentor logs documenting mentor/mentee interactions.	August, 2014	May, 2015	Mentor Program Coordinator
	Percent of 12 th grade students graduating will increase by 5% over the previous year	Completed High School Graduation Plan. Counselor logs documenting activities, a minimum of once a quarter, with each individual 12th grade student outlining the required courses and career planning.	August, 2014	May, 2015	School Counselor
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation					

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

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

Goal : 2 Con't– School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Implement use of Student Action Plans in a timely manner.	Within two weeks of student's enrollment in the ALE, both a full Nichols Behavior Checklist and Academic Plan will be completed for the student.	August 2014	May, 2015	Building Counselor
	Establish the position of Graduation Coach	Using disaggregated data from the PLAN and EXPLORE exams, previous course history and any other available data, a graduation "pathway" for each student who enters Summit will be created and monitored.	August 2014		Building Level Principal

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

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

Goal : 2 Con't- School leaders and staff provide a school climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Building level administrators and staff demonstrates high expectations for learning, discipline, attendance and graduation	Establish the position of Graduation Coach.	Minutes of monthly meetings between high school counselor and graduation coach indicate monitoring of progress of students, including attendance, ACT prep progress, course work, etc. Involvement in the Life Skills courses will be documented through observations, CWTs and lesson plans	August 2014	May 2015	Building Level Principal

	Establish Character Education Program	Documentation will include: <ul style="list-style-type: none">• a reduction of referrals for disciplinary action• an increase in the number of students eligible for incentive program• an increased number of positive parent contacts evidenced in contact logs	August 2014	May 2015	Building Counselor
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SECTION B, PART 4:

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

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

The Hot Springs School District proposes to implement the following activities as a comprehensive approach to school improvement at Summit School.

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

Summit School currently has a parent coordinator, which serves as a Dean of Students and Classroom Teacher. As was recommended in the Scholastic Audit Standard 5, the Hot Springs School District would like to enhance this area by adding a half time Parent Involvement Coordinator to serve the K-12 Summit campus. This position will require a person that is willing and able to execute the activities as outlined, as well as form creative and lasting partnerships with parents and community. The parent coordinator will work to coordinate with local social and health service providers to help meet the needs of the families of Summit School. Activities implemented will be consistent with district initiatives for parental involvement/engagement. The Hot Springs School District is in the process of establishing a Family Outreach Center. A center director will assist with coordination of activities for each school in the district. The Summit Parental Involvement Coordinator will work closely with the Coordinator of the Family Outreach Center to address the particular needs of Summit families. Activities to encourage meaningful involvement/engagement with our families will include parent/guardian sessions focusing on topics of interest to parents, Home Access Center (HAC) usage, discipline, effective parenting, social issues, and beyond high school. In addition to informal sessions, a back-to-school fair along with six formal information/sharing sessions will be planned and offered over the course of the year. A light meal and child care will be provided so as not to exclude parents needing this support to attend. These activities will complement the additional efforts of the administration and staff that are planned for the regular school day. It is the expectation that teachers will establish two-way communications with parents and guardians. To this end, each teacher will be required to initiate a positive contact with each of their students' parents within the first thirty days of the student enrolling at Summit. Teachers will be

required to maintain regular contact, verbal and written, with all families. Written logs will be kept by the teachers as documentation for parental contact. The current automated phone notification system will be utilized fully by Summit staff to inform parents of meetings at school and notify them when their student is absent or tardy.

At the present time, a Parent Center is available at Summit but houses only informational brochures and resources for parent use. Two computers are proposed for inclusion in the center. Parents will be encouraged and supported by the Parental Involvement Coordinator to utilize the computers to access the Home Access Center (HAC) to monitor student discipline, attendance and academic records. Additionally, the parents would be encouraged to utilize the computers to complete job applications, develop resumes, assist their student in applying for scholarships and complete applications and prepare for passing the Compass entrance exam necessary to attend the community colleges in the area. Parents already enrolled in college courses would be able to utilize the computers to complete assignments. By having two computers in the Parent Center for parent use, parents would have a place to conduct the necessary business to support their household and create a healthy environment for Summit students.

Structured and established procedures for encouraging meaningful parental involvement/engagement will strengthen the academic program and communicate to students high expectations from school and family for both academics and behavior. At the present time, a Parent Center is available at Summit but houses only informational brochures and resources for parent use. Two computers are proposed for inclusion in the center. Parents will be encouraged and supported by the Parental Involvement Coordinator to utilize the computers to access the Home Access Center (HAC) to monitor student discipline, attendance and academic records. Additionally, the parents would be encouraged to utilize the computers to complete job applications, develop resumes, assist their student in applying for scholarships and complete applications for their own entrance into college. Parents already enrolled in college courses would be able to utilize the computers to complete assignments. By having two computers in the Parent Center for parent use, parents would have a place to conduct the necessary business to support their household and create a healthy environment for Summit students.

Structured and established procedures for encouraging meaningful parental involvement/engagement will strengthen the academic program and communicate to students high expectations from school and family for both academics and behavior.

*See Appendix for job description

2. Extended Day - School and Community-Based Service Learning Year 1-2-3 –

School-based programs engage students in service learning projects that allow students to apply academic content knowledge and Common Core State Standards to real world situations to meet critical community needs. Students experience extended learning through the connection of reading, math, science, and community and school beautification projects and field experiences. Selected teachers (4 content areas: Language Arts, Math, Science and Social Studies) work with students to create and develop projects around the school and

community to enhance the environment. Service Learning Programs have opportunities for intergenerational programs that span the school, family and community. These programs will be summer and after-school programs that will extend learning beyond the classroom. This is also an opportunity for students to earn possible college credits through service and civic learning.

3. Extended Day - After School Program- Year 1-2-3 -

Currently, there is no after school program offered at Summit School. The Hot Springs School District proposes to offer an extended day program at Summit three days a week, Tuesday through Thursday. Transportation would be provided to all students attending Summit from the Hot Springs School District. Instruction and support in the core content areas will be provided to all students and based on individual student needs. Summit will partner with the Arkansas Hunger Relief Alliance for an after school snack for all students which will occur from 3:02 p.m.– 3:16 p.m.

Year 1 – 3:17 pm – 5:02 pm

Year 2 - 3:17 pm– 5:07 pm

Year 3 – 3:17 pm – 5:17 pm

4. ACT Prep - Year 1-2-3

ACT prep will be provided to students preparing to take the ACT exam in grades 10-12. ACT online Prep will be the utilized curriculum. The sessions will be offered during the school day from August through May.

5. Teacher Orientation - Year 1-2-3

Summit School, with a faculty of 15 classroom teachers, has approximately 2 new teachers each year as a result of teacher turnover due mainly to retirement and transfers. The teachers hired are included in the orientation process for the district, but it is not specific to the expectations of Summit School Leadership. This two day session of professional development will be specifically for teachers of Summit School and will be in addition to the required staff development delivered at the district level. Planned activities will address the unique needs of the staff at Summit. Administration and supporting department heads will use this opportunity to build rapport with new teachers, establish expectations for all staff for lesson design/delivery, school climate and classroom management, as well as daily procedures and information specific to Summit School. Teachers will be better prepared to address the challenges the school faces if they are equipped with the necessary tools and if lines of communication are established from the first day of school. The policies and procedures present in an Alternative Learning Environment (ALE) are different than those found in the traditional school setting. All components of the ALE will be reviewed with new staff members to ensure a thorough understanding of the behavioral, academic and therapeutic components of an ALE program and how the supporting agencies work together to ensure student success. Participation in the event would include 13-15 classroom teachers, the principal, a dean of students, a counselor and three to four paraprofessionals for a maximum total of 22 people.

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

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

Summit proposes to embrace the concept of Digital Learning by providing a combination of technology, digital content, and instruction. Additionally, students will utilize the technology as they participate in state assessments in future mandated state testing.

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

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

SWIVL Camera – The SWIVL Camera is an inexpensive mobile accessory, app and cloud hosting service that enables video capture and sharing from anywhere, anytime. As the teacher teaches the camera records the lesson and the class as seen through his/her eyes. As a part of TESS, teachers will be able to use the SWIVL to capture and record their lessons and then watch them as a reflective activity and a learning tool for future improvement of practices. The SWIVL could be used an effective professional development activity for a collaboration activity with administrators and mentors. The SWIVL camera will also allow the teachers to record lessons for students to watch at a later time. This flipped classroom concept will support the vision of Summit educators in their quest to meet the individual and unique needs of all students. Student projects and presentations would be enhanced with the use of the SWIVL camera as students could critique themselves as there is no better way to

learn skills than to see and hear yourself.

7. Instructional Technology Coordinator

Having a strong Digital Learning program will require a technology coordinator to ensure the functionality of the equipment and successful integration into the curriculum. The Instructional Technology Coordinator will provide teachers and students with a technology-rich teaching and learning environment supported by quality professional development and combined with best practices that result in higher levels of achievement for all students.

*See Appendix for job description

8. Graduation Coach- Year 1, 2, 3

As evidenced by the graduation rate for Summit, the population served by Summit School would benefit greatly from a Graduation Coach. A liaison to work with Summit students at Summit School as they transition back to the traditional high school is needed. The Graduation Coach will analyze data from the PLAN, EXPLORE and ASVAB exams to help students realize the importance of the skills they are learning in the secondary school. The Coach will organize job shadowing opportunities and college and technical school field experiences for students and parents. Additionally, the Graduation Coach will work with parents to keep them informed about opportunities that are available to students. The Coach will serve as coordinator for the proposed ACT prep and will work closely with the Administration and Counselor at Summit as students participate in the Life Skill Matters program.

