



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Strong High School	
Mailing Address (Street, P.O. Box, City/Zip) PO Box 735 Strong, AR 71765	Starting Date 06/01/14
Name, title and phone number of authorized contact person: Saul Lusk, Superintendent	Ending Date 07/01/17
Amount of funds requested: \$2,204,854	Number of schools to be served: 1

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

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

Date: _____

Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

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

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Strong High School		7-12	<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.

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: Strong High School

LEA #: 7009049

Context

1. Grade levels (e.g., 9-12): 7th-12th
2. Total Enrollment: 192
3. % Free/Reduced Lunch: 89%
4. % Special Education Students: 10%
5. % English Language Learners: 0%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. N/A
 - 2.
 - 3.
7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Strong High School is located in Union County, in the rural town of Strong, Arkansas. The community has very few small businesses (gas stations, a small furniture store, one small café, etc.) and is home to several different churches. According to the 2010 Census, of the 558 citizens, 339 of them are African American. The community consists of 152 family households, 60 female households with no male present, and 88 nonfamily households. The school has a high turnover rate among teachers. Parent/community involvement has been low for several years and we serve a high rate of economically disadvantaged students. The school looks to change the environment of the classroom from teacher-centered to student centered.

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
N/A				

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
Saul Lusk, Superintendent	Superintendent Certification 5-12 Principal Certification Arkansas Leadership Academy 2008-2009 and 1999-2000	11	32	32
Jerry Langston, Principal	TESS Credentialed Principal Certification 5-12	3	13	13

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

The LEADS (Leader Excellence and Development System) is used by the superintendent to evaluate the building principal. This evaluation occurs at least twice a year.

The LEADS system is the process.

The superintendent is evaluated once a year by the school board using a rubric/form developed in consultation with the Arkansas School Board Association. Following the rubric is the process.

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

Teachers are evaluated using the Teacher Excellence and Support System implementing the guidelines as set up by the ADE.

As stated in Arkansas's Annotated Code Section 6-17-2802, the Arkansas General Assembly intended to promote the following objectives 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 teacher

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

Strong High School is in year two of academic distress. Currently, the school is developing a curriculum that is aligned to the Common Core State Standards. The district has purchased some new technology for the school (a few SMART Boards and laptops) and are preparing to increase the school bandwidth.

Administrators have been trained in TESS and the evaluation system has been implemented. Teachers are currently being evaluated based on the new TESS initiative.

Professional development is addressing teacher needs based on observations, Classroom Walkthroughs, and formal evaluations.

Teachers are currently involved in the Literacy Design Collaborative (LDC), the Math Design Collaborative (MDC), and Units By Design (UBD) trainings as offered through the educational co-op.

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	57%	47%	46%	40%	35%
Mathematics	33%	36%	38%	49%	52%
Science					
Social Studies					
Writing					

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

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	63.16	48.48	44.68	46.55	48	41.94	<10	<10					<10	<10	0
Mathematics	39.02	44.23	40	30.65	30.77	36.99	<10	<10	20				<10	<10	57.44
Science															
Social Studies															

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

Test Year: 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					43	58			42	
Mathematics					40	22	40	49		
Science										
Social Studies										
Writing										
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				47	71				19	
Mathematics				41	45	26	33			
Science										
Social Studies										
Writing										
Other										

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					66	61			44	
Mathematics					42	48	17	33		
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 95%

5. Mobility rate for the 2013-2014 school year: 2%

6. Graduation rate for all students for the 2012-2013 school year: 88%

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

	All Students
2013	88%
2012	94.74%
2011	72.92%

Key Questions

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

The African American and students with disabilities are the two subpopulations that are experiencing the lowest achievement according to the 2013 ESEA Accountability.

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

The 2011 Graduation Rate showed the Caucasian populations was the lowest. The 2012 Graduation Rate showed no group under 90%.

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

Students are experiencing low achievement in the areas of literacy and math. In literacy, the 7th grade has showed marked improvement from 2011 to 2013 (going from 43% proficient in 2011 to 66% proficient in 2013). Eighth grade has shown improvement in scores moving from 22% proficient in 2011 to 61% proficient in 2013). On the 11th grade literacy exam, students scored 42% proficient in 2011; 29% proficient in 2012; and, 44% proficient in 2013. Clearly an area of need is the 11th grade literacy assessment.

In math, the 7th grade has remained consistent with low scores of 40% in 2011; 41% in 2012; and 42% proficient in 2013. In 8th grade, students scored 22% proficient in 2011; 45% proficient in 2012; and 48% proficient in 2013. Algebra scores have decreased each year since 2011 from 40% to 26% in 2012 and only 17% in 2013. Geometry scores haven't fared much better with 49% proficient in 2011; 33% in 2012; and 33% in 2013.

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

Students at the Strong High School come from a high poverty background. This affects their mindset, their motivation, and their successes. Much of the poverty is generational and students do not view education as a way to escape the cycle of poverty.

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

There is very low parent involvement in the district. The community is so small that there is not a lot of room for community involvement. The school does call on business owners for help occasionally, but because of the small number, they can't help much and we can't go to the same folks for involvement all of the time. The area does have a number of small churches and the superintendent has been visiting them and sharing information about the school and the changes the district is trying to make in curriculum, technology, professional development. It is felt that through this outreach effort, more community involvement can be generated.

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.

Standard 1 Findings (Curriculum):

The implemented curriculum is text-book driven with student-teacher instruction. Most instruction requires low-level types of activities such as recall. Curriculum is in the “work-in-progress” stage of development. Some teachers use pacing guides (aligned with the Arkansas Curriculum Frameworks) from the Northwest Arkansas Education Service Cooperative as a reference. Rubrics are not consistently used or developed by teachers. Strong High School is currently working with the ADE school improvement specialist on Year I First Semester Indicators. Some professional materials are provided to teachers for the purpose of book studies. Most of this literature, which is located in the library, is over seven years ago. While teachers do met regularly and keep agendas and sign-in sheets, there are no formal departmental meetings or intentional common planning times. Vertical communication with an intentional focus on key curriculum transition points is rarely discussed. There is no formal curriculum committee. Teachers are not always involved in the selection of curriculum and materials. Classroom teachers receive 504 plans and Individualized Education Plans at the beginning of the year. Many students with special needs attend regular classes for core-instruction; however, they do not always have access to the academic core. Special needs students are sometimes grouped and separated from other students in the classroom. These students are sometimes referred to as students who can’t do the work.

Standard 1 Recommendations:

The district and school should develop a curriculum committee for the purpose of developing and implementing a strong curriculum. It is necessary for leadership and teachers to serve on the curriculum committee. Key people from each grade level should be selected to meet with other grade levels and content areas for continued curriculum discussions and review throughout the year. A curriculum should be implemented for the Parents At Large or Join a Mentor class to maximize instructional opportunities for all students in an effort to improve its school improvement goals. The curriculum selected should be customized to meet the needs of all students. An enrichment class should be considered for those who have demonstrated proficiency on state exams.

Standard 2 Findings (Classroom Evaluation/Assessment): There is no board policy addressing classroom assessment practices and the need for frequent, rigorous assessments that are aligned with Arkansas Curriculum Frameworks. Some classroom

assessments in literacy, algebra I, and geometry are developed by Target Tests that are created from Benchmark Released Items. Target Tests are administered quarterly and used as interim assessments. Most teachers use classroom assessments that are text-book generated. Some of the questions require the students to use critical thinking at the higher levels of Bloom's Taxonomy such as interpreting and evaluating. These higher-level questions are limited to paper-pencil tests in most classrooms. There is little evidence of authentic or performance-based classroom assessments used during daily instructions. No system is in place for school leadership to monitor the development and effective use of frequent, rigorous, authentic assessments that require students to use higher-order thinking skills. The master schedule is not designed to allow teachers the opportunity to collaborate within content areas or across grade levels. Teachers meet once weekly after school. Few students are able to articulate what they should know and be able to do to be proficient on classroom tasks. Most students know that proficient means good work. They are not able to describe what they need to do in order to receive a proficient score. School leadership and staff members do minimal disaggregation of test data to identify curricular gaps although test data was the topic of discussion for the first nine weeks. There is no formal process by which teachers analyze the test data to identify curriculum gaps and overlaps. Curriculum overlaps are not a concern of the secondary teachers. There are no data walls representing ACTAAP data. Classroom instruction is not always impacted by test data. Classroom assessments are graded for percentage correct or points earned and as not intentionally analyzed to determine the level of instructional effectiveness or make modifications in future instructional practices. Teachers do not always provide meaningful feedback that would guide future student learning and result in improved performance. Student motivation and lack of drive are cited by many teachers as the cause for the Strong High School's historically low test scores on the ACTAAP.

Standard 2 Recommendations:

Training on how to design and use rubrics should be conducted by the school leadership team that ensures all classroom teachers are using this tool consistently. District and school leadership should provide all teachers with training in the use of protocols for analyzing student work. This training should include how to analyze teacher-developed classroom assessments. Analysis of student work across all content areas should be used to identify individual student strengths and needs, and to inform the modification of future classroom instructional practices. Much vocabulary work observed in the classrooms was low level. Students were being asked to look in the glossary and write down definitions. Students may not have the vocabulary or skills to deconstruct an item on the standardized tests. School leadership and teachers should look for strategies for helping students dissect test items for the sake of determining what the task is and what steps are needed to solve or produce an accurate answer.

