



# ARKANSAS DEPARTMENT OF EDUCATION

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

EARLE SCHOOL DISTRICT

EARLE HIGH SCHOOL

Submitted: May 17, 2012

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Earle School District	
Mailing Address (Street, P.O. Box, City/Zip) P. O Box 637 Earle, AR 72331	Starting Date 06/01/12
Name, title and phone number of authorized contact person: Rickey Nicks, Superintendent 870-636-8157	Ending Date 07/01/15
Amount of funds requested: <b><u>\$2,940,243</u></b>	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a sub-grant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on April 26, 2012.

Signature: \_\_\_\_\_  
Superintendent of Schools AND

Date: 5/17/2012

Signature: \_\_\_\_\_  
School Board President

Date: 5/17/2012

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

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 Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III 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	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Earle High School		7-12	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
			<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"/>
			<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 Tier I schools it will need to explain why it lacks the capacity to serve these schools.

N/A

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

SECTION B, PART 1:

**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: **Earle High School**

LEA #: **18-02-007**

Context

1. Grade levels (e.g., 9-12): 7<sup>th</sup> – 12th
2. Total Enrollment: 308
3. % Free/Reduced Lunch: 100%
- Special Education Students: 46
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):

*As of the census of 2010, the population of Earle was 2,414 people, 1,074 households, and 727 families residing in the city. The population density was 932.9 people per square mile. There were 1,247 housing units at an average density of 383.2/sq. miles. The racial makeup of the city was 16.74% White, 82.02% Black or African American, 0.04% Native American, 0.37% Asian, 0.04% from other races, and 0.79% from two or more races. The median income for a household in the city was \$20,417 (up only \$73 from the 2000 census).*

*Out of all families in Earle, 42.2% with related children under 18 years and 57.3% with related children under 5 years are below the poverty level. Out of families with female householder, no husband present, with related children under 18, 60.6%; and with related children under 5, 100% are below the poverty level.*

*In Earle, violent crime, on a scale from 1 (low crime) to 10, is 2. Violent crime is composed of four offenses: murder and non-negligent manslaughter, forcible rape,*

robbery, and aggravated assault. The US average is 4. The property crime, on a scale from 1 (low) to 10, is 6. Property crime includes the offenses of burglary, larceny-theft, motor vehicle theft, and arson. The object of the theft-type offenses is the taking of money or property, but there is no force or threat of force against the victims. The US average is 4.

On May 2, 2008, WMC-TV reported that a tornado, which was reported to be large and very dangerous, affected the Earle area causing major damage in parts of the town and some injuries. There were also reports of people missing or unaccounted for at the time. Homes were destroyed; businesses, and the high school were also damaged. The tornado was later confirmed on the same day as an EF3 on the Enhanced Fujita Scale with winds near 150 to 160 mph. The town is still struggling to overcome the damage done to the school, businesses, and land.

The Earle School District is located in the small, rural town of Earle in Crittenden County. Earle is home of the Crittendon County Museum which is a Restored Missouri Pacific train depot, listed on the National Register of Historic Places. The museum houses an exhibit on cotton farming, broom-making factory, early churches, schools and doctors. Art exhibits include works by nationally acclaimed Arkansas Delta artist and Earle native son, Carroll Cloar.

The Earle High School is a Title I Schoolwide campus and as of the 2010-2011 school year, they house the 7th – 12th grades. Students attending the school and residing in the area have no opportunities to take part in the academic, cultural, recreational, or social activities which can be found in larger, more populated areas. According to the latest US Census Report (2000), the county which is spread over 610 square miles has a population of 52,022. Other towns located in Crittenden County include Crawfordsville, Marion, Proctor, Turrell, and West Memphis.

Only 69.2% of the persons age 25 or over have graduated from high school and only 12.8% of these persons have a Bachelor's degree or higher. The low educational attainment levels of the residents can be a severe detriment to student success or achievement in education. Students coming from these homes would face additional problems in terms of family members being able to provide advice and counsel to them in regard to success in school and the relationship of this success to family income. One of the most severe problems we have is that a large number of the students enrolled in the school come from families with low incomes.

Many of our students are involved in community church activities such as youth groups and youth choirs; however, Earle faces the same concerns that have always plagued small, rural and impoverished areas. The issues caused by poverty including drug abuse, alcohol abuse, fighting (off campus), and teen pregnancies. Currently teen pregnancies are numbered at eight at the high school. Many of these are 14 and 15 year old girls.