*See Appendix for job description

9. Life Skills

Healthy living sessions dealing with “Matters” of health and hygiene, shopping, cooking, banking, college and getting that first job, will be offered to students at Summit School.

Health and Hygiene Matters

Students that attend Summit have many basic needs that aren't being met at home. The lack of attention to cleanliness of their clothes and general hygiene for the body is often times an issue that is manifested in the student acting inappropriate or withdrawing from peers. At the present time, Summit has a working washing machine, but no dryer. Having a drying onsite would allow the students that need it the most to take care of these needs. The students needing this support would have increased self-esteem and a more successful school experience. Lessons in health and hygiene will be presented to students in their critical reading course (through the use of practical texts and research), on a one-on-one basis by the school

counselor and Vista therapeutic staff, and by a school nurse as needed.

Shopping Matters

Due to the characteristics of the population served at Summit, many of our students' basic needs aren't being met at home for lack of finances and time to seek resources necessary to meet the needs. Due to the characteristics of the population served at Summit, many of our students' basic needs aren't being met at home for lack of finances and time to seek resources necessary to meet the needs. The lack of attention to nutritious meals being prepared at home is often times an issue that is manifested in the student acting inappropriate, withdrawing from peers, or being distracted by hunger leading to an inability to stay focused. At the present time, the lessons on shopping and budgeting are taught during critical reading through the use of practical texts. More in-depth lessons in making good choices when shopping will be presented during the same course with by a combined effort of both the math and science teacher. These lessons in shopping for nutritious food on a budget will be presented to students, again, in their critical reading course, on a one-on-one basis by the school staff, and by Vista therapeutic staff. Materials covered in class will be shared with parents by students/pupil personnel staff, and by the parent involvement coordinator. In addition to school based instruction by staff, the Arkansas Hunger Alliance offers a program called Cooking Matters at the Store. This program offers students a chance to do store tours, learn and practice key food shopping skills like buying fruits and vegetables on a budget, comparing unit prices, reading food labels, and identifying whole grain foods. The tours take approximately 90 minutes and are facilitated by a wide range of local volunteers, county extension agents, and staff of community agencies serving families in need.

Cooking Matters

The lack of attention to nutritious meals being prepared at home is often times an issue that is manifested in the student acting inappropriate, withdrawing from peers, or being distracted by hunger leading to an inability to stay focused. At the present time, the lessons on shopping and budgeting are taught during critical reading through the use of practical texts, and these lessons will continue. Meal planning and preparation will be the focus of the science teacher and also be presented in the critical reading courses. These lessons that work in conjunction with lessons on shopping for nutritious food on a budget will be presented to students will also be covered on a one-on-one basis by the school staff, and by Vista therapeutic staff. Materials covered in class will be shared with parents by students/pupil personnel staff, and by the parent involvement coordinator.

In addition to school based instruction by staff, the Arkansas Hunger Alliance offers a program called Cooking Matters. Cooking Matters teaches children in 3rd through 5th grades how to prepare healthy meals and snacks and to make smart choices whether they are at school or at home, at the store or out to eat; brings school-aged children and their families together to learn about healthy eating, planning meals as a family and working together in the kitchen; and teaches kids in the 6th grade and up how to make healthy food choices and prepare healthy meals and snacks. Eighty-one percent of graduates reported an improvement in the cooking

skills.

Banking Matters

Students will learn the specifics of making deposits, maintaining an account and balancing a checkbook. Utilizing a free program called Hands on Banking the math teacher will utilize her time during critical reading courses to use free materials to teach lessons on basic banking, money management tools, protecting yourself financially, using credit wisely, financial future planning, and saving for important life events such as starting college, buying a car, buying or renting a home, and other life skills related to personal finance. These lessons on banking presented to students in regular class, will also be covered on a one-on-one basis by the school staff, and by Vista therapeutic staff. Materials covered in class will be shared with parents by students/pupil personnel staff, and by the parent involvement coordinator.

(<http://www.handsonbanking.org/en/instructional-resources.html>),

College Matters

Students will learn to fill out the necessary applications needed for colleges or technical school entrance. Applications included will include the FASFA requirement for financial aid and the first step in receiving financial aid/grants. Lessons on step by step preparation for choosing a college, applying for college, and working through the steps needed to pay for college will be covered in critical reading classes by certified teachers, the school counselor, a college and career counselor, a representative from the ADHE and on a one-on-one basis as needed. Materials covered in class will be shared with parents by students/pupil personnel staff, and by the parent involvement coordinator.

Job Matters

Students will learn how to complete the necessary applications for a job, how to create a clear and concise resume, how to take advantage of the Arkansas Workforce resources, and finally how to communicate and dress professionally in a job interview. Lessons in these areas will be covered by the social studies teacher in the critical reading class. Lessons will also be presented by the school counselor, a college and career counselor, and on a one-on-one basis as needed. Materials covered in class will be shared with parents by students/pupil personnel staff, and by the parent involvement coordinator.

10. Character Development program

Character education includes and complements a broad range of educational approaches such as whole child education, service learning, social-emotional learning, and civic education. All share a commitment to helping young people become responsible, caring, and contributing citizens.

Values in Action! A National Character Education Center Character Development program will be implemented. The program focuses on 7 Core Ethical Values all assigned to a body

reference point because Character is primarily about our behavior. Values in Action! focuses on respect and responsibility, compassion and cooperation , perseverance and a positive mental attitude with numerous **Positive Behavior Intervention Strategies** and solutions. The program has a parent involvement component that will be utilized to support the lessons taught to students.

11. ARTS PROGRAM K-12– Year 1,2,3

There will be nine four week programs to include:

The Hot Springs School District proposes to establish at Summit a K - 12 program in conjunction with services provided by the Arkansas Arts Council professional artists on the Summit Campus during the school day by placing professional artists in residencies in the school environment for one hour sessions, three days a week. The residency programs, when possible, will include the following components:

- an on-site planning meeting when the artist(s) plans with the participating staff of the site and the sponsoring organization prior to the residency program
- a residency schedule that is approved by all parties prior to the residency
- multiple sessions scheduled for the artist with target or “core” groups and lecture or demonstrations for other peripheral student groups
- visiting artists complementing the work of resident artists during long- term residencies
- adequate storage space for supplies and materials used during the residency
- a hands-on workshop or in-service for teachers or staff members
- a community component to involve stakeholders and parents in the programs

An overview of programs to be offered in 4 week sessions throughout the school year (each would be narrowed down to specific focus):

- Crafts - paper, plastic, wood, mixed media, jewelry
- Design Arts - architecture, fashion, interior, landscape architecture
- Literature - fiction, non-fiction, play writing, poetry, creative writing
- Music – choral
- Theater - performance, production
- Photography/Media Arts - stills, film audio, video, computer technology
- Visual Arts - graphic arts, painting, experimental

12. Summer Faculty Planning Retreat – Year 2 and 3

A faculty retreat is planned for the staff at Summit. The retreat will be held at offsite location

such as DeGray Lake. This location is 20 miles from Hot Springs and would allow for easy travel for the overnight venture. Two facilitators would conduct sessions recommended in the Scholastic Audit for Summit: Revisiting the Vision/Mission of Summit School, A Review of Current Initiatives for Summit and Comprehensive Social and Health Services provided; ABCs of Behavior Modifications; Hattie's Visible Learning and Hands on Strategies for Engaged Learning, Data Analysis and Team Building and the beginning activity for the book study, Ruby Payne's "Framework for Understanding Poverty". Stipends will be paid as an incentive for participation as this activity for Summit educators as working together improvement at Summit can be realized. Break out sessions for leadership team and grade level and department team meetings would allow for collaboration and planning for success at Summit. All Therapeutic family services therapists and case managers would be invited to attend.

13. Intervention Coaches (Math and Literacy)- Year 1-2-3

Two math Intervention Coaches, one to support students and teachers in grades K-6 and one to support grades 7-12, are proposed for hire with SIG funds. Additionally, a total of two literacy Intervention Coaches to support students and teachers in grades K-6, and one in grades 7-12 are proposed for hire with SIG funds. The Intervention Coaches would will be certified positions, employed four days a week to work closely with the Administration, Classroom Teachers and the Dean of Students to provide needed interventions to students who are at risk of failing and/or dropping out. The interventionist will not be assigned to a class roster but would assist students in the classroom, small groups and one on one as needed to develop solid literacy and math skills.

*See Appendix for job description

14. Student Incentives - Year 1-2-3

Suggestions in Standard 4 of the Scholastic Audit included creating a strong system of student incentives. In keeping with the effort to establish a culture of high expectations, student incentives will be provided for improved grades, improved attendance, a decrease in tardiness, and positive behavior. The Student Incentive Plan will be developed in August through committee format and will include input from students, parents, teachers and administrators. Efforts to seek parental involvement/ engagement and support will include inviting parents to attend quarterly recognition ceremonies honoring students' achievement based on the Student Incentive Plan and participating with students in meal incentives already provided by local restaurants. The Incentive Plan Committee will determine the criteria and eligibility for rewards and incentives. Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, electronic tablets, College T-shirts, etc).

15. Classroom Libraries - Year 1-2-3

As was mentioned in the Scholastic Audit, Standard 3, books are not available in a media center nor in ample supply in classrooms. Class sets of books will be purchased with SIG funds for each classroom K-12. All teachers in grade 6-12 teach reading skills in their content areas.

Updating and increasing the selection of reading materials will greatly enhance academics at Summit School. Standardized tests and state exams indicate that students read below grade level and past practices observed have noted that students are not encouraged to read independently. Our students are exposed to few print materials (books, magazines, newspapers) outside of school hours. The purchase of high interest current paperback fiction books, nonfiction texts, newspapers and magazines would encourage students to check out books for reading outside of class and at home.