Standard 3 Findings (Instruction):

Most classroom instruction is teacher-centered and includes lectures, whole-group instruction, and worksheets. Few teachers use research-based instructional strategies that accommodate students' learning styles and multiple-intelligences. Classroom activities seldom require students to use higher-order thinking and problem-solving skills. Interdisciplinary connections are seldom intentionally included in lesson or planned collaboratively among content-area teachers. A limited number of teachers include culturally-responsive lessons in their curriculum. Most instructional strategies are not

aligned with the student learning goals identified in the ACSIP. Teachers are expected to use the Goal, Access New Information, Application, Generalize the Goal (GANAG) teaching schema in the planning lessons. Most teachers choose teacher-centered strategies such as lecture, note-taking, memorization, and teacher questioning from a checklist of instructional strategies on this form. School leadership does not evaluate the impact of professional development on teachers' content knowledge and professional practice. All administrators and faculty members have Professional Growth Plans on file, which were created in September and October 2012. Teachers earn 60 hours of professional development each year, which include activities required by the state and school personnel. They may also choose to participate in PD outside of the district. Some teachers stated that PD needs to be more hands-on and job embedded. Minimal functional technology is available. Few teachers use technology for instructional purposes. Several items on faculty technology inventories are reported as broken, obsolete, damaged, not connected, or inoperable. Two common computer labs are not being utilized by teachers. Interactive whiteboards are being used only as projection screens in some classrooms. Some teachers do not have functional computers on their desks. A mobile cart of laptop computers and a mobile cart of iPads are available for checkout to teachers to provide student access to the internet and word processing. Calculators like those allowed for the ACT are provided in math classrooms. Lesson plans do not reflect integration of student use of technology to improve learning. One teacher accompanies students to the media center for them to be able to complete Accelerated Reader assessments. Grades are submitted through Edline. Edline is often times inaccessible. Textbooks are the primary instructional source used in most classrooms. Teachers do not have common planning times. Teachers with the same prep time seldom utilize it to collaboratively plan lessons and units of study, develop common assessments, analyze student work, or evaluate the impact their instructional strategies are having on student learning. Most teachers state the purpose of homework is to finish independent practice that was assigned in class. Specific teacher feedback, including point-in-time remediation as specified in the ACSIP, is seldom provided for individual students.

Standard 3 Recommendations:

Feedback from the Classroom Walkthroughs must specifically target student-centered strategies. School leadership must provide effective modeling of student-centered strategies in all classrooms, repeatedly observe teacher practice, and provide feedback and retraining as needed. Observation in and of itself will not impact performance. Educational technology research shows that technology should be integrated, not as a separate subject or as a once-in-a-while project, but as a tool to promote and extend student learning on a daily basis. Unused computers, interactive whiteboards, and document cameras taking up space in classrooms and in storage should be used regularly to support what is being taught. It is crucial that professional development be specific and job-embedded for teachers in all curriculum subject areas. Emphasis must be based on student-centered instructional strategies that will promote student performance, specifically in math and literacy across the curriculum. Common plan times for like-subject areas should be provided. Teachers could be assigned a focus walk with follow-up time for reflection.

Standard 4 Findings (School Culture):

Local school board policy has not been adopted that would address a supportive, safe, and healthy learning and working environment. Fire evacuation diagrams are not posted in many classrooms. The middle school building, as well as some high school classrooms in the main building and adjacent buildings, need to be thoroughly cleaned, repaired, and maintained in a number of areas in order to make them more conducive to learning. Some outside doors remain unlocked and mostly unsupervised. Video surveillance cameras are installed inside and outside of the buildings. The video monitor at the high school is in a workroom and is not monitored. At the middle school building, the monitor is in the dean's office. Leadership does not create experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning. Many staff do not believe children can learn at high levels. A commitment to high academic expectations for all students is not being demonstrated in most classrooms. Most classroom instruction is being delivered at low levels and does little to challenge or engage students in the learning. Teacher expectations for raising the level of student achievement are low. Many teachers do not hold students to high expectations academically or behaviorally. Instruction is not bell-to-bell. Some students, especially those in special education, are isolated in some classrooms and not held to the same expectations as other. Some teachers did not implement effective classroom management. Call-outs were frequent. Off-topic, sidebar conversations by students were distracting to lessons. Procedures and protocols are not evident. Rules are posted in most classrooms. Adherence to the rules is not the standard in most classrooms. Perceptual data reveal that not all teachers accept their role in student success or failure. Students do not evaluate teacher performance. Staff are not intentionally assigned to maximize opportunities for students to have access to the staff's instructional strengths. Math scores are declining. Additional time added to the school day is not used to provide supplemental math instruction. Parents At Large and Join A Mentor time scheduled is not structured with a curriculum that supplements math or literacy instruction. All students have been assigned to Parents at Large and Join A Mentor time. Students are not assigned based on learning needs. Few teachers use this time to serve as a mentor or advocate for students. For homes with access, Edline provides opportunities for parents to check grades. Edline is often inoperable. Many parents do not have computers at home. Two computers are available for parents in the parent center. The center has not been accessible to parents yet this year. Multicultural education is not addressed in most classrooms. The physical, cultural, or socio-economic characteristics of students are not minimized in the culture of many classrooms.

Recommendations for Standard 4:

All facilities need to be repaired and cleaned by stakeholders immediately. Research indicates that lack of cleanliness and/or poorly kept facilities in schools influences student attendance or performance. Celebrations of student work throughout the school would give students pride in their work and give them some ownership in the school. The quality of school facilities is a factor in student and teacher attendance, teacher retention, recruitment, child and teacher health, and the quality of curriculum taught. All stakeholders (administrators, teachers, classified staff members, students, parents, and community) should participate in a campus clean-up that includes general cleaning and painting. When planning and delivering lessons, teachers must immediately begin learning and implementing engaging teaching strategies to improve classroom management. "Cochrane's Top Ten Interactive Learning Non-Negotiables" would be a

good resource for this. The first three are: 1) Essential Question – What is the intended goal of the lesson; 2) Activating Strategy – an activating strategy is something that gets students actively thinking or making a connection with the material being presented that day; and, 3) Relevant Vocabulary – must be present in the lesson. Should be limited to what your students are able to handle and must be used throughout the lesson.

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

The school, families, and community groups are not active partners in implementing procedures that remove barriers to learning for all students. There is a school policy for parental and community, but it is not fully implemented. The school does not actively solicit continuous and sustained assistance and participation from all stakeholders in the learning and planning process. The counselor serves as the parental involvement coordinator. There is a teacher who has been assigned as the parent facilitator to organize and manage parent involvement activities at Strong High School. To date, no parental involvement committee has been established. There is no functional parent/teacher organization. The local school board has adopted a policy to ensure access to a common academic core. The policy has not resulted in a learning atmosphere that enables all students to master the skills required by the state curriculum frameworks. Parents At Large, a remediation program for all students, has been implemented for the school year 2012-13. Students are randomly assigned to meet with a specific teacher daily. Individual student needs or teacher strengths are not a consideration when making assignments. Two days are designed for literacy and two for math. One day is for mentoring activities and is called Join a Mentor. There is no school-wide curriculum for this remediation. There are no school-wide guidance programs that focus on providing support services that remove barriers to learning. The school/district organizational structures and support for instructional have had limited impact on reducing barriers to learning for all students. Effective questioning strategies and reflective processes are not common practice. Few staff use differentiated instruction, multiple forms of assessment, or strategies to address multiple intelligences. Leadership has not provided continuous and sustained professional development on the impact of cultural difference on learning for all faculty and staff. There is no formal written procedure to refer students for health and social services or identifying students who experience learning problems. Teachers make referrals through personal contact with the school counselor or principal. Limited opportunities are provided for students to receive experiences beyond classroom instruction. Juniors and seniors have the opportunity to enroll at South Arkansas Community College for afternoon vocational and technical classes. Strong provides the transportation.

Standard Recommendations:

School leadership, along with the school's parent coordinator and parent facilitator, should begin to intensify collaboration with parent leaders to find ways to involve and recruit parents and families in the academic decision-making process. A parent involvement committee should be organized immediately. The membership should include all stakeholders. The parents on the committee should reflect the diversity of the school. Meetings should focus on areas of concern that are specific to the school and community such as ways to improve mathematics and literacy, communication between home and

school, parenting skills, and helping children at home. School leadership should establish a Student Council. Student leaders, recognized as stakeholders, can provide student projects. Student remediation is a critical part of achieving student success. School leadership, along with classroom teachers, instructional facilitators, and remediation teachers should immediately determine the impact of all remedial/intervention services and programs that are intended to increase student achievement. Input from the staff should be on a regular basis and individual student level and remediation and supplemental programs should be developed that would target these specific students. Data must be continuously analyzed to ensure student success. It is imperative that Strong High School re-evaluates the Parents At Large/Join A Mentor period that has been designated for remediation. First and foremost, both student and parent should know the individual student's test scores, and why the student needs remediation and how it impacts his/her overall educational performance. Instructional facilitators should identify students most in need of remediation by data gathering. Other students can be assigned to remaining teachers for varied activities that could address overall student weaknesses that can be easily scored. One day can be used to complete the assignment and the next day can be for review. One day a week should be devoted to silent reading. Students, who will be taking the ACT, and not needing remediation, could be grouped together for ACT preparation in a computer lab. In making teacher assignments for the students in need of the most radiation, it is imperative that the students' needs are matched with teacher strength. The on-going professional development should include training both on how to use the hardware and software and how to design instruction to maximize student learning that is inclusive of the available technologies.