Little or no technology is available in many student's homes. Several of the high school students carry cell phones, but they are generally older models; prepaid models;

*and many are i-Pods (that students try to make look like phones). Students do not have access to computers and/or internet services that could provide research opportunities for classroom studies. Often, due to the high unemployment rate (11.6% compared to the national average of 9.10% )in the area, families don't even have basic cable for television because it comes down to having TV or feeding your family. Compared to the rest of the country, Earle's cost of living is 27.00% lower than the U.S. average.*

*In many ways, students are literally cut off from the outside world except for the access to such through the school. Students need to be exposed to the 21<sup>st</sup> century technology in order to be ready for the 21<sup>st</sup> century college and/or workforce experience. Opportunities for team building needs to be provided for students and teachers. Sometimes different families in the community get into arguments and students feel they have to side with their families regardless of the issue.*

*High school students are a special group of kids. They tend to be a bit self-centered with a "been there; done that" attitude. Students need to be provided multiple opportunities to work with each other in different groups such as cooperative learning groups or some project based learning activities. These students need to be taught how to work together in activities other than athletics. With the implementation of the Common Core State Standards, cooperative learning groups, project based learning activities, and other joining learning ventures create not only team building, but multiple learning opportunities as well.*

*Earle High School is in Year 5 of school improvement as noted in our ACSIP plan. There is a tremendous need for significant long-term interventions in improving student achievement in both literacy and math.*

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
Earle Elementary School	K-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Rickey Nicks Superintendent	Principal of Earle High School for 20 years -Biology Teacher - 7 years -Principal Wheatley High School for 3 years -Mid-South Community College Foundation Board -North Central Advisory Committee -ASU Advisory Council -Crittendon Co. Arts Council -AAEA Conferences -National Board Assoc. -ASCD Conferences	2	24	24
Donald McVay	-Currently in last year of principal leadership program -Football Coach-15 years -Physical Ed & Health Classes - -Chamber of Commerce & -Outstanding Citizen - 2 years -Outstanding Leader(from local churches and organiz.) 5 yrs	2	18	23


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

*Administrators are evaluated once a year by the superintendent. Administrators are provided with a pre-conference form before the actual evaluation is conducted.*

*Administrators are rated on the following scale:*

- Excellent (E)*
- Satisfactory (S)*
- Needs Improvement (N)*
- Unsatisfactory (U)*
- Not Applicable (NA)*

*The administrators are evaluated on the following eight competencies:*

- Management of Faculty, Staff and Finances Effectively*
- Instructional Leadership Qualities*
- Effectively Evaluating the Instructional Program and Staff*
- Demonstrating Good Communication and Interpersonal Skills with Faculty Members, Staff, Students, and the Community*
- Providing Professional Development Based On Needs Assessments*
- Processing the Necessary Organizational Skills*
- Demonstrating Professional Stitutes and Growth*
- Demonstrating Acceptable Personal Characteristics*

*Within each competency are several descriptors and indicators to determine the ratings. A post-conference report that is completed by the evaluator is provided during the post-conference and must be signed by both the evaluator and the administrator. If it is determined that it should be necessary, an Individual Improvement Plan would be completed and would also be signed by the evaluator and the administrator.*

*Administrators are required to keep a portfolio. The portfolio must include documentation of meetings attended and any staff development attended. Administrators must also keep any plans they have made and implemented in order to help the school improve. Administrators must review their portfolio with the superintendent during the evaluation process. This component has just recently been added to requirements for administrators, yet is an important aspect of the total evaluation system.*

*In addition, the new superintendent feels that administrators should be evaluated once each semester, so the evaluation process will be increased from once a year to twice a year in the 2012 to 2013 school year.*



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

*Classroom Walk Through's (CWT's) are performed on a daily basis by the principal. A CWT is a 5-7 minute quick assessment of a classroom at a certain point in time (beginning, middle, or end which is noted on the form. The CWT's are done on a rotating basis typically by the principal. At this point, the principal is taking the classes to be approved to perform CWT's. The external provider and personnel from Crowley's Ridge Educational Cooperative (CRESC) are also conducting CWT's on a weekly basis. CWT's will continue to be conducted by the External Provider, Transition Specialist, CRESC personnel, and the principal (when he receives his approval). This data set will provide the administration a set of data from which to determine professional development needs of teachers on an individual and group basis.*