16. School Culture – Year 1 – 2 – 3

As a Kick Off to the Transformation at Summit School, two motivational/inspirational speakers will present sessions on Choices and Leadership for Summit Students. The first session will occur in the fall semester and the second presentation will occur during the spring semester. An additional speaker will be utilized to present at the faculty retreat at Lake DeGray during the summer. This speaker will focus on Mentoring students. The speakers will be selected for year 2 and year 3 based on the needs of students/faculty at Summit School.

Year one Motivational Speaker - Ron Cole -Presenting his motivational messages in Schools and Leadership Conferences: FBLA, FCCLA, FFA, ADTSEA, NSSP, PRIDE, MADD, SADD, DARE, STUDENT COUNCIL AND SKILLS U.S.A. (National, State and District levels)

Topics to choose from ; Drugs, Alcohol, Tobacco, Bullying, Character Education, Traffic Safety, Leadership and Choices .

Paul Phariss, Inspirational Entertainer, Gold-Medal Juggler, and Disability Speaker; As seen on PBS, CBS, FOX, ESPN2, the Today Show, and Good Morning America

Staff Retreat Speaker: Kristen Glover, Miss Arkansas 2011; Advocate for Mentoring

17. Summit Website Development – Year 1 - 2- 3

As recommended in the Scholastic Audit, the Hot Springs School District proposes to create an informative website for Summit School. Many parents and students are not familiar with Summit until they are enrolled and an informative website for general information regarding the school, staff and offerings is not available. The website would be developed in year one and updated and maintained in year 2 and 3.

18. Second Chances for Better Choices: ALE Conference in Rogers Arkansas July 13-16, 2014

The staff at Summit, certified and non-certified, will participate in training/support for all ALE's and throughout Arkansas

19. Project Manager - Year 1-2-3

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

*See Appendix for job description

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

The District has chosen to implement its activities around the Arkansas Standards and Indicators for School Improvement as identified in the Scholastic Audit and has asked the selected vendor to organize their body of work into complimented sections or components. The selected vendor is Elbow2Elbow Educational Consulting (E2E). The following is a description of the components selected by E2E and the activities that will take place to ensure that goals and objectives as stated in the application are met. The description ensures collaboration between the selected vendor's specialists and the district school leadership to ensure success of implementation. The six components chosen include Leadership and Decision Making, School Climate, Curriculum and Instruction, Human Capital, Scheduling and Learning Time,

and Student Support. The District was interested in having Leadership support as well as mathematics, literacy, science and social sciences support for teachers as they participate in job embedded professional development and learn/practice new skills and strategies.

Elbow 2 Elbow Educational Consulting will provide onsite, job-embedded professional development and consultation for 67 days for 2014-2015, 61 days for 2015-2016, and 56 days for 2016-2017.

1) Leadership and Decision Making

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

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

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

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

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

The development of a protocol for obtaining resources from external sources to augment school allocations will be explored. E2E Specialists will also provide assistance as needed in the development of a needs assessment that includes monitoring and modifying expenditures

for maximum benefit. A regular review of ACSIP and grants, as obtained, to ensure that funds are being spent in an informed and intentional manner according to budget will occur on a regular basis.

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

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

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

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

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

E2E Specialists will assist school leadership in designing procedures that ensure training and easy access to Common Core curriculum documents with opportunities for staff to participate in internal and external curriculum development experiences. Additionally, a Curriculum

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

2) School Climate

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

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

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

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

E2E Specialists will ensure and support implementation of multiple strategies for frequent communication with parents regarding student progress by assisting district/school leadership

to (Price, 2008):

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

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

3) Curriculum and Instruction

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

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

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

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

- vertical and horizontal curriculum articulation in all content areas.
- identifying curriculum gaps and overlaps.
- ongoing monitoring, evaluation and revision of the curriculum.
- communicating research-based practices for curriculum and instruction (Marzano, 2006).

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

4) Human Capital - Personnel and Professional Development

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

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

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

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

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

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

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

monitoring, authentic application, feedback and instructional follow-up that should follow assignments.

- collaboration between teachers as they develop units of study and lessons across content areas that are standards based and culturally responsive.

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

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

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

5) Scheduling and Learning Time

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

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

A system of review for the following will be established:

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

assignments.

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

6) Student Support

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

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

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

E2E Specialists will partner with school leadership to:

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

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

In order to meet the learning needs of a diverse student population, school leadership coaching and ongoing support in regularly monitoring classroom instruction to ensure that teachers plan and modify instruction based on student feedback will be provided.

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

21. ADE Site Director – Year 1-2-3

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

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

May 2014– June 2014 Pre-implementation	
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	<ul style="list-style-type: none">* Mobile Labs, electronic board, computers and iPads ordered* Contract with Elbow2Elbow for specified job embedded professional development services* Form District School Improvement Team* Hire Project Manager* Hire Parent Coordinator* Hire Interventionists* Hire Graduation Coach* Hire Technology Coordinator* Initial meeting between E2E Educational Consulting, District School Improvement Team, and School Leadership Team to prepare for implementation* ACT online site license purchased* Order Character Education materials
August	<ul style="list-style-type: none">* Inventory current classroom libraries. Compile novel lists; books ordered per grade level;* District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State School Improvement Specialist to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members* Schedule weekly Summit School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs* PLCs begin meeting weekly and establish their focus for the year* Data Teams begin meeting bi-monthly and establish their focus for the yearData from PARCC Assessments analyzed and data walls created* School Improvement Specialist to review Arkansas' Flexibility and ASCIP/PIP with Summit Leadership Team and plan for faculty and stakeholder input in ACSIP/PIP revisions* School Leadership develops and implements an incentive program for student attendance* Graduation Coach to begin tracking students at risk - ongoing monthly throughout the year* Conduct two day Teacher Orientation for teachers* Schedule Character Education program activities for August* Survey teaching staff to determine needs for basic math and literacy supplies to further enhance engaging

2015-

	<p>activities supporting Common Core State Standards</p> <ul style="list-style-type: none">* Technology needs assessment conducted for existing equipment needs to determine if repairs are an option* Mobile computer labs prepared, iPads delivered* Training for teachers/students on usage of iPad in mathematics and literacy classrooms* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Establish processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students* Establish processes and procedures for timely and accurate completion of portfolio assessments for special services students* Student incentive plan developed* Parent phone numbers entered into district parent notification system* Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning* Finalize initial Common Core Exemplar texts choices; purchase needed texts* Identify students for intensive support from Intervention Coaches* Schedule Character Education program activities
September	<ul style="list-style-type: none">* Training and support continued for teachers/students on usage of iPad in core classrooms* Develop Mentor/Mentee Program and train teachers on protocol for implementation* Training for teachers and students on Student Led Conferences* Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol* Create action plans for specific areas in need of improvement based on identified teacher and student needs* Principal, administrative support staff to develop a schedule and begin weekly classroom observations to include reflection conferences with teachers- ongoing throughout the year* E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons* Parent Coordinator six Parental Involvement sessions to be offered throughout the year* Continue to repair or replace any necessary digital equipment or internal connections* Technology integration support provided to teachers* Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place* Analyze instructional materials, resources, lesson design and delivery and multiple forms of data

2016-

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

2017-

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

2018-

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

2019-

	<p>regular classroom setting</p> <ul style="list-style-type: none">* PLCs meet weekly*Data Teams meet bi-monthly* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers*Schedule Character Education program activities
January	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Continue implementation of Flexibility Plan and ACSIP/PIP* Data from interim assessments analyzed and data walls updated* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Data Teams meet bi-monthly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Support enhanced implementation of Common Core Performance tasks across the curriculum*Schedule Character Education program activities
February	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide

2020-

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

2021-

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

2022-

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

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.

2023-

2023-	
July	
August	<ul style="list-style-type: none">* Inventory current classroom libraries. Compile novel lists; books ordered per grade level* District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and State Specialty Support Team to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members.* Schedule weekly Summit School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs* PLCs begin meeting and establish an instructional focus for the year* Data Teams begin and establish a focus for the year* Data from PARCC Assessments analyzed and data walls created* School Improvement Specialist to review Arkansas' Flexibility Plan and ASCIP/PIP with Summit School Leadership Team and plan for faculty and stakeholder input in ACSIP/PIP revisions.* School Leadership reviews and revises the incentive program for student attendance* Discipline committee reconvenes to review and amend school plan* Graduation Coach to begin tracking at risk students* Conduct two day Teacher Orientation for teachers new to Summit School* Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards* Technology needs assessment conducted* Digital wiring replaced or repaired* Existing digital equipment is repaired or replaced* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* PLCs meet weekly* Data Teams meet bi-monthly* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Establish processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students.