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

The Leadership Team at Strong High School is primarily responsible for determining what professional development opportunities are made available with minimal input from teachers. The district does not always provide relevant or content specific professional development to teachers. Teachers sometimes attend training outside the district when they are available on the budget allows. A few teachers are unaware of additional opportunities that are available outside of the mandatory professional development opportunities. Job-embedded professional development is minimal. The district has made some efforts to make professional development on-going by scheduling mandatory meetings mandatory every Wednesday afternoon. The ACSIP plan also specifies that training regarding data disaggregation will be made available and data walls are used to drive instruction and build instructional capacity throughout the school. Classroom assessments are displayed on posters titled "Data Wall" in most classrooms but offer limited information and are specific to classroom assessments. PD development offerings and meetings are led by members of the leadership team with little teacher input on topics or the agenda. Instructional strategies and student data are sometimes discussed at the Wednesday meetings. Few teachers are responsible for items in the ACSIP. There are no common planning times for content specific meetings and few opportunities for departmental meetings. The ACSIP mentions utilizing instructional facilitators to assist teachers with professional growth needs. Instructional facilitators are assigned many additional duties and spend much of their time at the elementary campus of fulfilling obligations other than providing assistance to teachers. Most teachers have

Professional Growth Plans but cannot articulate how it is impacting student performance. There is not an intentional focus in the district ACSIP to address the instructional leadership and professional development needs of the building administrator. Most professional development is not specific to the principal is done in conjunction with the training that staff are receiving. Classroom Walkthroughs are being conducted regularly and teachers receive feedback, but some teachers were not able to articulate how to use the feedback to improve instruction.

Standard 6 Recommendations:

Although quality teaching begins with a teacher's formal education, 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 principal should conduct comprehensive evaluations on a regular basis. Comprehensive evaluations are critical in the advancement and improvement of teacher abilities. Teachers who are not growing professionally should be placed on an assistance plan or an improvement plan with targeted areas of concerns and corresponding actions that will lead to improvement. A professional learning community is not meeting. It is an ongoing process in which educators work collaboratively to achieve better results for all students. It is a culture of collaboration. In a professional learning community, professional development is job-embedded and continuous. Colleagues learn and grow from peers. Teachers should be willing to model strategies or practices that have proven effectiveness in the classroom. Teachers should find and share research-based strategies, implement them, and collegially discuss the rationale behind successes or failures. Teacher apathy must be replaced with high expectations and teachers must work together to ensure learning for all students. Daily common planning times and periodic department meetings should also be considered.

Standard 7 Findings (Leadership):

The display of multiple versions of the mission and vision statements throughout the building causes some confusion as to the school's vision and/or mission beliefs. Statements dated 2003, 2006, and 2011 are found in many classrooms. Other stakeholders including community members, parents, and classified staff were not involved in the process of reviewing and developing the vision/mission. Leadership does not intentionally base decisions on student academic performance data. State assessment data are analyzed by the principal and instructional facilitators as part of the ACSIP review process. Many teachers are not proficient in the disaggregation of state assessment data and how to use the data to guide instruction. School instructional facilitators meet weekly with the teachers. Many teachers are not aware of how student achievement data can be best utilized to impact student academic performance. Arkansas Curriculum Frameworks have been provided to staff members. The Northwest Arkansas Instructional Alignment Pacing Guides have also been provided to teachers. Instructional strategy modeling is limited in the secondary classrooms. School leadership states that minimizing class disruptions is a goal aimed at increasing academic learning

time. Many students were observed entering and exiting the classrooms during instruction. The local school board does not have a policy for protecting instructional time. Bell ringers are used in some classrooms. Most bell ringers are not relevant to the day's learning objective. Most stakeholders indicate that the thirty minute time slot for Parents at Large is having no positive impact on student learning. The time is unstructured and lacks a clear focus and purpose. Teacher resources and materials including instructional technology are lacking in most classrooms. Much of the available technology is not being used due to lack of teacher training, software not available, or equipment in need of repair. The principal involves most staff members in discussions regarding student performance. These discussions are not for the purpose of determining the root cause of a high percentage of students scoring below proficient on ACTAAP and classroom assessments. Few stakeholders express a sense of urgency for improving the school.

Standards 7 Recommendations:

Leadership must immediately make a concentrated effort to involve all stakeholders in the task to dramatically increase student academic performance. A public forum involving all stakeholders must be conducted to directly communicate the seriousness of the situation and the potential consequences of continued low student achievement. District and school leadership must develop and implement a plan of action that involves the school community and that also holds everyone accountable for the results.

The principal must begin immediately to build the capacity of the school's faculty and staff. Creating a culture of professionalism among the faculty and staff is imperative to the effort to build a professional teaching staff that will take personal responsibility for student learning and become passionate about teaching. Teacher turnover is a serious problem at Strong High School that must be corrected. A few ways to raise the level of professionalism of the staff are: Involve teachers in the decision-making process, encourage teachers to grow professionally by attending training that directly relates to their subject area, joining professional organizations, and reading professional journals. The principal must immediately begin to monitor teaching and learning with an intentional focus on increasing rigor in every classroom. This intentional focus must include a requirement that teachers raise expectations for all students in all subject areas.

Standard 8 Findings (School Organization and Fiscal Resources):

The master schedule is designed to afford students access to curriculum necessary to meet state graduation requirements. The majority of the staff has six year or less (35% have less than three years experience and 65% have less than six years experience). Expenditures of discretionary funds generally do not intentionally impact the school's goals to improve literacy and math. The district does not conduct a needs assessment for budget planning with the staff and other stakeholders. There is an established procedure for requesting funds to implement actions identified in the ACSIP. This includes recommendations from the school principal and the leadership team. Teachers have limited technology in their classrooms. At least once classroom teacher has no classroom computer for personal or student use, and one teacher provides a personal computer for his school use. The district has purchased a mobile lab of twenty-five Think Pads and twenty-five iPads. A technology coordinator is employed for two periods each day, and two technology technicians are contracted two days each week to help with installation and trouble-shooting.

Standard 8 Recommendations:

Student and teacher use of technology must become an integral part of student learning. All teachers should provide integrated technology for student use to promote creative and higher-order thinking and give students an alternate ways of showing what they know through a variety of measures available through technology software. The principal and technology coordinator should seek technology-savvy teachers to model for others ways to use technology as an instructional resource in the classroom. Students must be given opportunities such as writing projects, digital storytelling, PowerPoint presentations, etc., to demonstrate learning using other technology. Interventions for at-risk students and the accompanying resources should reflect high expectations to remove barriers to learning. The staff must take advantage of very available minute to help students improve student learning. The school is to be commended for scheduling a daily thirty-minute block to address achievement needs for students. The current use of this supplemental class is resulting in wasted time. The current thirty-minute Parents At Large program designed to provide additional instruction each day should be examined by the Leadership Team to evaluate the extent to which this intervention meets the goals of improving student achievement. Data should be continually gathered and analyzed for prescriptive planning of interventions with the goal of specifically targeting instruction to the needs of these students. The district should consider reallocation of funds to provide an incentive plan for teacher recruitment and retention.

Standard 9 Findings (Comprehensive and Effective Planning):

Many members listed on the ACSIP committees had limited or no input into the plan. The school is displaying several different mission statements; a different one in the ACSIP; and another on the school's web site. Data are not always intentionally used for the purpose of decision making to impact teaching and learning. Perceptual surveys are not conducted regularly by leadership to determine strengths and weaknesses of the school in meeting student needs.

Standard 9 Recommendations:

The principal, along with the district leadership (local school board and superintendent) must create a sense of urgency for change. The school's performance is owned by all stakeholders. Share ownership with other stakeholders by listing them as responsible persons for actions that impact teaching and learning. Every teacher must teach literacy and math across the content areas. The principal must confront poor performance in teaching and learning. No teacher in the high school is currently on an improvement plan. If a teacher is not teaching, collaboratively, write an improvement plan with deadlines and based upon data, coach and support them, and then reassess their performance with student learning data. If they do not meet your expectations, find teachers who can. The principal must lead stakeholders in creating a school plan that is doable.

District Actions:

Based on school performance data, the district and school leadership determined that the school's focus must be to improve academic achievement for all students in the core content area subjects, including literacy, mathematics, and science. The school has teachers now enrolled in both Literacy Curriculum Design and Math Curriculum Design.

The school has contracted with The Learning Institute to aid teachers in creating curriculum that is aligned with the state standards as well as pacing guides to use in the delivery of the curriculum. TLI assessments are taken as interim assessments in order to monitor the needs of students. Disaggregation of data and how to use it to drive instruction and meet the remediation of individual or small groups of students is being provided.

An effort to increase parent/involvement is under way. Parents are asked to participate in various committees within the school i.e., the ASCIP Committee, the Parent Involvement Committee, etc. Parents are contacted by phone and through written correspondence to encourage them to attend meetings and student progress conferences. The school continues to develop strong community partnerships to increase the stakeholder commitment.

Training is being offered for differentiated instruction so that teachers can learn better strategies for meeting all student needs. Differentiated instruction (DI) is appropriate for all levels of students. DI includes ways to present the same lesson in different ways and provide different types of assessments in order to ensure that all students have access to the same core instruction.

The LEA is working closely with the state to ensure the ACSIP model is reflective of the activities of the school. The district has been assigned a school improvement specialist from the ADE who meets weekly with the leadership team to work on issues at the high school that needs to be met.