*One of the criteria of a CWT is designed to determine whether or not an objective is posted and if so, if it is evident to the students. The data that is collected on the CWT's can show trends and be used to determine areas of potential professional development need or improvement for teachers on both an individual and group level. They also provide vital data to determine whether teachers are using research based instructional strategies and if so, which type. The evaluator can identify how students are grouped (whole group, small group, pairs), grouping formats of students and the student actions. A CWT determines what types of instructional materials are being used, the levels of student work (based on Bloom's Taxonomy), and whether or not students are engaged in the learning. The CWT is also used to determine if a teacher is responding to specific needs of learners through differentiation of their instruction. It is anticipated that a new teacher evaluation system will be implemented in the fall of 2012 as determined by the ADE.*

*Teachers receive two formal evaluations each year. Before the evaluations, teachers are provided with a pre-conference report. On the pre-conference report, teachers are asked to provide the objective(s) to be taught and the method(s) they will be using. They also list materials they will be using during the lesson. If there are any prior activities relevant to the lesson or special characteristics of the lesson they want the principal to know ahead of time, they can provide that information as well.*

*Every teacher is evaluated through a formal evaluation process once each semester. The formal evaluation is performed by the principal. On the formal evaluation form, the principal records what the teacher is doing, whether the objective is posted and what it is, the methods they are using, the instructional skills used during the lesson, the environment of the classroom, and what level of Bloom's taxonomy the lesson is being taught.*

*A Summative Evaluation of Teaching Performance is completed after the two formal evaluations. The Summative Evaluation uses a numerical scale with 5 being superior and 1 being unsatisfactory. The evaluation scores ten different competencies with several different descriptors of each one (copy in appendices). The ten competencies are:*

- Competency #1: The teacher communicates accurately and effectively in the content area and maintains a professional rapport with students.*
- Competency #2: The teacher obtains feedback and communicates with students in a manner which enhances student learning and understanding.*
- Competency #3: The teacher encourages the development of student involvement responsibility, and critical thinking skills.*
- Competency #4: The teacher manages the classroom to ensure the best use of instructional time.*
- Competency #5: The teacher creates an atmosphere conducive to learning, self-discipline, and development of realistic and positive self-concepts.*
- Competency #6: The teacher uses a variety of instructional techniques, methods, and media related to the objective.*
- Competency #7: The teacher organizes instruction to take into account individual and cultural differences among learners.*
- Competency #8: The teacher plans instruction to achieve selected objectives.*
- Competency #9: The teacher demonstrates professional attitudes and growth.*
- Competency #10: The teacher demonstrates acceptable personal characteristics.*

*A post-conference report that is completed by the principal is provided during the post-conference and is signed by both the principal and the staff member. If it is deemed necessary, an Individual Improvement Plan would be completed and would also be signed by the principal and the staff member.*

*If the principal determines that an Individual Improvement Plan should be written, there is a form that the plan can be recorded. The Individual Improvement Plan records the improvement goals with descriptors and competency numbers. Activities to reach the goals including the goal number, activity, and a time frame for completion of each goal must also be recorded. The teacher and evaluator complete the form together and it must be signed by both teacher and evaluator. The principal is responsible for keeping track of any personnel who may be on an Individual Improvement Plan.*

*Should a teacher feel that either an observation (either announced or unannounced), or a subsequent analysis is not an adequate description of what occurred in the classroom, they may request an additional observation by a third party evaluator.*



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

*The high school has been providing Supplemental Education Services (SES) after school. These services are provided by Title I rules and regulations and are paid for using allocated Title I funds.*

*The high school had been implementing a Rise and Move program for several years. The Rise and Move program is a peer tutoring program that takes place usually during the summer months. In order to be a tutor, a student must maintain a 3.0 grade point level. Students are paid to tutor their peers or younger students. However, due to dwindling funds, this program had to be phased out last year.*

*The district partners with the Jobs for Arkansas' Graduates (JAG) which is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program. There are five primary performance goals of the School-to-Career and Dropout Prevention Applications:*

- 1) 90% graduation/GED rate;*
- 2) 80% overall success rate at the end of 12 months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;*
- 3) 60% of graduates are employed;*
- 4) 60% of employed graduates are in full-time jobs leading to careers; and*
- 5) 80% of the graduates are employed full-time or are combining work and school.*

*These goals are to be achieved by the third year of operation. There is a career coach on the Earle High School campus four times a week who works with the 8<sup>th</sup> - 12<sup>th</sup> grade students. The school year 2011/12 will be the last year of a three-year pilot program.*

*EHS runs a concurrent course program with Mid-South Community College. Some courses included in the program are English and College Algebra. Also included are some technical classes. Students are bussed to the College to take these courses.*