2024-

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

2025-

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

2026-

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

2027-

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

2028-

	<ul style="list-style-type: none">* Data from interim assessments analyzed and data walls updated* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed * Monitor processes and procedures for special services teachers to support PARCC Assessment readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Data Teams meet bi-monthly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers* Present Common Core model lessons in targeted classes* Develop Common Core Pacing Guide for ELA and math*Schedule Character Education program activities
February	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special education students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students

2029-

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

2030-

	<ul style="list-style-type: none">*Schedule Character Education program activities
April	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Principals, administrative support to continue weekly observations to include reflection conferences with teachers* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Data Teams meet bi-monthly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers*Review district vertical alignment of Common Core Pacing Guides for 2016-2017*Plan Faculty Retreat*Schedule Character Education program activities
May	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students

2031-

	<ul style="list-style-type: none"> * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Data Teams meet bi-monthly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * Technology integration support provided to teachers* Determine materials needed for Common Core implementation; place orders *Schedule Character Education program activities
June	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Analyze any available data from PARCC Assessments
July	

2017 School Year

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

2017 School Year	
July	<ul style="list-style-type: none"> * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and ADE SIS to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Summit School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * PLCs and Data Teams begin meeting weekly and establish instructional focus for the year

2032-

	<ul style="list-style-type: none">* Data from PARCC Assessments analyzed and data walls created* School Improvement Specialist to review Arkansas' Flexibility Plan/PIP and ASCIP with Summit School Leadership Team and plan for faculty and stakeholder input in ACSIP/PIP revisions* School Leadership develops and implements an incentive program for student attendance* Incentive Plan committee created and school plan developed* Graduation Coach to begin tracking at risk students* Conduct two day Teacher Orientation for teachersSurvey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards* Technology integration support provided to teachers* Digital wiring replaced or repaired* Existing digital equipment is repaired or replaced* Mobile labs, iPads, ordered* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* PLCs meet weekly* Technical assistance in effective instructional leadership practices provided to building administrator* Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year* Establish processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students* Establish processes and procedures for timely and accurate completion of portfolio assessments for services students* Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers* Student incentive plan developed* Parent phone numbers entered into district parent notification system* Parental involvement sessions planned* Convene Common Core Cadre; schedule weekly meetings* Schedule Common Core professional development* Review/revise 2015-2016 Common Core units implemented in ELA and math classes
August	<ul style="list-style-type: none">* Training for teachers/students on usage of iPad in mathematics and literacy classroom* Develop Mentor/Mentee Program and train teachers on protocol for implementation* Calibrate School Leadership in utilization of the Classroom Walkthrough Protocol

2033-

- * Create action plans for specific areas in need of improvement based on identified teacher and student needs
- * PLCs meet weekly
- * Principal, administrative support staff to continue weekly classroom observations to include reflection conferences with teachers
- * E2E Specialists to engage teachers in reflective feedback following classroom observations/modeled lessons
- * Continue to repair or replace any necessary digital equipment or internal connections
- * Evaluate present literacy and mathematics curriculum for vertical and horizontal alignment. Identify curriculum gaps and overlaps and establish an approach to ensure alignment is in place.
- * Analyze instructional materials, resources, lesson design and delivery and multiple forms of data
- * Monitor and support student-centered instruction and development of individualized students plan to promote mastery ongoing throughout the year
- * Assess current use and model effective practice in high yield strategies, techniques addressing various learning styles, higher order thinking and problem solving, and effectiveness of data disaggregation in the core subjects
- * Evaluate classroom assessments for rigor and introduce learning activities that require students to complete assessment tasks that mirror Common Core State Standards in Literacy and Mathematics
- * Establish classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Implement strategic use of district curriculum resources and pacing in all areas/subjects having district adopted pacing guidelines
- * Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * Books for Classroom Libraries ordered
- * Convene faculty and other stakeholders to begin review and revision of ACSIP/PIP
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.
- * Repeat revised Common Core units in all ELA and math classes
- * Design additional units incorporating all curricular areas
- * Schedule Character Education program activities

2034-

September

- * Provide job-embedded professional development (modeling in classrooms and one-on-one or small group coaching) in literacy and math with a focus on effective utilization of instructional materials, resources, lesson design and delivery, multiple forms of data analysis, and research-based practices
- * Classroom library novels purchased coded and available to students with checkout procedures developed and communicated to students
- * Continue implementation of Arkansas' Flexibility Plan and revision of ACSIP/PIP as needed
- * Data from interim assessments analyzed and data walls updated
- * Weekly Leadership Team meetings continue
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol
- * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers - ongoing throughout the year
- * Student Incentive Plan monitored by committee, data analyzed , adjustments made as needed
- * Provide job-embedded professional development to address the use of high yield instructional strategies, techniques addressing various learning styles, higher order thinking and problem solving, multiple intelligences, and effectiveness of data disaggregation
- * Provide feedback and additional support to teachers in the use of authentic assessments and rubrics that mirror the Common Core State Standards and PARCC Assessments
 - * Monitor classroom management and organizational practices to ensure rigorous, relevant, uninterrupted, bell-to-bell instruction
- * Develop instructional calendars, lesson plans and individual student plans that are prioritized and sequenced to promote mastery learning
- * Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students
- * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students
- * Monitor and support implementation of required modifications of Individual Special Education Students IEP
- * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting
- * PLCs meet weekly
- *Data Teams meet bi-monthly
- * Digital media received and inventoried
- * Technology walkthroughs conducted to assess technology integration in the classroom

2035-

	<ul style="list-style-type: none">* Technology integration support provided to teachers* Research additional inclusions of technology to enhance Common Core units
October	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed , adjustments made as neededACT* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Analyze for the checkout of new novels in classroom libraries* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers* Continue analysis of Common Core pacing guides and student products*Schedule Character Education program activities
November	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.*Principal, administrative support staff continue weekly observations to include reflection conferences with teachers* Student Incentive Plan monitored by committee, data analyzed, adjustments made as needed* Monitor and support student centered instruction and development of individualized student plans to promote mastery- ongoing throughout the year* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students

2036-

	<ul style="list-style-type: none">* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly* Continue to monitor functionality of digital equipment and repair as needed* Technology integration support provided to teachers*Schedule Character Education program activities
December	<ul style="list-style-type: none">* Weekly Leadership Team meetings continue with a focus on data, instructional delivery practices, student work and curriculum* District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities.* Technical assistance in effective instructional leadership practices provided to building administrator* Continue implementation of Smart Accountability Plan and ACSIP* Data from interim assessments analyzed and data walls updated* Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol.* Action Plans created for specific areas as identified by data analysis and classroom observations and walkthroughs* Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers* Incentive Plan monitored by committee, data analyzed , adjustments made as needed* Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students* Monitor processes and procedures for timely and accurate completion of portfolio assessment for special services students* Monitor and support implementation of required modifications of Individual Special Education Students IEP* Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting* PLCs meet weekly*Data Teams meet bi-monthly* Technology walkthrough conducted to determine existing equipment function and accessibility* Technology repaired or returned if under warranty* Technology integration support provided to teachers*Schedule Character Education program activities

2037-

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

2038-

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

2039-

	<p>progress monitoring reports relative to the goals, objectives, benchmarks and activities</p> <ul style="list-style-type: none"> * Technical assistance in effective instructional leadership practices provided to building administrator * Calibrate School Leadership in the utilization of the Classroom Walkthrough protocol * Principal, administrative support staff to continue weekly observations to include reflection conferences with teachers * Student Incentive Plan monitored by committee, data analyzed, adjustments made as needed * Monitor processes and procedures for special services teachers to support PARCC Assessment Readiness for special education students * Monitor processes and procedures for timely and accurate completion of portfolio assessment for special education students * Monitor and support implementation of required modifications of Individual Special Education Students IEP * Continue the review of the Special Education delivery model for inclusion to ensure implementation in the regular classroom setting * Classroom teacher/media specialist to analyze effectiveness of classroom libraries for usage and effect on students attitude toward reading * PLCs meet weekly * Data Teams meet bi-monthly * Technology walkthrough conducted to determine existing equipment function and accessibility * Technology repaired or returned if under warranty * PARCC Performance Based Assessment in ELA and math * Schedule Character Education program activities
<p>May</p>	<ul style="list-style-type: none"> * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative the goals, objectives, benchmarks and activities. * Schedule Character Education program activities
<p>June</p>	<ul style="list-style-type: none"> * Analyze any available data from PARCC Assessments; create data walls
<p>July</p>	<ul style="list-style-type: none"> * Inventory current classroom libraries. Compile novel lists; books ordered per grade level * District School Improvement Team, School Leadership Team, E2E Specialists, Project Manager and ADE SIS to meet and review goals, objectives and planned activities to include benchmarks and timelines and to review established roles and responsibilities of team members * Schedule weekly Summit School Leadership Team meetings with a specific focus on data and instructional practices as evidenced in observations and Classroom Walkthroughs * Data from state PARCC Assessment analyzed and data walls created * School Improvement Specialist to review Arkansas' Flexibility Plan and ASCIP/PIP with Summit Leadership

2040-

- Team and plan for faculty and stakeholder input in ACSIP/PIP revisions
- * School Leadership develops and implements an incentive program for student attendance
- * Discipline committee created and school plan developed
- * Graduation Coach to begin tracking at risk students
- * Conduct two day Teacher Orientation for teachers
- Survey teaching staff to determine needs for basic math and literacy supplies to fully implement engaging activities supporting Common Core State Standards
- * Technology integration support provided to teachers
- * Digital wiring replaced or repaired
- * Existing digital equipment is repaired or replaced
- * Mobile labs, iPads, ordered
- * District School Improvement Team meeting to review SIG implementation. The Project Manager will provide progress monitoring reports relative to the goals, objectives, benchmarks and activities
- * PLCs meet weekly
- * Technical assistance in effective instructional leadership practices provided to building administrator
- * Principal, administrative support staff to develop a schedule and begin weekly observations to include reflection conferences with teachers - ongoing throughout the year
- * Establish processes and procedures for special services teachers to support PARCC Assessment Readiness for special services students
- * Establish processes and procedures for timely and accurate completion of portfolio assessments for services students
- * Convene IEP committee to conduct a review of IEPs to determine appropriate placement, make necessary revisions, provided modifications to teachers
- * Student incentive plan developed
- * Parent phone numbers entered into district parent notification system
- * Parental involvement sessions planned
- * Review/revise 2017-2018 Common Core units implemented in ELA and math classes

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
	Summit Faculty Meeting	All K-12 Staff	
	Hot Springs District Office	Mrs. Joyce Craft	Superintendent
		Dr. Ann Gentry	Federal Programs Director
		XXXXXX	District Parent Coordinator
		Melissa Edwards	Instructional Specialist for Literacy
		Dr. Stephanie Nehus	Director of Special Projects and Secondary Curriculum
		Dr. Ann Webb	Instructional Specialist for Mathematics
		Dr. Janice McCoy	Director of Academic Operations
		Dr. Donna Gordy	External Provider
	Summit Leadership Team	Kelley Deardorff	Principal
		Suanna Wingfield	Counselor
		Amanda Morgan	K-1 Teacher
		Marlo Mitchell	9-12 Math Teacher
		Marvin Moody	Dean of Student
		Gina Fuell	Elementary Teacher

		Randy Green	Therapeutic Family Services
		Joseph Dobbins Sylvester Mitchell	9-11 English Dean of Students
	Hot Springs School District Transportation Department		Director
	Hot Springs High School - Feeder School		Principal
			Counselor

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

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

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

an onsite provider weekly. These funds could be used in addition to services already provided).