The LEA will support the school leadership in recommending policies for the board to create in reference to needed procedures and practices. The principal will work closely to build capacity between self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

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

The LEA is currently providing training in the following areas:

- Math Design Collaborative (MDC)
- Literacy Design Collaborative (LDC)
- Unity By Design (UBD)
- AP and Pre-AP Training

It is felt that training in these areas will help teachers implement a more student-centered classroom as opposed to the current teacher-centered. The classrooms have been text-book and worksheet driven with low achievement results. This has become a top priority for change at the high school.

The school has contracted with The Learning Institute (TLI). The TLI provides interim assessments that have a high rate of predicting which students will be proficient on the state assessments. The assessments provide a list of skills that each student needs for remediation. TLI works with teachers to create pacing guides that help teachers pace their lessons and teach all the prerequisite skills needed for each grade level.

The school has implemented the Teacher Excellence Support System. This system provides administration with an evaluation instrument. TESS provides districts a transparent and consistent teacher evaluation system that ensures effective teaching and promotes professional learning. This system provides feedback to the teachers, that is designed to improve their knowledge and instructional skills, in order to improve student learning. It also provides a basis for making teacher employment decisions.

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

Strong School district has a high poverty population as evidenced by the 89% free and reduced lunch count. Poverty in this area is generational and leads to many issues for the student population; however, with the unemployment rate being so high, a lot of the population has been affected. The area is largely agricultural with just a few people owning most of the land.

Strong has no cultural or enrichment opportunities to speak of for students except for church activities. The students must be taken to Little Rock or Memphis, or somewhere else in the state to experience any type of real cultural experience or build any type of background experiences in so many areas. The students often have limited access to technology at home. Some students may have a older cell phones or a computer, but families can't afford to pay for internet access.

Through funding of the 1003g grant, additional personnel will include a full time technology coordinator to be housed on-site and help with all the new technology and the maintenance and issues that come with new technology. According to research, some students who are not successful in the traditional classroom may experience success through an alternative curriculum. The school has no Credit Recovery Program. The School By recovering credit, students will be more likely to graduate on time. The two primary indicators of on-track graduation indicators are course completions and credit accumulations. The technology coordinator will also manage the Credit Recovery Program.

Professional development will be provided in Common Core Content Standards with a focus on actually implementing the Common Core State Standards with fidelity. A model of continuous support professional development will be implemented so that teachers will be introduced to a strategy, have the strategy modeled for them, and then apply the strategy in their own classrooms under supervision. This model will occur over and over again for the teaching staff until they become comfortable and proficient with the strategies. Based on the results of the 2012 Scholastic Audit, it is imperative that the school provides intensive professional development training in the areas of instructional strategies and the implementation of these.

Recently, the school has partnered with the Office of Long-term Care in Little Rock for the services of an R.N. The school would hire a licensed social worker to work with students who have a need for other services or resources. These might be students have a high degree of absenteeism, high numbers of tardies, or exhibit continual behavior problems. The social worker will work with students and/or their families to link them with necessary social services as well as alternative coping skills. This person will also conduct small group sessions on teen suicide, anger management, avoidance of high risk behavior, resilience strategies, and goal setting. The social worker will work with the Parent Involvement Coordinator in order to go into the community conduct home visits for those students who are truant or are performing poorly in school.

PLC meetings will take place on a weekly basis. Data will be the driving force behind all decisions made at the high school. Teachers will be taught how to disaggregate the data on a deep level and to look for and analyze the root cause of trends that are being seen over time. This continues to be an area of concern that needs to be addressed with the staff. At this point in time, the staff does not take any initiative to determine the causes of low academic achievement, nor does a lot of the staff as a whole seem to accept any of the responsibility for low academic achievement. This is a large part of the teaching culture that must be changed.

The school has no credit recovery program at this time. With the purchase of new technology, a credit recovery program can be established for those students who would benefit from such a program.

By implementing the transformation model the school will be able to offer more relevant, research based and job-embedded professional development designed to increase student academic achievement and teacher effectiveness. Professional development will be offered to teachers on disaggregation of data and how to use this data to drive instruction. Teachers will have more training and as a result, more input in the ACSIP. Through the development of a Professional Learning Community, the teachers will learn to collaborate, analyze data and use that information for creating more appropriate lesson plans. We will have outside consultants to facilitate these meetings the first year to ensure the fidelity of the implementation and the carryover to classroom practices. Teachers will receive intensive training and modeling in the classrooms on research-based, best practices in order to begin to change the culture in the classrooms and the mindset of teachers regarding low expectations of students.

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).

Benchmark assessments, End of Course Assessments, and TLI data were used to help determine which model would be most appropriate for the school. The superintendent met with building leadership to discuss the aspects of the grant. The building leadership met with the leadership team to discuss the possibility of acquiring the grant and the needs of the school were discussed.

The scholastic audit (conducted in 2012) provided a lot of recommendations regarding the need for instructional change in the classrooms, the need to establish a PLC, and the need to begin both a cultural and mindset change for faculty, students, parents, and community members.

A perceptual data survey (required by the ADE for use by the audit team) was administered. The survey was completed by approximately 50 parents, 144 students, 22 teachers, the principal, and the superintendent. Approximately 28 percent of responding parents don't know or disagree that their child's teachers have high expectations. The same percentage does not know or disagrees that their child can get extra help if he/she needs it. Approximately 60 percent of responding students don't know, disagree, or strongly disagree that teachers and principals care about them. Approximately 67 percent don't know, disagree, or strongly disagree that their schoolwork is relevant to real life and preparing them for the future. About 58 percent of students responding don't know, disagree, or strongly disagree that if they had a problem, adults in the school would listen or help them. Of 22 teachers responding, 10 do not know or believe the instructional program is challenging. Approximately 36 percent of teachers don't know, disagree, or strongly disagree that whether or not a student succeeds is up to the teacher. The same percentage did not know, disagreed, or strongly disagreed that the professional development training improved student achievement or they had the opportunity to develop their skills. Building leadership and district leadership differed on answers to items about curriculum, instructional capacity, and disaggregation and use of data. ACSIP goals are generally about increasing the numbers proficient or advanced and, therefore, attaining a higher annual measurable objective (AMO) percentages for the school. Perceptual data are not always used to determine school improvement goals or identify perceived needs or strengths in the school. ACSIP goals are generally stated with no measurable terms. Each priority has an action that provides the evaluation tools that will be used to determine the effectiveness of each priority as required by the ADE. Timelines are the same for all actions. Administrators are listed as persons responsible for the majority of actions in the plan. Modification of ACSIP do not always reflect changes in data. The ACSIP is a compliance document and not fully implemented in all classrooms. The ACSIP rarely impacts classroom practice or student performance. Few stakeholders express a sense of urgency for improving the school.

Recommendation

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

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

The school has worked this year on providing more job-embedded professional development. The literacy facilitator is working with teachers in order to develop curriculum units. The superintendent has been out in the community trying to foster new relationships with parents and community members. The district has partnered with the Office of Long-Term Care in Little Rock to provide the services of an R.N. in order to provide more health services for the students.

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

The LEA, school board, faculty, staff, and other stakeholders are fully committed to implementing an intervention model at this school that would help increase the academic achievement of the students, increase the instructional expertise of teachers, and improve parent/community involvement. All parties recognize the need to make widespread improvements throughout the school.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
Yes, the Strong High School has Mrs. LaDonna Spain assigned as the school improvement specialist. The LEA works in conjunction with Mrs. Spain every week and by phone and e-mail during times that she is not on campus. The school has been very supportive in all of her efforts.

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

There is only one high school in the district.

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

The district will be replacing the high school principal this year. We have a literacy and math facilitators who has been on staff for many years and they both have done a lot of work on TLI, pacing guides, and the creation of units pleased with the results. The school has a counselor and parent involvement coordinator.

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

The LEA will advertise for any positions that may come open. Any new staff must be highly qualified in the area they will be teaching in. Potential staff will be interviewed by a committee that will include leadership and lead teachers at the school.

7. Review the history of the LEA's use of state and federal funds.
The LEA uses state and federal funds to provide the following:
 1. professional development
 2. technology needs
 3. supplemental materials for technology in literacy and mathematics in the classroom
 4. additional personnel such as counselor, instructional facilitators, parent coordinator, etc.
 5. supplemental point-in-time remediation during the day and after school.

All usage of funds are based upon needs assessments and are geared to the goal of closing the achievement gap

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

Strong will use carryover Title I and NSLA funds to supplement 1003g funding.

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

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

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

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

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

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

Transformation

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

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

The district will be hiring a new high school principal. It is felt there are few barriers to the transformation model. Barriers might include working with the some veteran teachers who often have a “hard to change” mindset and the amount of time that a school can ask teachers to actually use their planning periods for conferences, principal meetings, and working with consultants. The external provider will be working with teachers on days that are scheduled for professional development days and early out days. In addition, the consultants will be working side by side with the teachers and students in the classrooms modeling instructional strategies, classroom management techniques, and technology inclusion in instruction. They will also facilitate PLC meetings and work closely with administration in order to implement a top-down model of transformational change.

ACT 35 of the Second Extraordinary Session of 2003 (see A.C.A. § 6-15-401 et seq.), Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf). Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act” [hap://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

There are no district policies that would exclude or impede the implementation of the transformation model. There are many policies that would actually support the transformation model. District policies support job-embedded professional development, the implementation of research-based instructional strategies, data-driven instruction and assessment, and recruitment and retention of high quality staff.