*In 2011, a perceptual data survey was administered to the students (grades 7-12) as part of a comprehensive needs assessment. Data from the survey revealed the following areas of concern: 1) Over 74% of the students believe that the classroom work is only sometimes challenging; and 2) Only 51% believe that the teachers are excited about the subject they teach.*

## 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	2011	2010	2009	2008	2007
Reading/Language/English	50	27	34	6	24
Mathematics	47	50	35	9	30
Science	9	5	12	3	
Social Studies					
Writing					
Geometry	41	29	15	16	11

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: 2009-2011

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009
Reading/ Language/ English	100	NA	NA	27	27	34	NA	NA	NA	NA	NA	NA	0%	18	20
Mathematics	NA	NA	NA	50	50	35	NA	NA	NA	NA	N	NA	0%	86	65
Science	NA	NA	NA	5	5	12	NA	NA	NA	NA	NA	NA	0%	NA	NA
Social Studies													0%		
Geometry	33	NA	41	29	29	15	NA	NA	NA	NA	NA	N	0%	0%	0%

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					51%	55%			50%	
Mathematics					64%	30%	47%			
Science					9 %			9 %		
Social Studies										
Writing										
Geometry					58%			41%		

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					47	71			27	
Mathematics					55	29	50			
Science					0			5		
Social Studies										
Writing										
Geometry								29		

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					49	51			34	
Mathematics					49	19	35			
Science					12			14		
Social Studies										
Writing										
Geometry								15		

4. Average daily attendance percentage for the 2010-2011 school year: 96.8%

5. Mobility rate for the 2010-2011 school year:

6. Graduation rate for all students for the 2010-2011 school year: 83.8%

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

	All Students
2011	83.8%
2010	97%
2009	74.4%

### Key Questions

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

*Both African-American males and females are sub-population groups that are experiencing the lowest achievement rate in the areas that follow: In Math, the male African American subgroup population scoring below proficient were as follows: In 7<sup>th</sup> grade, 50% of; Algebra, 63%; Geometry, 75%. In Literacy, the 7<sup>th</sup> grade shows 37% below. In Literacy, the male African American subgroup population scoring below proficient were as follows: In 7<sup>th</sup> grade, 67%; 38% in 8<sup>th</sup> grade; and 47% in the EOC literacy. In Biology, 14% of the males were below proficient.*

*The African-American females who are experiencing the lowest achievement rates are as follows: In Math, 74% of 8<sup>th</sup> grade; and 45% in Geometry. In Literacy, 53% of 8<sup>th</sup>*

*grade; 52% of ECO literacy were below proficient. In Biology, 100% of females were below proficient.*

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

*The African-American males are experiencing the lowest graduation rates. (It should be noted that for both questions 1 & 2, that these sub-population groups also fall into the low socio-economic sub-pop group as well.*

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

*Students are experiencing the lowest achievement in literacy and mathematics. Science scores reflect low achievement as well. It is the hope that with employing new teachers and newer strategies that are well grounded in research that these test scores will increase. With the implementation of the Common Core State Standards and the high expectations that come with it, achievement for these students has to increase.*

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

*When selecting a model and an external provider for the Earle High School, the student demographics should be taken into consideration. Very careful consideration should be given to the subgroup population served by the school and the extremely high level of poverty in the district. It is important that the provider selected has extensive experience working with the subgroup populations and demographics and can meet the needs of such. The district has been working with Educators Consulting Services (ECS) this last year as an external provider and plans to continue to utilize their services. ECS was chosen as the external provider based on interviews with different providers, confirmation of their track record and financial stability. ECS provides weekly on-site support, weekly written reports, classroom modeling and support, and leadership support. Their application and their process is based on the nine standards as outlined by the Arkansas Department of Education that are used on the Scholastic Audits, school improvement plans, and standards review process.*

*The school feels that an external provider provides the third party, unambiguous, evaluations of a situation. This includes culture, instruction, student engagement, atmosphere, parent involvement, and much more. It is an important aspect to have this entity that will help ensure and monitor the program and it's implemented with integrity and fidelity.*

*In the research report titled "The Turnaround Challenge" (2007) by Mass Insight, they discuss schools with a large majority of students living in poverty. One of the most pressing issues cited was the need to build capacity. This is indeed a pressing issue at the Earle High School. The systems and processes used to identify, attract, retain, and support quality staff members and leaders are critical to building capacity. Capacity not only refers to people, it also implies the mechanisms used to develop and maintain high-capacity organizations. Earle School District has had issues with attracting and retaining highly qualified teachers. As a response to this issue, the high school and district has hired Teach For America teachers this year for the first time. The few that we have hired have brought fresh ideas, strategies, and a "fresh breath of air" for the school. It is expected that the school will continue to hire and work to retain more of these teachers.*