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Summit School Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

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

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

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

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

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

<input type="checkbox"/> from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model				

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

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

TRANSFORMATION MODEL		YEAR 1		YEAR 2	YEAR 3
		Pre - Imp			
	Select a new principal				
	Assign effective teachers and leaders to lowest achieving schools				
	Recruit, place and retain staff 1. Teacher Orientation Year 1 1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400 2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300 Materials and Supplies - \$400 <ul style="list-style-type: none"> Year 1 Total - \$8,100 Year 2 1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400 2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300 Materials and Supplies - \$400 <ul style="list-style-type: none"> Year 2 Total - \$8,100 Year 3 1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400 2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300 Materials and Supplies - \$400 <ul style="list-style-type: none"> Year 3 Total - \$8,100 Teacher Orientation Three Year TOTAL: \$24,300		8,100		
				8,100	
					8,100

<p align="center"><u>2. Summer Faculty Planning Retreat – Year 1,2,3</u></p> <p>Lodging, Meals, Stipend, Meeting facilities \$500 for 22 copies of Ruby Payne’s book “Framework for Understanding Poverty \$3,000 for two facilitators’ fees (\$1500 each facilitator x 2=\$3000) • Year 1 -2-3 Total: \$14,670 each year</p>		14,760	14,760	14,760
Select new staff				
Replace staff deemed ineffective				
Negotiate collective bargaining agreements				
Support for staff being reassigned				
Retaining surplus staff				
Create partnerships to support transformation model				
Change decision-making policies and mechanisms around infusion of human capital				
Adopt a new governance structure				
<p>High-quality, job-embedded professional development</p> <p><u>3. Elbow2Elbow Educational Consulting - Job-Embedded Professional Development - Year 1 -2 -3</u></p>		120,600	109,800	100,800

<p>4. Second Chances for Better Choices: ALE Conference in Rogers Arkansas - July 13-16, 2014 Attendees: 16 Certified and 4 non certified = 20 staff members Registration - \$250.00 per person x 20 = \$5,000 Room per night @ Embassy Suites connected to Hammons Convention Center - \$180 (159.00 room + \$21 estimated taxes) x 3 nights x 20 = \$10,800 Conference Dinners - \$18.00 per night x 3 nights x 20 = \$1,080 Mileage - 400 miles total trip x \$0.50 per mile x 20 = \$4,000</p> <p>Year 1</p> <ul style="list-style-type: none"> Second Chances for Better Choices: ALE Conference TOTAL: \$20,880 		20,800		
<p>Implementing data collection and analysis structures</p>				
<p>Increase learning team (extended day, week, and/or year) 5. Extended Day - School and Community-Based Service Learning Year 1-2-3 – Year 1 \$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.) 2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000</p> <ul style="list-style-type: none"> Year 1 Total: \$10,000 <p>Year 2 \$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.)</p>		10,000	10,000	10,000

<p>2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000</p> <ul style="list-style-type: none"> Year 2 Total: \$10,000 <p>Year 3 \$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.) 2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000</p> <ul style="list-style-type: none"> Year 3 Total: \$10,000 <p>Extended Day - School and Community-Based Service Three Year TOTAL: \$30,000</p>				
<p><u>6. Extended Day - After School Program- Year 1-2-3 -</u></p> <p>Year 1 – 3:17 pm – 5:02 pm 6 Instructors \$87.00 each x 105 days a year (3 days a week) = \$54,810 Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc. 6 Instructors x \$500.00 each = \$3,000</p> <ul style="list-style-type: none"> Year 1 Total: \$57,810 <p>Year 2 – 3:17 pm– 5:07 pm</p>		57,810	60,645	

<p>6 Instructors \$91.50 each x 105 days a year (3 days a week) = \$57,645 Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc. 6 Instructors x \$500.00 each = \$3,000</p> <ul style="list-style-type: none"> Year 2 Total: \$60,645 <p>Year 3 – 3:17 pm – 5:17 pm 6 Instructors \$100.00 each x 105 days a year (3 days a week) = \$63,000 Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc. 6 Instructors x \$500.00 each = \$3,000</p> <ul style="list-style-type: none"> Year 3 Total: \$66,000 <p>Extended Day - After School Program Three Year TOTAL: \$184,455</p> <p>7. ACT Prep - Year 1-2-3 \$22.00 per license per year X 25 license = \$550.00 per year ACT Prep Three Year TOTAL: \$1,650</p>				<p>66,000</p> <p>550</p> <p>550</p> <p>550</p>
<p>Student supports (emotional, social, and community-based)</p> <p>8. Graduation Coach- Year 1, 2, 3 Year 1 \$55,000 salary + \$13,750 benefits = \$68,750 Materials and supplies such as chart paper, markers, student</p>		<p>71,970</p>		

<p>notebooks, ink cartridges for printer = \$1,000 Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500) Field Trips Total: \$2,220</p> <ul style="list-style-type: none"> Year 1 Total: \$71,970 <p>Year 2 \$56,650 salary + \$14,162 = \$70,812 Materials and supplies such as chart paper, markers, student notebooks, ink cartridges for printer \$1,000 Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500) Field Trips Total: \$2,220</p> <ul style="list-style-type: none"> Year 2 Total: \$74,032 <p>Year 3 \$58,350 salary + \$14,587 benefits = \$72,937</p> <p>Materials and supplies such as chart paper, markers, student notebooks, ink cartridges for printer \$1,000 Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500) Field Trips Total: \$2,220</p> <ul style="list-style-type: none"> Year 3 Total: \$76,157 <p>Graduation Coach Three Year TOTAL: \$222,159</p> <p><u>9. Life Skills Matters Sessions</u> Year 1</p>			74,032	72,937
		700		

<p>1 Electric or Gas Clothes Dryer: \$500.00 Supplies (laundry baskets, bags, detergent, etc.): \$200</p> <ul style="list-style-type: none"> Year 1 Total: \$700 <p>Year 2</p> <ul style="list-style-type: none"> Supplies (laundry baskets, bags, detergent, etc.): \$200 <p>Year 3</p> <ul style="list-style-type: none"> Supplies (laundry baskets, bags, detergent, etc.): \$200 <p>Life Skills Matters Sessions Three Year TOTAL: \$1,100</p>			200	200
<p><u>10. Character Development program</u> Year 1 \$2,924 Values in Action! Curriculum and supplemental materials</p> <ul style="list-style-type: none"> Values in Action Coordinators Guide VIA Teacher guides \$525 20 copies of Character lessons for life \$1000 Set of Character Classics \$399 Set of Auto be Good Videos \$1000 <p>\$6000 Respect Seminar for mid-year (Professional Development Day \$4000, \$1000 expenses, Respect seminar Handbook \$1000) \$6000 Staff Professional Development (August Pre-School training Values in Action Seminar \$4000 PD fee, \$1000 expenses, \$1000 VIA Seminar Handbooks)</p> <ul style="list-style-type: none"> Year 1 Total: \$14,924 <p>Year 2</p> <ul style="list-style-type: none"> Replacement materials: \$1,000 <p>Year 3</p> <ul style="list-style-type: none"> Replacement materials: \$1,000 	14,924		1,000	1,000

<p>Character Development Program Three Year TOTAL: \$16,924</p> <p><u>11. Parent Coordinator ½ time certified position</u></p> <p>A laptop computer and necessary software, such as Microsoft Office, will be purchased for this person to make presentations at parental involvement meetings held at the school and within the community (expenditure is in Technology section).</p> <p>Year 1 \$25,000 salary + \$6,250 benefits = \$31,250 Publications, materials, incentives Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly Mileage/Transportation Reimbursement of mileage incurred by liaison Total: \$500 yearly</p> <ul style="list-style-type: none"> Year 1 Total: \$39,750 <p>Year 2 \$25,750 salary + \$6,438 benefits = \$32,188 Publications, materials, incentives Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly Mileage/Transportation Reimbursement of mileage incurred by liaison Total: \$500 yearly</p>		<p>39,750</p>	<p>32,188</p>	
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<ul style="list-style-type: none"> Year 2 Total: \$40,688 <p>Year 3 \$ 26,523 salary + \$6,631 benefits = \$33,154 Publications, materials, incentives Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly Mileage/Transportation Reimbursement of mileage incurred by liaison Total: \$500 yearly</p> <ul style="list-style-type: none"> Year 3 Total: \$41,654 <p>Parent Coordinator ½ time certified position Three Year TOTAL: \$122,092</p>				41,654
<p><u>12. School Culture – Year 1 – 2 - 3</u></p> <p>Year one Motivational Speaker - Ron Cole -Presenting his motivational messages in Schools and Leadership Conferences: FBLA, FCCLA, FFA, ADTSEA, NSSP, PRIDE, MADD, SADD, DARE, STUDENT COUNCIL AND SKILLS U.S.A. (National, State and District levels) Topics to choose from: Drugs, Alcohol, Tobacco, Bullying, Character Education, Traffic Safety, Leadership and Choices .</p> <ul style="list-style-type: none"> Year 1 Total: \$1,000 for presentation and travel expenses <p>Paul Phariss, Inspirational Entertainer, Gold-Medal Juggler, and Disability Speaker; As seen on PBS, CBS, FOX, ESPN2, the Today Show, and Good Morning America</p> <ul style="list-style-type: none"> Year 2 Total: \$2,700 presentation and travel 		1,000	2,700	