The district has recently hired a new superintendent. This new administration is ready to implement changes that have long been needed at the district. Since it is difficult to attract teachers to such a rural and remote area, the district would like to implement an incentive plan tht would entice and encourage high-quality teachers to at the school.

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

At this time, there are none.

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 LEA will replace 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.

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

There are no district policies that would exclude or impede the implementation of the transformation model. There are many policies that would actually support the transformation model. District policies support job-embedded professional development, the implementation of research-based instructional strategies, data-driven instruction and assessment, and recruitment and retention of high quality staff.

The district has recently hired a new superintendent. This new administration is ready to implement changes that have long been needed at the district. Since it is difficult to attract teachers to such a rural and remote area, the district would like to implement an incentive plan that would entice and encourage high-quality teachers to at the school.

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

At this time, there are none.

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:

At this time, there are still questions as to whether or not a school that restarts using a SIG can be considered as an open enrollment charter or a conversion charter. A conversion charter is still operated by the district. (At this time, it appears that federal regulations for SIG require the charter to be restarted under the direction of a non-profit Charter management organization or a for-profit Educational Management Organization.)

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

There are no district policies that would exclude or impede the implementation of the restart model.

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

At this time there are none.

Education Management Organizations

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

There are no plans for implementation of this model.

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

Closure

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

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

There are no plans for this model.

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

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

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

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Educators Consulting Services	N	Y	Consulting, job-embedded professional development, leadership in school improvement, technical assistance	ECS has worked with several schools this year as an external provider and is experiencing success in those schools. They are helping schools establish a PLC community by providing professional development and modeling in the classrooms based on data analysis.
District Staff	N	Y	Support, data analysis, curriculum mapping, research based instructional strategies	District staff is in place and/or will be hired to support the needs of the students.
County Health Department	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.
South Central Service Cooperative	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and

ADE School Improvement Specialist Mrs. LaDonna Spain	N	Y	Provides technical support	The school improvement specialist is assigned to the school by the ADE
Office of Long Term Care (Little Rock)	N	Y	Provide the curriculum for students to become certified as CNAs	This is an entity out of Little Rock, Ark.

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)
Educators Consulting Services	N	Y	Consulting, job-embedded professional development, leadership in school improvement, technical assistance	ECS has worked with several schools this year as an external provider and is experiencing success in those schools. They are helping schools establish a PLC community by providing professional development and modeling in the classrooms based on data analysis.
District Staff	N	Y	Support, data analysis, curriculum mapping, research based instructional strategies	District staff is in place and/or will be hired to support the needs of the students.
County Health Department	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.
South Central Service Cooperative	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and strong support in school initiatives.
ADE School Improvement Specialist Mrs. LaDonna Spain	N	Y	Provides technical support	The school improvement specialist is assigned to the school by the ADE
Office of Long Term Care (Little Rock)	N	Y	Provide the curriculum for students to become certified as CNAs	This is an entity out of Little Rock, Ark.

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)
Educators Consulting Services	N	Y	Consulting, job-embedded professional	ECS has worked with several schools this year as an external
District Staff	N	Y	Support, data analysis, curriculum mapping,	District staff is in place and/or will be hired to support the needs of
County Health Department	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.
South Central Service Cooperative	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and strong support in school initiatives.
ADE School Improvement Specialist Mrs. LaDonna Spain	N	Y	Provides technical support	The school improvement specialist is assigned to the school by the ADE
Office of Long Term Care (Little Rock)	N	Y	Provide the curriculum for students to become certified as CNAs	This is an entity out of Little Rock, Ark.

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

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: N/A

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

The Transformation Model

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

The LEA would advertise for the position of principal in order to fill the vacancy. The new leader must be certified in the TESS system in order to complete teacher evaluations. They must possess leadership skills that can motivate and encourage the staff to increase their instructional skills. The new leader must possess the ability to motivate faculty and staff, students, and the parents/community to turn the school into an academically successful place where all students can learn.

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

Currently, the school this would rather retrain and mentor the staff by providing them with opportunities to achieve based on the personal improvement plans or their own growth plans. We want teachers to see how all instruction and assessments should be grounded in student data and how that data must be analyzed periodically. The new leader will be able to schedule and provide job-embedded, research based professional development to teachers based on their professional growth plans and/or observations.

The new leader will be working with consultants who have had years of experience and will bring a new perspective to the district and new ideas including performance management, classroom management techniques, increased accountability, etc. The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data, and build a stronger staff and student body.

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

The LEA will strongly support the transformation of this school. District leadership recognizes the need for a sweeping change that affects all stakeholders (students, staff, parents, and community). While the transformation model allows you to work with and retrain current staff, it also allows the latitude to make certain that teachers know they must either transform or find employment elsewhere. The TESS is currently being implemented and next year will be the second year of implementation. Teachers who are in Track One will receive intensive support they may not have gotten in the past.

Consultants that will be providing job-embedded, research-based professional development will bring a new dimension to PD. The PD model (based on the gradual release of responsibility model) will provide training, support, and monitoring that doesn't occur in typical professional development. These same people can make aware that change is imminent and that could be a good thing.

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

All decision-making must become student centered. It can no longer be based on what teachers or administrators want - but what students need in order to be academically successful. When teachers and instructional leaders attend the Professional Learning Community Summit, they will come to recognize that all decisions are based on data. All decisions made regarding the master schedule, planning periods, staffing, etc., will be made based on student needs, student achievement, and creating a learning environment where all children can learn. The ECS consultants will help in providing assistance for a new master schedule and determining what classes may need to be double blocked, improvement plans for staff, and implementing a curriculum that includes rigor and relevance for the students. This will include preparation and implementation of the new Common Core Standards.

There will be greater flexibility in hiring, budgeting, and the use of time in order to support the new innovations including new technology (iPads) required in order for the transformation to be successful. The new school leader will be given latitude to work with consultants in making changes that include time, space, personnel, technology, and materials and supplies needed to develop the academic achievement programs, new innovative student support programs, new technology programs, parent involvement programs, etc.

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 Professional Learning Community concept will be strongly supported once the staff has received training and begins to fully understand the concept. The district supports on-going training in this concept and understands that the on-going, job-embedded professional development is key to the success of this model. Change has to begin in the classrooms with the teachers. The key to this model will be having the support staff on the campus continuously, the modeling for teachers and students, and the implementation of enrichment activities for students including increased parent involvement, mentoring, field trips, and other positive changes.

The new leader will be supported by having appropriate professional development provided to the staff that will support the transformation model. Through the professional development and consultation, the leader and teachers will learn how to build capacity. High expectations will be in place for students - but they will also be in place for teachers as well. Sustainability will come as a result of improving professional practices, over the long term, by confronting the pervasive culture of low expectations, and by implementing a more systemic approach to the education of the children of this high school. The The district leadership will conduct regular meetings with administration and external provider consultants to keep current with what is happening and the results on a weekly basis.

The district is open to making many changes that can positively effect the academic achievement of the students and increase involvement of parents and community. The district will empower the school leadership to implement a collaborative planning and implementation process within the building and support them throughout the process.

The principal will have assistance in conducting CWT's, dissaggregation of this data, and of student data to determine instructional changes that must be made in order to meet the needs of the students. The district fully supports the model that has been proposed. They are ready to provide the leader with the time, technology, and any necessary training needed to aid in the implementation of this model.

The Turnaround Model

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

In order to find enough teachers in the Turnaround Model, the LEA would have to resort to outside resources. This would include having to find teachers using the help of the ADE, colleges from around the state, Teach For America, and any other available resources. It would be necessary to develop an intensive recruiting campaign on a state and national level.

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?

The LEA will be hiring a new principal at the high school. The LEA would advertise for the position of principal in order to fill the vacancy. The new leader must be certified in the TESS system in order to complete teacher evaluations. They must possess leadership skills that can motivate and encourage the staff to increase their instructional skills. The new leader must possess the ability to motivate faculty and staff, students, and the parents/community to turn the school into an academically successful place where all students can learn.

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

The LEA would provide high quality professional development in the hope that it would attract new teachers. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and technology.

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

The District would convene a Committee that would establish criteria for determining what we would be looking for in new staff. This criteria would then be tied to interviews to all previous staff as they were reinterviewed to see if they would be rehired or not. Teachers who were not rehired would be notified before contracts were issued according to state/district guidelines.

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

N/A

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

No other schools in district

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

No surplus staff would be retained since there are no additional high schools in district.

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 district would rely on an external provider to help conduct a turnaround model. The district would rely on external providers, school improvement specialists, and intensive professional development if the turnaround model were to 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 district needs to establish on-site, school-level improvement teams that would include external providers, administration, teaching staff, parents, students, and community members. The district will work to ensure that restructuring options will reflect the strengths and weaknesses of the school. The district also works to ensure that all resources available to ensure success are incorporated.

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?

A school improvement team would be established to study and determine the strategies included in the turnaround model. They would be responsible for sharing an understanding, of the processes of establishing, practices, and policies of the model with the rest of the school. The team would be charged with the responsibility of creating a letter to summarize the key points of the model with the entire staff, students, and parents.

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?

The district is not looking at this model.

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?

School Closure Model

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

The district is not looking at this model.

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 re-enrollment 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	The SEA will continue to provide for technical assistance in implementing the 1003g grant.
Local Education Agency	The LEA will be responsible for providing job-embedded, research-based professional development. They will conduct the TESS evaluations throughout the year in addition to CWT's.
Internal Partner (LEA staff)	Provide all necessary staff, time, and resources to ensure the success of the external provider and the implementation of the Transformation Model.
Lead Partner	The school will not be taken over by outside management; therefore, the school will actually be the lead partner.
Support Partner	While the school will not be taken over by outside management, Educators Consulting Services consultants will serve as the external provider. They will provide the support necessary for the implementation of the Transformation Model.
Support Partner	Other partners will serve in supportive roles by contributing services/resources that will help students either academically, mentally or physical.
Principal	The principal will serve as the change agent in this entire process. The principal will oversee the transformation model of change in the building.
School Staff	The school staff will be responsible for attending professional development and implement learned strategies and begin to develop into a Professional Learning Community. Increased accountability will be expected of all staff members.
Parents and Community	Help establish an environment where students want to and can achieve. Support the roles of the school and the teachers toward increasing academic achievement. Participate in their child's education and school activities.

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.

Performance Expectations of the Transformation Model to be Implemented:

The principal will be expected to serve as the "change agent" for the implementation of the Transformation Model. The new principal will be responsible for evaluating teachers, working to increase parent/community involvement, provide appropriate professional development that will propel teachers to implement positive change, work with consultants including the ADE, and monitor the entire transformation model.

The principal will be required to conduct daily CWT's for a minimum of 30-45 minutes a day. Part of the CWT observation will be to determine whether or not rituals and routines have been established and a required level of classroom management has been attained. Additional PD and support will be provided if the acceptable level of classroom management has not been attained. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. It will be the principal and their staff's responsibility to monitor arrival and departure of all guests entering and exiting the building. The principal will be a key person in monitoring the implementation of the ACSIP plan as well.

Educators Consulting Services will provide on-site technical assistance and consulting for approximately 90 days per year. As an external provider, the services of ECS are aligned to the nine standards of the Arkansas Department of Education Scholastic Audit. (A copy of their exit form is attached.) Before school begins, ECS will review the master schedule and determine whether it is viable and whether any core classes should be double blocked. They will help schedule a common plan time for as many teachers as possible in order for them to meet with each other. ECS will coach and mentor the instructional leaders through assisted Classroom Walk Through's (both completion and disaggregation of the instruments), instructional planning and mentoring, and facilitating professional development. The principal will be required to set aside a minimum of 30-45 minutes a day to conduct CWT's.

The ADE school improvement specialist will be on campus weekly to provide technical assistance and conduct leadership team meetings. The SIS

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

Educators Consulting Services will serve as a consultant for the high school for approximately 90 days each year of the grant. As an external provider, they will be responsible for working with leadership as they work to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual and groups of teachers. The ECS consultant will assist the principal in making sure the ACSIP is implemented on a continual basis as written. ECS will monitor curriculum and help the leadership as they provide opportunities for staff to implement the Common Core Standards. This will be no small task, but the timing is perfect for the change. ECS will meet weekly with the principal and quarterly with district leadership (or more often if requested).

ECS will examine the master schedule to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts in the fall. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course syllabi, facilitate meetings to analyze student work, and identify individual student strengths and weaknesses and determine next steps for instruction. This will be an on-going process that will occur during the entire year. ECS will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade configurations.

ECS will work with staff to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community where varied instructional strategies based on multicultural considerations are integrated into the curriculum in order to result in the reduction and eventual elimination of achievement gaps. There is a much more extensive list of services that will be provided by the external provider.

Strong High will purchase technology that will bring the 21st century into the classrooms. A laboratory will be established in the biology class, algebra class, social studies, and 10th and 11th grade english classrooms. Use of this technology will allow our students access to learning, research, and educational apps to be used in the classrooms. All 9th, 10th, 11th, and 12th graders will be provided with iPads for use in the classrooms. Strong will finally be able to cross the digital divide. Through the implementation of the new technology technology used in the classroom cannot because the students are not intellectually stimulated in the classroom due to the draw of video games and television. The iPad will allow students to access content on the Internet and through educational applications as well as generate their own content in community-based formats. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar.

Strong High School will utilize the iPads as instructional tools to enhance the standards-based curriculum and to allow the students access to various texts, media content, and educational software applications. The current technology at Strong needs to be updated and improved. As a school, we need to build the competencies in technologies that will be crucial to student success now and in the future. The goal will be for students to be able to manipulate the most current technology to build critical thinking and problem-solving skills. Students will be able to collaborate to access, analyze, and evaluate a content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training to a total of 16 participants. The program will be monitored by the high school technology coordinator, the high school principal, and the outside consultants.

A full-time technology coordinator will be hired. The technology coordinator will help install and maintain the new technology. In addition, the technology coordinator can supply professional development and continuous technology support.

Strong would like to implement a back-to-school program that would allow 7th graders to come on campus two days before school actually starts. The seventh graders could visit the campus, rotate through a series of informational sessions in each of the rooms they will actually be taking classes in. Students can be pre-assessed using the Accelerated Reader program (already on campus). These pre-assessments will provide a reading level for each student. This would be invaluable information to have in order to appropriately plan lessons for these students. Breakfast, lunch, and transportation will be provided (the cafeteria is in another building so this would allow students to become comfortable with getting around the campus).

The school will establish a credit recovery program for those students who may have already satisfied seat time for requirements for a course they were unsuccessful in. The school is looking at several different software programs that could meet the needs of our students. Often times, the students have learned a lot in the classes, but didn't meet the coursework requirements by turning in assignments. These students have an increased risk of dropping out and this would increase their chances of graduating high school.

The school will hire a full-time social worker/community liaison to be housed on the campus. The social worker would provide many services/resources to students and families. The high poverty rate of our students affects many aspects of their lives. The school is located in a small, rural area with few resources. The social worker would be able to create a community outreach program. He/she would be able to put families in touch with resources they may not even be aware of.

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 Strong High School will hold a back-to-school meeting so that all partners involved in implementing the 1003g grant can be introduced to students, parents, and community members. All stakeholders will be given an outline of the program. Students, parents, and community members will be able to ask questions to clarify anything they may not be clear about or want to have more information. We can have the new technology set up so that parents can interact with the iPads and get a feeling for how their students will be learning. It is important that parents and community members understand the new technology and instruction that will be taking place in the classrooms.

The LEA will request that over the course of three years, all staff members attend a three day Professional Learning Community Summit. This will be the tip of the iceberg as teachers begin to see that they must work collaboratively to analyze data and determine the best course of instruction for each student. PLC meetings will be held on a regular basis. During the year, all consultants, specialists, and leadership will conduct meetings as professional development or training is provided. It is important for all team players to meet and keep open communications at all times. It will take all key players working together to implement this model and make a difference at the high school and for the community as a whole.

As consultants work side-by-side with the classroom teachers, a strong professional relationship will occur. The professional development that will be offered to staff will be more meaningful because they will have someone in the classrooms actually modeling strategies with their students. This level of support has not been available for teachers up to now.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members **Need more names here**

Name	Role		Name	Role
Saul Lusk	Superintendent			
Jerry Langston	Principal			
Shirley Kyle	Literacy Facilitator			
Kathy Dopson	Math Facilitator			
Norma Watts	Counselor			
Anthony Avery	Parent Coordinator			
Evelyn Smith Johnson	Special Education Teacher			

Meetings **Need to list dates of meetings when 1003g was discussed**

Location	Date		Location	Date
Arkansas Department of Education (Meeting ADE)	January 28, 2014			
Strong High School Leadership Room (Meeting ECS)	January 16, 2014			
Strong High School Leadership Room (Leadership Meeting)	January 14, 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.

Strong High School needs a “shot in the arm”. The school has purposefully planned not to hire a lot of extra personnel that could not be retained once the funding period was over. It is felt that the personnel who will be hired can be retained through the use of Title I and/or NSLA funds. With the kind of training we will be receiving, the classroom teachers should show marked improvement over the three years. With this being said, the consultants and improvement specialist can be phased out after the funding period is up. Once internal capacity has been built, the focus of professional development will move from one that includes strong support to one that requires less support.

Technology that is improved will continue to last past the three year mark. As iPads become non-functional, they can be repaired or replaced using district or federal funds.

The primary purpose of the 1003g grant funds will be to build internal capacity of the district administration, staff, and community by providing appropriate professional development and supervision, and by holding all parties accountable for improvement in the achievement of Strong High School students now and in the future.