<p>Staff Retreat Speaker: Kristen Glover, Miss Arkansas 2011; Advocate for Mentoring</p> <ul style="list-style-type: none"> Year 3 Total: \$2,000 presentation and travel <p>School Culture Three Year TOTAL: \$5,700</p>				2,000
<p>13. Student Incentives - Year 1-2-3 Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, electronic tablets, college T-shirts, etc).</p> <ul style="list-style-type: none"> 155 students X \$150.00 per student = \$23,250 per year <p>Student Incentives Three Year TOTAL: \$69,750</p>		23,250	23,250	23,250
<p>14. Summit Website Development – Year 1 - 2- 3</p> <p>Year 1 \$30 an hour for 40 hours = \$1,200 Annual fee for website hosting = \$325.00</p> <ul style="list-style-type: none"> Year 1 Total: \$1,525 <p>Year 2 Annual fee for website hosting = \$325.00 Updates to website in year 2 = \$200.00</p> <ul style="list-style-type: none"> Year 2 Total: \$525 <p>Year 3 Annual fee for website hosting = \$325.00 Updates to website in year 3 = \$200.00</p>		1,525	525	525

<ul style="list-style-type: none"> Year 3 Total: \$525 <p>Summit Website Development Three Year TOTAL: \$2,575</p>				
<p><u>15. Interventionists (Math and Literacy –Certified Positions)- Year 1-2-3</u></p> <p>Two (2) Math and two (2) Literacy positions</p> <p>Year 1 \$55,000 salary + \$13,750 benefits x 4 Interventionists = \$275,000 Materials and Supplies: \$1000.00 per Interventionist x 4 = \$4,000 (Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)</p> <ul style="list-style-type: none"> Year 1 Total: \$279,000 <p>Year 2 \$56,650 salary + \$14,162 benefits x 4 Interventionists = \$283,248 Materials and Supplies: \$1000.00 per Interventionist x 4 = \$4,000 (Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)</p> <ul style="list-style-type: none"> Year 2 Total: \$287,248 <p>Year 3 \$58,350 salary + \$14,587 benefits x 4 Interventionists = \$291,748 Materials and Supplies: \$1000.00 per Interventionist x 4 = \$4,000 (Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)</p> <ul style="list-style-type: none"> Year 3 Total: \$295,748 		279,000	287,248	295,748

Interventionists (Math and Literacy) Three Year TOTAL: \$861,996				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
LEA-activities designed to support implementation of the transformation model				
<p>16. <u>Digital Learning Supports- Year 1</u></p> <p>YEAR 1</p> <p><u>Software and Equipment</u></p> <p>Apple TV - 15 x \$150 = \$2,250</p> <p>iPad carts (holds 30): 2 x \$2,600 = \$5,200</p> <p> Protective Cases for iPads 85 x \$30 = \$2,550</p> <p> Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500</p> <p>Screen for cafeteria - 1 x 2,000 = \$2,000</p> <p>Color Printer/Scanner - 1 x \$500 = \$500</p> <p>Swivl camera bundle and accessories</p> <p>1 x \$650 Camera, Mount, Charge/Sync Cord = \$650</p> <p>Sony Digital Cameras - 3 x 599 = \$1,797</p> <p>Microsoft Office Suites 100 @ \$140 = \$14,000</p> <ul style="list-style-type: none"> • Software/Equipment Total Year 1 Total: \$37,447 <p><u>Hardware</u></p> <p>Computers for the lab 40 x \$800 = \$32,000</p> <p>Computers for the classroom 45 x \$800 = \$36,000</p> <p>Computers for the Parent Center 2 x \$800 = \$1,600</p> <p>Promethean Boards 7 x \$3,400 = \$23,800</p> <p>iPads</p>		37,447		154,200

<p>Staff and Personnel 25 x \$800 = \$20,000 Student Use 50 x \$800 = \$40,000 Laptop for cafeteria: 1 x \$800 = \$800</p> <ul style="list-style-type: none"> Hardware Total Year 1: \$154,200 <p><u>YEAR 2</u> <u>Software/Equipment</u> iPad Cases 40 x \$30 = \$1,200 Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500 Microsoft Office Suites 100 @ \$140 = \$14,000 iPad carts (holds 30): 2 x \$2,600 = \$5,200</p> <ul style="list-style-type: none"> Software/Equipment Year 2 Total: \$16,300 <p><u>Hardware</u> iPads (additional classrooms and replacement of year 1) 40 x \$800 = \$32,000 Computers 50 x \$800 = \$40,000 Student Laptops 100 x \$800 = 80,000</p> <ul style="list-style-type: none"> Hardware Total Year 2: \$152,000 <p><u>YEAR 3:</u> <u>Software/Equipment</u> iPad Cases - 50 x \$30 = \$1,500 Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500 Promethean Boards Replacement Bulbs - 7 x \$300 = \$2,100 Microsoft Office Suites 25 @ \$140 = \$3,500 Color Printer/Scanner - 1 x \$500 = \$500 Swivl camera bundle and accessories 1 x \$650 Camera, Mount, Charge/Sync Cord = \$650 Sony Digital Cameras - 3 x 599 = \$1,797</p> <ul style="list-style-type: none"> Software/Equipment Total Year 3 Total: \$18,547 			16,300	
			152,000	
				18,547
				35,000

<p><u>Hardware</u> Chromebooks 50 x \$300 = \$15,000 Computers 25 x \$800 = \$20,000</p> <ul style="list-style-type: none"> Hardware Total Year 3: \$35,000 <p>Digital Learning Supports Software/Equipment Three Year TOTAL: \$72,294 Digital Learning Supports Hardware Three Year TOTAL: \$341,200</p>				
<p><u>17. Libraries - Year 1-2-3</u> YEAR 1 15 classroom sets of books specifically selected for the grade level Two (2) Sets for Special Education Classes X \$1,500 = \$3,000 Three (3) Sets for K-5 classes X \$2,000 = \$6,000 Ten (10) Sets for 6-12 classes X \$2,000= \$20,000</p> <ul style="list-style-type: none"> Year 1 Total: \$29,000 <p>YEAR 2 10 Classroom sets of books specifically selected for the grade level Two (2) Sets Special Education Classes X \$1,000 = \$2,000 Three (3) Sets -5 classes X \$1,500 = \$4,500 Ten (10) Sets 6-12 classes X \$1,500= \$15,000</p> <ul style="list-style-type: none"> Year 2 Total: \$21,500 <p>YEAR 3 10 Classroom sets of books specifically selected for the grade level Two (2) Sets Special Education Classes X \$1,000 = \$2,000</p>		29,000	21,500	21,500

<p>Three (3) Sets -5 classes S X \$1,500 = \$4,500 Ten (10) Sets 6-12 classes X \$1,500= \$15,000</p> <ul style="list-style-type: none"> Year 3 Total: \$21,500 <p>Classroom Libraries Three Year TOTAL: \$72,000</p> <p>18. Content Area Teacher Materials and Supplies Year 1-2-3</p> <ul style="list-style-type: none"> Year 1: 155 students x \$50 X 15 teachers = \$116,250 Year 2: 155 students x \$50 X 15 teachers = \$116,250 Year 3: 155 students x \$50 X 15 teachers = \$116,250 <p>Content Area Teacher Material and Supplies Three Year Total = \$348,750</p>		116,250	116,250	116,250
<p>19. Instructional Technology Coordinator – Year 1, 2, 3</p> <ul style="list-style-type: none"> Year 1 \$25,000 + \$6,250 benefits = \$31,250 Year 2 \$25,750 salary + \$6,438 benefits = \$32,188 Year 3 \$26,523 salary + \$6,631 benefits = \$33,154 <p>Instructional Technology Coordinator Three Year TOTAL: \$96,592</p>		31,250	32,188	33,154
<p>20. ARTS PROGRAM K-12– Year 1,2,3</p> <p>Year 1 Nine (9) four-week programs taught three days a week for one hour each day 12 hours per program x 9 programs = 108 hours a year \$75.00 artist fee per hour x 108 hours a year = \$8,100 \$150.00 per student for supplies x 155 students = \$23,250</p> <ul style="list-style-type: none"> Year 1 Total: \$31,350 		31,350		

<p>Year 2 Nine (9) four-week programs taught three days a week for one hour each day 12 hours per program x 9 programs = 108 hours a year \$75.00 artist fee per hour x 108 hours a year = \$8,100 \$150.00 per student for supplies x 155 students = \$23,250</p> <ul style="list-style-type: none"> Year 2 Total: \$31,350 <p>Year 3 Nine (9) four week programs taught three days a week for one hour each day 12 hours per program x 9 programs = 108 hours a year \$75.00 artist fee per hour x 108 hours a year = \$8,100 \$150.00 per student for supplies x 155 students = \$23,250</p> <ul style="list-style-type: none"> Year 3 Total: \$31,350 <p>ARTS PROGRAM K-12 Three Year TOTAL: \$70,800</p>			31,350	31,350
<p><u>21. Project Manager (hourly- non certified) - Year 1-2-3</u></p> <p>Year 1</p> <ul style="list-style-type: none"> Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100 <p>Year 2</p> <ul style="list-style-type: none"> Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100 <p>Year 3</p> <ul style="list-style-type: none"> Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100 <p>Project Manager Three Year TOTAL: \$51,300</p>		17,100	17,100	17,100

<p>22. ADE Site Director – Year 1-2-3</p> <ul style="list-style-type: none"> • Year 1: \$100,000 • Year 1: \$100,000 • Year 1: \$100,000 <p>ADE Site Director Three Year TOTAL: \$300,000</p>		100,000	100,000	100,000
Total		\$1,180,326	\$1,119,096	\$1,012,555

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
	<p>All funds for the 1003gSIG will be spent at Summit School as outlined in the budget and budget narrative.</p>	

Total		

Budget Narrative:

Requirements

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

1. Teacher Orientation

Year 1

1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400

2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300
Materials and Supplies - \$400

- Year 1 Total - \$8,100

Year 2

1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400
2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300
Materials and Supplies - \$400

- Year 2 Total - \$8,100

Year 3

1 Day (8 hour session) New Teacher Orientation – 22 people x \$200 stipend = \$4,400
2 half day (3 hour sessions each) as Follow-up – 22 people x \$75 stipend x 2 sessions = \$3,300
Materials and Supplies - \$400

- Year 3 Total - \$8,100

Teacher Orientation Three Year TOTAL: **\$24,300**

2. Summer Faculty Planning Retreat – Year 1,2,3

Year 1

\$500 for 22 copies of Ruby Payne’s book “Framework for Understanding Poverty
\$3,000 for two facilitators’ fees (\$1500 each facilitator x 2=\$3000)

Summit Faculty Planning Session –Lake DeGray

Description	Unit Price	Quantity	Subtotal
Hotel Rooms: 12 Double Standard for teachers & 1 King for Admin	\$100.00	13	\$1,300.00

Conference Room: Egret or Heron	\$110.00	2	\$220.00
Day 1: Lunch Club Croissant/Chips/Pickle	\$10.00	25	\$250.00
Day 1: afternoon snack <i>Natural Treats</i>	\$7.00	25	\$175.00
Day 1: Dinner DeGray Signature Buffet	\$17.00	25	\$425.00
Day 2: Breakfast <i>Southern Buffet</i>	\$12.00	25	\$300.00
Day 2: Lunch Blackened Chicken Alfredo/Salad/Breadsticks	\$11.00	25	\$275.00
Day 2: afternoon snack <i>Snack Attack</i>	\$8.00	25	\$200.00
Mileage: Hot Springs to Lake DeGray (50 miles round trip at \$0.42/mile)	\$21.00	25	\$525.00
Stipend (\$25 /hour for 12 hours)	\$300.00	25	\$7,500.00
Total Retreat Cost			\$11,170.00

- Year 1 -2-3 Total: \$14,670 each year

Year 2 and 3

\$500 for 22 copies of new book for book study (title to be determined based on needs)

\$3,000 for two facilitators' fees (\$1500 each facilitator x 2=\$3000)
\$11,170 for Summit Faculty Planning Session at Lake DeGray (see chart in Year 1 for line item pricing)

Summer Faculty Planning Retreat three Year TOTAL: **\$44,010**

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

- Year 1: 67 days for 2014-2015 x \$1,800 per day = \$120,600
- Year 2: 61 days for 2015-2016 x \$1,800 per day = \$109,800
- Year 3: 56 days for 2016-2017 x \$1,800 per day = \$100,800

Elbow2Elbow Educational Consulting Three Year TOTAL: **\$331,200**

4. Second Chances for Better Choices: ALE Conference in Rogers Arkansas - July 13-16, 2014

Attendees: 16 Certified and 4 non certified = 20 staff members

Registration - \$250.00 per person x 20 = \$5,000

Room per night @ Embassy Suites connected to Hammons Convention Center - \$180 (159.00 room + \$21estimated taxes) x 3 nights x 20 = \$10,800

Conference Dinners - \$18.00 per night x 3 nights x 20 = \$1,080

Mileage - 400 miles total trip x \$0.50 per mile x 20 = \$4,000

- Second Chances for Better Choices: ALE Conference TOTAL: **\$20,880**

5. Extended Day - School and Community-Based Service Learning Year 1-2-3 –

Year 1

\$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.)

2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000

- Year 1 Total: \$10,000

Year 2

\$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.)

2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000

- Year 2 Total: \$10,000

Year 3

\$5000 for project supplies – After school and summer projects will be determined based on student interest and community needs. (hand tools, gardening tools, potting soil, seeds, small plants, paints, brushes, etc.)

2 Instructor stipends for \$50 per hour each for a total of 50 hours Service Learning Activities with student groups = \$5,000

- Year 3 Total: \$10,000

Extended Day - School and Community-Based Service Three Year TOTAL: **\$30,000**

6. Extended Day - After School Program- Year 1-2-3 -

Year 1 – 3:17 pm – 5:02 pm

6 Instructors \$87.00 each x 105 days a year (3 days a week) = \$54,810

Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc.

6 Instructors x \$500.00 each = \$3,000

- Year 1 Total: \$57,810

Year 2 – 3:17 pm– 5:07 pm

6 Instructors \$91.50 each x 105 days a year (3 days a week) = \$57,645

Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc.

6 Instructors x \$500.00 each = \$3,000

- Year 2 Total: \$60,645

Year 3 – 3:17 pm – 5:17 pm

6 Instructors \$100.00 each x 105 days a year (3 days a week) = \$63,000

Material and Supplies to include chart paper, poster paper, white boards, markers, manipulatives, resource books etc.

6 Instructors x \$500.00 each = \$3,000

- Year 3 Total: \$66,000

Extended Day - After School Program Three Year TOTAL: **\$184,455**

7. ACT Prep - Year 1-2-3

\$22.00 per license per year X 25 license = \$550.00 per year

ACT Prep Three Year TOTAL: **\$1,650**

8. Graduation Coach- Year 1, 2, 3

Year 1

\$55,000 salary + \$13,750 benefits = \$68,750

Materials and supplies such as chart paper, markers, student notebooks, ink cartridges for printer = \$1,000

Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500)

Field Trips Total: \$2,220

- Year 1 Total: \$71,970

Year 2

\$56,650 salary + \$14,162 = \$70,812

Materials and supplies such as chart paper, markers, student notebooks, ink cartridges for printer \$1,000

Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500)

Field Trips Total: \$2,220

- Year 2 Total: \$74,032

Year 3

\$58,350 salary + \$14,587 benefits = \$72,937

Materials and supplies such as chart paper, markers, student notebooks, ink cartridges for printer \$1,000

Six College Field trips - \$720 for transportation (\$120.00 per trip x 6 trips); \$1,500 for meals (\$10 for meals x 50 students = \$500 per trip X 3 trips = \$1,500)

Field Trips Total: \$2,220

- Year 3 Total: \$76,157

Graduation Coach Three Year TOTAL: **\$222,159**

9. Life Skills Matters Sessions

Year 1

1 Electric or Gas Clothes Dryer: **\$500.00**

Supplies (laundry baskets, bags, detergent, etc.): \$200

- Year 1 Total: \$700

Year 2

- Supplies (laundry baskets, bags, detergent, etc.): \$200

Year 3

- Supplies (laundry baskets, bags, detergent, etc.): \$200

Life Skills Matters Sessions Three Year TOTAL: \$1,100

10. Character Development program

Year 1

\$2,924 Values in Action! Curriculum and supplemental materials

- Values in Action Coordinators Guide VIA Teacher guides \$525
- 20 copies of Character lessons for life \$1000
- Set of Character Classics \$399
- Set of Auto be Good Videos \$1000

\$6000 Respect Seminar for mid-year (Professional Development Day \$4000, \$1000 expenses, Respect seminar Handbook \$1000)

\$6000 Staff Professional Development (August Pre-School training Values in Action Seminar \$4000 PD fee, \$1000 expenses, \$1000 VIA Seminar Handbooks)

- Year 1 Total: \$14,924

Year 2

- Replacement materials: \$1,000

Year 3

- Replacement materials: \$1,000

Character Development Program Three Year TOTAL: **\$16,924**

11. Parent Coordinator ½ time certified position

A laptop computer and necessary software, such as Microsoft Office, will be purchased for this person to make presentations at parental involvement meetings held at the school and within the community (expenditure is in Technology section).

Year 1 \$25,000 salary + \$6,250 benefits = \$31,250

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly

Mileage/Transportation

Reimbursement of mileage incurred by liaison Total: \$500 yearly

- Year 1 Total: \$39,750

Year 2 \$25,750 salary + \$6,438 benefits = \$32,188

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly

Mileage/Transportation

Reimbursement of mileage incurred by liaison Total: \$500 yearly

- Year 2 Total: \$40,688

Year 3 \$26,523 salary + \$6,631 benefits = \$33,154

Publications, materials, incentives

Public communication costs for newspaper, radio, civic organizations, parenting resources, chart paper, colored paper for parent newsletters, Ink, printer, Incentives such as school logo jackets/t-shirts, admissions to ball games Total: \$8,000 yearly

Mileage/Transportation

Reimbursement of mileage incurred by liaison Total: \$500 yearly

- Year 3 Total: \$41,654

Parent Coordinator ½ time certified position Three Year TOTAL: **\$122,092**

12. School Culture – Year 1 – 2 - 3

Year one Motivational Speaker - Ron Cole -Presenting his motivational messages in Schools and Leadership Conferences: FBLA, FCCLA, FFA, ADTSEA, NSSP, PRIDE, MADD, SADD, DARE, STUDENT COUNCIL AND SKILLS U.S.A. (National, State and District levels)

Topics to choose from: Drugs, Alcohol, Tobacco, Bullying, Character Education, Traffic Safety, Leadership and Choices .