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

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal #2 : *To implement a high yield instructional program including research based strategies which will engage students in their classroom activities for maximum learning*

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. <i>Implement the ECS Continuous Support Model utilizing Marzano's High Yield Strategies for Classroom Instruction</i>	1. <i>There will be a 25% increase in utilization of Marzano's High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data</i>	1. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i>	September 1, 2014	May 30, 2015 (ongoing)	ECS Consultants, New HS Principal, Math & Literacy Facilitators, South Central Service Consultants
2. <i>Implement instructional strategies designed to improve student engagement in the classroom</i>	2. <i>There will be a 25% increase in student engagement as evidenced by Classroom Walkthrough (CWT) data</i>	2. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i>	September 1, 2014	May 30, 2015 (ongoing)	ECS Consultants, New HS Principal, South Central Service Consultants
3. <i>Implement a meaningful professional development program designed to improve classroom instruction</i>	3. <i>There will be a 10% increase in the number of hours of professional development opportunities offered to the staff at Strong HS</i>	3. <i>Professional Development Sign-in logs and PD evaluations</i>	September 1, 2014	May 30, 2015 (ongoing)	
4. <i>Implement a program to increase the access and use of technology in the classroom including: iPads, computers, and computer software</i>	4. <i>There will be a 25% increase in the use of technology for classroom instruction in Strong HS</i>	4. <i>Teacher lesson plans and CWT data will document the increase of technology used in instruction</i>	September 1, 2014	May 30, 2015	New HS Principal, HS Technology Coordinator

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

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

Goal #3: *To improve parent/community support and involvement in the education of the students at Strong High School*

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. <i>Parent/Community Involvement program at Strong High School</i>	1. <i>There will be a 10% increase in parent attendance at each quarterly parent teacher conference at the high school</i>	1. Parent sign-in logs from each parent teacher conference	October 15, 2014	April 15, 2015 (ongoing)	New HS Principal. District Parent Coordinator, Social Worker
	1. <i>There will be a 50% increase in parental and community member involvement in school day activities at the high school</i>	1. Parent sign-in logs at in Principal's Office	September 1, 2014	May 30, 2015 (ongoing)	New HS Principal. District Parent Coordinator, Math Coach, Literacy Coac, Social Worker
2. <i>Increase the utilization of the parent center in Strong High School</i>	2. <i>There will be an increase of 50% in the use of the parent center by high school parents</i>	2. Parent sign-in logs at Parent Center	September 1, 2014 (monthly)	May 30, 2015 (ongoing)	New HS Principal. District Parent Coordinator, Social Worker

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

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

Goal #4: To increase student achievement in all subgroups on multiple assessment opportunities especially on the ACTAAP (PARCC) and interim TLI documents

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Continue to implement The Learning Institute (TLI) data analysis and assessment program.	1. There will be a 5% increase on each of the TLI quarterly Interim Assessments.	A data wall will document the quarterly progress of students at Strong High School based on TLI assessments and Benchmark assessments	September 1, 2014	May 30, 2015 (ongoing quarterly)	ECS, New HS Principal, HS Literacy and Math Facilitators,
2. Fully Implement a Professional Learning Community program at Strong HS based on student data	2-4. There will be a 10% increase in the number of students moving upward from each performance category (Below Basic to Basic; Basic to Proficient; and Proficient to Advanced) on the EOC Algebra, Geometry, Biology, and Literacy	Results of the EOC Algebra, Geometry, Biology, and Literacy exams	October 1, 2014	June 30, 2015 (ongoing annually)	ECS, Staff, ADE SIS, New HS Principal, Literacy and Math Facilitators
3. Provide effective remediation and a before and/or after-school tutoring programs in the HS.					ECS, New HS Principal
4. Provide increased classroom instruction using technology.	5. There will be a 10% increase in assignments using technology software	Teacher lesson plans will show a assignments noting increased technology usage	September 1, 2014	May 30, 2015 (ongoing)	HS Principal, Math and Literacy Facilitators, Teachers, Tech Coordinator

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

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

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

Strong High School acknowledges there is a great need for reform at the school. It is the decision of the LEA and the district to work ECS consultants as we move forward in making positive changes at the school. ECS has helped make excellence progress in the Marvell School District as the external provider in helping them make AMO's for the last two years. In addition, they have just begun work at the Helena/West Helena School District by providing modeled lessons in the math classrooms. Both of these schools are located in the Delta and the school feels like ECS knows how to best work with our student population.

The ECS consultants will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will provide services for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. They will be responsible for working with leadership as they endeavor to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual teachers and groups of teachers.

The consultant will assist the principal in making sure the ACSIP is implemented and updated with fidelity on a continual basis as written. ECS will monitor the curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards. The ECS consultant will examine the master schedule for the fall of 2014 as soon as funding is announced in order to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course syllabi, facilitate meetings to

analyze student work, and identify individual student strengths and weaknesses and determine next steps for instruction. This process will be a continuous process that will occur over the course of the entire year. The consultant will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade levels as part of a continuing PLC concept.

ECS will work with the staff to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community where differentiated instructional strategies based on multicultural considerations and learning needs are integrated into the curriculum in order to bring about the reduction and eventual elimination of achievement gaps currently being experienced in the school. Job-embedded, professional development will be a key factor to the necessary changes that must occur in the transformation model. It is through the job-embedded PD that teachers will learn about research-based strategies such as Marzano's high yield strategies.

The South Central Service Educational Cooperative specialists will work with ECS in conducting CWT's. Specialists from the co-op cannot be on site each week, but they can usually commit to being on campus at least once per month. The co-op specialists will also be responsible for providing some of the professional development to the staff.

In order to be successful in today's economy, our students need to have the skills to work with that technology. This plan will not only allow the high school students multiple chances to increase their academic and technological skills, but through this process, they can communicate with students in other states and countries. With the whole concept of "jobs" changing on a daily basis.

The school will establish mobile iPad laboratories to be utilized in any high school classroom. The iPad will not only engage the students, but the teachers as well in this digital generation in a way that current practices and technology used in the classroom cannot because the students are simply not intellectually stimulated. The iPad will allow students to access content on the Internet and through educational applications (apps) as well generate their own content in community-based formats. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar. Providing this level of technology will allow our students to be involved with technology on many different levels. Technology will be purchased over the three years so that all teachers and students will have access to technology. Students will be able to operate on a much higher level of Bloom's Taxonomy as they manipulate the most current technology to build critical thinking and collaboration skills in literacy, math, science, and social science; access, analyze, and evaluate an unlimited amount of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training to 16 participants. The LEA is also allowing for a minimum amount of apps to be loaded on each of the iPads for educational purposes. (Many apps can be downloaded for free, but others must be purchased.) The program will be monitored by the high school technology coordinator, the high school principal, and

the outside consultants. Through the funding of the 1003g grant, thirty laptop computers and two servers will be purchased for teachers to be able to access the iPad and Kindle technology and operate it from their laptops. They will also have the capability to align with the LCD projectors and the Smartboards in order that all technology will be aligned for classroom instruction and total participation techniques.

Students will be provided with educational related field trips across the state in order to help them become more culturally aware of what this state has to offer. This may include trips to places such as the Clinton Library, Mid-America museum, the Civil Rights Museum, the Parker Homestead, and other historical or cultural enrichment locations across the state. Students will be required to write a reflection paper after each educational related field trip. Students will also be provided with field trips to colleges in order to help them decide on which campus they might like to further their education.

Intensive, job-embedded and data driven, professional development is being provided for teachers, as well as continuous classroom support and team building. Parent support is going to be increased through the implementation of family nights for math, science, and literacy. Student-led parent teachers conferences are going to be added to the schedule and conducted. Technology is being updated for students and teachers in a way that it will actually be able to be utilized in order to bring this school into the 21st century and help our students compete in a global economy.

Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);

The LEA has previously gone through the process of recruiting, screening, and selecting an external provider. It was decided to hire ECS consultants to provide extra assistance with the program the current external provider is providing.

- **Align other resources with the interventions;**

The LEA will be able to align the resources of the current technology coordinator, the current teaching staff, and the current literacy and math coaches into this program. As stated previously, the LEA purposely chose to hire only two new positions in the hope that they would be able to sustain these personnel in the future. It is the position of the LEA that it is best to train (and in some cases, retrain) and build the capacity of the current staff. In addition, the LEA seeks to build capacity of the community through the implementation of monthly family nights in literacy, math, science, and technology. Through the academic mentoring of each student, all students and staff will come to feel a closer bond and more responsibility towards academic success and graduation.

- **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**

Policies will be revisited and/or updated to reflect any changes that need to be made. According to the scholastic audit, there were only two or three policies that were only partially implemented.

- **Sustain the reforms after the funding period ends.**

As previously stated, the LEA has purposely chosen to hire only two new positions: a social worker and a technology coordinator. The LEA has chosen to provide updated technology to students, training to the teachers in technology, PLC implementation, CCSS, project-based learning, differentiated instruction, learning styles, and other areas that will affect instruction and learning. It is felt that by affecting the instruction and learning, that true capacity will be built. Once the new technology has been purchased including the servers to sustain it, the only continuation costs would be for the two new positions. It is the hope of the district that they would be able to continue to fund these positions after the funding period has ended. Only technology that had been damaged would have to be replaced and it is expected that it would be at a minimal amount each year.

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

May 2014– June 2014 Pre-implementation	
May	Notification of funding. Announce to staff, students, and community. Begin to work on new ACSIP plan and document 1003g actions into plan. Establish and meet with new leadership team.
June	Advertise, interview and begin to hire new staff. Order iPad technology, computers, Smart Boards, Elmos, materials and supplies to get program started. As technology and materials come in, begin installation. Continue work on ACSIP. Recruit/assign teachers to attend PLC Summit . Meet with leadership team. Meet with external provider and transition specialist to set up specific timelines and goals. Begin PD in CCSS and creating units of study.