- Year 1 Total: \$1,000 525for presentation and travel expenses

Paul Phariss, Inspirational Entertainer, Gold-Medal Juggler, and Disability Speaker; As seen on PBS, CBS, FOX, ESPN2, the Today Show, and Good Morning America

- Year 2 Total: \$2,700 presentation and travel

Staff Retreat Speaker: Kristen Glover, Miss Arkansas 2011; Advocate for Mentoring

- Year 3 Total: \$2,000 presentation and travel

School Culture Three Year TOTAL: **\$5,700**

13. Student Incentives - Year 1-2-3

Incentives will also apply to participation in the After School and Saturday School programs to encourage increased participation and will have an educational focus (calculators, books, supplies, electronic tablets, college T-shirts, etc).

- 155 students X \$150.00 per student = \$23,250 per year

Student Incentives Three Year TOTAL: **\$69,750**

14. Summit Website Development – Year 1 - 2- 3

Year 1

\$30 an hour for 40 hours = \$1,200

Annual fee for website hosting = \$325.00

- Year 1 Total: \$1,525

Year 2

Annual fee for website hosting = \$325.00

Updates to website in year 2 = \$200.00

- Year 2 Total: \$525

Year 3

Annual fee for website hosting = \$325.00

Updates to website in year 3 = \$200.00

- Year 3 Total: \$525

Summit Website Development Three Year TOTAL: **\$2,575**

15. Interventionists (Math and Literacy –Certified Positions)- Year 1-2-3

Two (2) Math and two (2) Literacy positions

Year 1

\$55,000 salary + \$13,750 benefits x 4 Interventionists = \$275,000

Materials and Supplies:

\$1000.00 per Interventionist x 4 = \$4,000

(Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)

- Year 1 Total: \$279,000

Year 2

\$56,650 salary + \$14,162 benefits x 4 Interventionists = \$283,248

Materials and Supplies:

\$1000.00 per Interventionist x 4 = \$4,000

(Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)

- Year 2 Total: \$287,248

Year 3

\$58,350 salary + \$14,587 benefits x 4 Interventionists = \$291,748

Materials and Supplies:

\$1000.00 per Interventionist x 4 = \$4,000

(Supplies such as: Chart paper, markers, white boards, manipulatives, easels, etc.)

- Year 3 Total: \$295,748

Interventionists (Math and Literacy) Three Year TOTAL: **\$861,996**

16. Digital Learning Supports- Year 1

YEAR 1

Software and Equipment

Apple TV - 15 x \$150 = \$2,250

iPad carts (holds 30): 2 x \$2,600 = \$5,200

Protective Cases for iPads 85 x \$30 = \$2,550

Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500

Screen for cafeteria - 1 x 2,000 = \$2,000

Color Printer/Scanner - 1 x \$500 = \$500

Swivl camera bundle and accessories

1 x \$650 Camera, Mount, Charge/Sync Cord = \$650

Sony Digital Cameras - 3 x 599 = \$1,797

Microsoft Office Suites 100 @ \$140 = \$14,000

Hardware

Computers for the lab 40 x \$800 = \$32,000

Computers for the classroom 45 x \$800 = \$36,000

Computers for the Parent Center 2 x \$800 = \$1,600

Promethean Boards 7 x \$3,400 = \$23,800

iPads

Staff and Personnel 25 x \$800 = \$20,000

Student Use 50 x \$800 = \$40,000

Laptop for cafeteria: 1 x \$800 = \$800

- Software/Equipment Total Year 1 Total: \$37,447
- Hardware Total Year 1: \$154,200

YEAR 2

Software/Equipment

iPad Cases 40 x \$30 = \$1,200

Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500

Microsoft Office Suites 100 @ \$140 = \$14,000

iPad carts (holds 30): 2 x \$2,600 = \$5,200

Hardware

iPads (additional classrooms and replacement of year 1) 40 x \$800 = \$32,000

Computers 50 x \$800 = \$40,000

Student Laptops 100 x \$800 = 80,000

- Software/Equipment Year 2 Total: \$16,300
- Hardware Total Year 2: \$152,000

YEAR 3:

Software/Equipment

iPad Cases - 50 x \$30 = \$1,500

Fees associated with iPad downloadable apps \$100 x 85 iPads = \$8,500

Promethean Boards Replacement Bulbs - 7 x \$300 = \$2,100

Microsoft Office Suites 25 @ \$140 = \$3,500

Color Printer/Scanner - 1 x \$500 = \$500

Swivl camera bundle and accessories

1 x \$650 Camera, Mount, Charge/Sync Cord = \$650

Sony Digital Cameras - 3 x 599 = \$1,797

Hardware

Chromebooks 50 x \$300 = \$15,000

Computers 25 x \$800 = \$20,000

- Software/Equipment Total Year 3 Total: \$18,547
- Hardware Total Year 3: \$35,000

Digital Learning Supports Software/Equipment Three Year TOTAL: **\$72,294**

Digital Learning Supports Hardware Three Year TOTAL: **\$341,200**

17. Libraries - Year 1-2-3

YEAR 1

15 classroom sets of books specifically selected for the grade level

Two (2) Sets for Special Education Classes X \$1,500 = \$3,000

Three (3) Sets for K-5 classes X \$2,000 = \$6,000

Ten (10) Sets for 6-12 classes X \$2,000= \$20,000

- Year 1 Total: \$29,000

YEAR 2

10 Classroom sets of books specifically selected for the grade level

Two (2) Sets Special Education Classes X \$1,000 = \$2,000

Three (3) Sets -5 classes X \$1,500 = \$4,500

Ten (10) Sets 6-12 classes X \$1,500= \$15,000

- Year 2 Total: \$21,500

YEAR 3

10 Classroom sets of books specifically selected for the grade level

Two (2) Sets Special Education Classes X \$1,000 = \$2,000

Three (3) Sets -5 classes S X \$1,500 = \$4,500
Ten (10) Sets 6-12 classes X \$1,500= \$15,000

- Year 3 Total: \$21,500

Classroom Libraries Three Year TOTAL: **\$72,000**

18. Content Area Teacher Materials and Supplies Year 1-2-3

- Year 1: 155 students x \$50 X 15 teachers = \$116,250
- Year 2: 155 students x \$50 X 15 teachers = \$116,250
- Year 3: 155 students x \$50 X 15 teachers = \$116,250

Content Area Teacher Material and Supplies Three Year Total = **\$348,750**

19. Instructional Technology Coordinator – Year 1, 2, 3

- **Year 1** \$25,000 + \$6,250 benefits = \$31,250
- **Year 2** \$25,750 salary + \$6,438 benefits = \$32,188
- **Year 3** \$26,523 salary + \$6,631 benefits = \$33,154

Instructional Technology Coordinator Three Year TOTAL: **\$96,592**

20. ARTS PROGRAM K-12– Year 1,2,3

Year 1

Nine (9) four-week programs taught three days a week for one hour each day
12 hours per program x 9 programs = 108 hours a year
\$75.00 artist fee per hour x 108 hours a year = \$8,100
\$150.00 per student for supplies x 155 students = \$23,250

- Year 1 Total: \$31,350

Year 2

Nine (9) four-week programs taught three days a week for one hour each day
12 hours per program x 9 programs = 108 hours a year
\$75.00 artist fee per hour x 108 hours a year = \$8,100
\$150.00 per student for supplies x 155 students = \$23,250

- Year 2 Total: \$31,350

Year 3

Nine (9) four week programs taught three days a week for one hour each day
12 hours per program x 9 programs = 108 hours a year
\$75.00 artist fee per hour x 108 hours a year = \$8,100
\$150.00 per student for supplies x 155 students = \$23,250

- Year 3 Total: \$31,350

ARTS PROGRAM K-12 Three Year TOTAL: **\$70,800**

21. Project Manager (hourly- non certified) - Year 1-2-3

Year 1

- Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100

Year 2

- Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100

Year 3

- Hourly rate of \$25.00 x 19 hours per week = \$475 x 36 weeks = \$17,100

Project Manager Three Year TOTAL: **\$51,300**

22. ADE Site Director – Year 1-2-3

- Year 1: \$100,000
- Year 1: \$100,000
- Year 1: \$100,000

ADE Site Director Three Year TOTAL: **\$300,000**

D. ASSURANCES

STATEMENT OF ASSURANCES

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

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

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

Superintendent's Signature

Date Feb 27,2014

SIGNATURE PAGE IS IN APPENDIX

Superintendent's Printed Name Joyce Craft

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SIG ARRA 1003(g) - Revised November 6,
2013 Arkansas Department of Education -
Division of Learning Services

SECTION E:

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

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

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

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

LEA Application Checklist

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

School Name: Summit School

LEA #: 2603013

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

_____ 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

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

X Annual
Goals

SECTION B, PART 4

X
Proposed Activities

SECTION B, PART 5

X
Timeline

SECTION B, PART 6

X LEA Consultation

SECTION C

X Budget

SECTION D

X Assurances

SECTION E

X Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel
 Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

The Leader in Me by Stephen R. Covey

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

www.TheLeaderinMeBook.com

Council of Chief State School Officers

Adolescent Literacy toolkit available at

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

Content Area Literacy Guide available at

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

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

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

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at <http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>