2014-2015 School Year

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

2014-2015 School Year	
July	Continue to advertise, interview and hire new staff if necessary. Install technology components to be ready for fall. Continue work on ACSIP. Meet with leadership team. Attend PLC conference. Begin disaggregation of assessment data (state benchmark data and TLI) Continue PD in CCSS.
August	Meet with leadership team. Meet with external provider ADE SIS to set up specific timelines and goals. Continue to install technology and provide training on new technology. Discuss data wall with staff. Assign students to academic mentors. Continue PD in CCSS and Project-based Learning. Provide RTI training.
September	Continue to provide training on new technology (iPads, Elmos. Computers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to announce new programs, "new feel" of school, introduce new personnel, consultants, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Data wall goes up. Assign academic mentors for mentoring program. Continue PD in CCSS.
October	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Continue continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Formal evaluations of teachers. Administrator evaluations. Continue PD in CCSS for teachers who still need it.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS Learning for teachers who still need it.
January	Meet with leadership teams. Conduct PLC team meetings. Additional technology training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Conduct student-led parent teacher conferences. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS for teachers who still need it.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS for teachers who still need it.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2015/16 school year. Formal evaluations of teachers. Academic mentor meetings. Continue PD in CCSS for teachers who still need it. Review of ACSIP and document changes that need to be made.

April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Bi-weekly math, science, and literacy team meetings. Continue planning PD for 2014/15. Complete formal evaluations of teachers. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. CCSS and project-based learning training for 9-12 th . Continue PD in CCSS and Project-based Learning for teachers who still need it. Review 1003g to make any changes or updates as needed.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. Review of timeline for next school year. Summer school begins. Meet with external provider and transition specialist to plan for next year. CCSS and project-based learning training for 9-12 th
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE SIS, and Educational Cooperative to continue planning for upcoming year. Update ACSIP for upcoming year.

2015-2016 School Year

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

2015-2016 School Year	
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE SIS, and South Central Educational Cooperative to continue planning for upcoming year. CCSS training for 9-12 th as needed.
August	Provide additional training on new technology (iPads, Elmos, computers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to, introduce new personnel, consultants, programs, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Assign any new students to academic mentors. CCSS and begin project-based learning training for 9-12 th as needed. Revisit RTI training.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th as needed.
October	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Formal evaluations of teachers. Weekly math, science, and literacy team meetings. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th as needed.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th .
January	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2017/18 school year. Formal evaluations of teachers. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th for teachers who still need it. Review of ACSIP and document changes that need to be made.

April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Continue planning PD for 2015/16. Academic mentor meetings. Complete formal evaluations of
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. Review 1003g to make any changes or updates as needed for reporting.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider. Meet with external provider and ADE specialist to plan for next year. Summer school begins.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year. Begin implementation of 1003g.

2016-2017 School Year

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

2016-2017 School Year	
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year. Begin implementation of 1003g.
August	Provide additional training on new technology (iPads, Kindles, computers, Elmos, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to introduce new personnel, consultants, programs, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Assign any new students to academic mentors. CCSS assessment training.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings.
October	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Formal evaluations of teachers. Evaluations of administrators.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings.
January	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2018/19 school year. Formal evaluations of teachers. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th for teachers who still need it. Review of ACSIP and document changes that need to be made.
April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Continue planning PD for 2015/16. Academic mentor meetings. Complete formal evaluations of teachers. CCSS and project-based learning training for 9-12 th for teachers who still need it.

May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. Review 1003g to make any changes or updates as needed.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider. Meet with external provider and ADE specialist to plan for next year. Summer school begins.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year.

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
Aug. 28, 2013	Literacy, Math, Special Ed, Science,	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Debbie Hammons	Science Lead Teacher
Sept 4, 2013	Literacy, Math, Special Ed, Social Studies	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Craig O’Neal	Social Studies Lead Teacher
Nov. 6, 2013	Literacy, Math, Special Ed, Science,	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Debbie Hammons	Science Lead Teacher
Dec. 11, 2013	Literacy, Math, Special Ed, Social Studies	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Craig O’Neal	Social Studies Lead Teacher
Jan. 15, 2014	Literacy, Math, Special Ed, Science, School Board Members	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Debbie Hammons	Science Lead Teacher
Feb. 19, 2014	Literacy, Math, Special Ed, , Social Studies	Jean Bean	Literacy Lead Teacher
		Jigish Patel	Math Lead Teacher
		Evelyn Smith Johnson	Special Education
		Craig O’Neal	Social Studies Lead Teacher

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a priority school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a 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 time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> X Recruit, place and retain staff		\$252,084	\$253,364	\$254,644
<input type="checkbox"/> Select new staff				
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				

<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$150,000	\$150,000	\$150,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		\$16,470	\$16,470	\$16,470
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		\$79,534	\$79,534	\$79,534
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Increase available technology to improve instruction and student engagement		\$108,000	\$11,000	\$11,000
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total		\$636,008	\$510,368	\$511,648

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
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

STRONG HIGH SCHOOL SIG Grant Budget School Year 2015-2016-2017			
Narrative Description	Year 1	Year 2	Year 3
I. SALARIES			
IA--Personnel (List)			
1) Social Worker/Community Liaison	\$40,000	\$40,500	\$41,000
2) Technology Coordinator	\$40,000	\$40,500	\$41,000
3) Tiered Teacher Performance Bonuses	\$54,000	\$54,000	\$54,000
<i>Subtotal Salaries</i>	\$134,000	\$135,000	\$136,000
IB—Stipends (Specific)			
1) Professional Development Stipend during Non-Contract time: PLC Conference -- 5 days x 20 staff x \$175/da	\$17,500	\$17,500	\$17,500
2) Off Campus Field Trips Stipend 4 days x 3 staff x \$150/da	\$1,800	\$1,800	\$1,800
3) After-School Summer School Program: 6 teachers x 88 days x 2 hours/day x \$40/hour	\$42,240	\$42,240	\$42,240
4) 7 th Grade Transition Program: 2 days x 4 teachers x \$175/day	\$1,400	\$1,400	\$1,400
<i>Subtotal Stipends</i>	\$62,940	\$62,940	\$62,940
TOTAL SALARIES	\$196,940	\$197,940	\$198,940

II. FRINGE BENEFITS			
IIA Total Personnel Salaries	\$134,000	\$135,000	\$136,000
IIB Total Stipends	\$62,940	\$62,940	\$62,940
<i>Total Salaries</i>	\$196,940	\$197,940	\$198,940
Fringe Benefits @ 28% of Total Salaries which includes Health Insurance	X 28%	X 28%	X 28%
TOTAL FRINGE BENEFITS	\$55,144	\$55,424	\$55,704
III. PURCHASED SERVICES			
IIIA Improvement of Instruction			
1) ADE SIS Personnel	\$100,000	\$100,000	\$100,000
2) External Provider (10%)	\$50,000	\$50,000	\$50,000
3) Job-Embedded Professional Development (on-campus) 9 days x \$1250/day	\$11,250	\$11,250	\$11,250
4) Professional Learning Community Summit – Hot Springs: 20 staff members x \$420/registration	Summer 2014 \$8,400	Summer 2015 \$8,400	Summer 2016 \$8,400
5) PLC Summit: 3 night stay -- 20 persons (2 per room) Motel \$95/night, Meals \$45—per diem	\$5,550	\$5,550	\$5,550
IIIB Transportation			
1) Field Trips (Out of District): 9 trips x 2 bus x \$300/bus	\$5,400	\$5,400	\$5,400
2) Teacher reimbursement for off- campus PD: 3 days x 5 vehicles x 400/miles x \$0.42/mile =	\$2,520	\$2,520	\$2,520

3) Transportation for After-School/Summer School Program—3 buses: 88 days x 120 x \$3.31/mile	\$34,954	\$34,954	\$34,954
IIC Meals			
1) Extended Day programs: 200 students x 88 days x \$1.50/meal	\$26,400	\$26,400	\$26,400
2) Field Trips (out of district): 9 trips x 80 students x \$6.00	\$4,320	\$4,320	\$4,320
3) Parent Night Refreshments: 9 nights x \$300	\$2,700	\$2,700	\$2,700
IIID Field Trips (tickets/registrations)			
1) 9 trips x 80 students x \$8.00	\$5,760	\$5,760	\$5,760
TOTAL PURCHASED SERVICES	\$246,004	\$246,004	\$246,004
IV. MATERIALS & SUPPLIES			
IVA General Supplies			
1) MS includes both consumable and non-consumable materials including: workbooks, pens/pencils, paper, printer ink, classroom books, calculators and other similar materials	\$10,000	\$10,000	\$10,000
2) Purchase Aps for iPads: 80 iPads x \$25/iPad	\$2,000	Add'l Aps \$1,000	Add'l Aps \$1,000
3) A+ Software for Credit Recovery	\$38,000		
IVB Low Value Equipment (<\$1000)			
1) Ipads: 80 @ \$500 4-classroom sets	\$40,000		

2) Google Chrome Tablets 60 @ \$200/each – 3 classroom sets	\$18,000		
TOTAL MATERIALS & SUPPLIES	\$108,000	\$11,000	\$11,000
V. CAPITOL OUTLAY (Equipment)			
1) 6 SMART Boards @ \$5,000 each	\$30,000		
TOTAL CAPITOL OUTLAY	\$30,000		
GRANT TOTAL YEAR 1	\$636,088		
GRANT TOTAL YEAR 2		\$510,368	
GRANT TOTAL YEAR 3			\$511,648
GRANT GRAND TOTAL (3-YEARS)		\$1,658,104	

D. ASSURANCES

STATEMENT OF ASSURANCES

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

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

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

Superintendent’s Signature

Date

Superintendent’s Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

The Leader in Me by Stephen R. Covey

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

www.TheLeaderinMeBook.com

Council of Chief State School Officers Adolescent Literacy toolkit available at

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

Content Area Literacy Guide available at

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

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

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

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

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

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

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