*Another insight from "The Turnaround Challenge" is the need for human capital as a critical input for school turnaround. Having people committed to the work and providing ongoing support for these individuals is critical at all levels – in the classroom, with external partners, with districts and SEAs. Two years ago saw the hiring of a new superintendent who has a lot of vision and insight. In the fall of 2010, the principal who was hired the year before left in the middle of the first semester. The district has a new high school principal that came on late in the first semester of 2010. He too, sees the need for change and has started to implement that change through his leadership in conducting regular staff development meetings, scheduling and attending math and literacy team meetings, demanding that lesson plans be turned in every week and as of April 2011, writing the teachers up who are not complying with these rules.*

*While there have been several changes implemented in the last year, there are many more changes that must be made in order to implement sustained changes that will change the instructional and learning culture. There are instructional changes that must be made, teacher and student attendance must be increased, expectations must be raised and student and teacher attitudes must be improved. School turnaround is a relatively new school improvement strategy; therefore, it requires new organizational structures.*

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?

*Earle School District is located in a small, town. It is considered an agricultural area in a rural location. The external provider should have experience in working with schools that have high poverty and rural education issues. They must understand the issues that high poverty schools face in the area of culture, behaviors, community, parents, and sometimes, apathy from both students and teachers.*

*The students at Earle High School are very capable. What they need is a new direction that helps them see the need for continued education regardless of their current situations or the path they may take (continued education for career purposes or going to in the workforce). Students need to feel that there are opportunities for them and that they can achieve. It becomes the task of the high school personnel to ensure that students have a positive environment where students can be successful.*

*The external provider must understand that with a school that has been on academic distress for several years it is sometimes difficult to overcome the feeling of apathy or helplessness. This applies to leadership, teachers, community members and also includes the students. The provider must be willing to work with all parties involved in the turnaround project in order to help implement and sustain the necessary changes.*

### 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.

*The Earle High School Audit was conducted from January 11, 2009 to January 16, 2009. Within all nine standards, the high school received 1's and 2's on all indicators. The Scholastic Audit results for each of the nine standards were as follows:*

**STANDARD 1: Curriculum:** *The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.*

**ADE FINDINGS:** *The district does not initiate conversations either vertically or horizontally among grade levels. The school does not initiate horizontal discussions among grade levels or vertical discussions with feeder or receiver schools. The district has not developed a process to reduce unintentional curricular overlaps. The district does not facilitate discussions within or between schools to identify key curriculum transition points. There is no district-wide process for monitoring, evaluating, reviewing, or revising curriculum. Many classes do not provide a challenging curriculum (\*Please note: this was also reflected in a perceptual data survey that was administered to students on March 16, 2011.) Few opportunities for projects and presentations by students. Most objectives use lower-level verbs. Little differentiation of instruction and most instruction is whole group.*

**DISTRICT ACTIONS:** *1.1b; 1.1c; 1.1d; 1.1f; and 1g*

*The high school signed up with The Learning Institute (TLI) in Hot Springs, AR in 2009. The TLI helps provide an alignment of the curriculum in core content areas. The new principal has established literacy and math team meetings that meet every week to discuss topics such as curriculum, strategies, etc. A new lesson plan was implemented in the fall of 2010 that includes the gradual release model with a bell ringer, objective explanation, teacher modeling of concept, guided practice, and independent practice. All teachers are now required to turn in weekly lesson plans with documented Student Learning Expectations from the Arkansas Curriculum Frameworks. Teachers must also document when and what type of differentiation occurs in the lessons.*

**STANDARD 2:** *The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.*

**ADE FINDINGS:** *School leadership does not provide common planning time for teachers to collaborate in the design of authentic assessments. Teachers do not collaborate to develop scoring rubrics. Most students cannot articulate what is required to perform at the proficient level in the classroom. Student work is seldom displayed and accompanied by scoring rubrics. Staff members have not been trained to analyze curriculum gaps. Most teachers do not analyze the data using item-by-item analysis. Most teachers do not use performance standards to develop rubrics. Leadership does not require teachers to communicate with parents beyond the traditional reporting of grades. Teachers have not received PD in analysis of student work. Teachers do not score student work for the purposes of revising instruction, curriculum, and assessment. Assessments are not analyzed to make changes in instruction. The master schedule does not provide for common planning time in core content areas.*

**DISTRICT ACTIONS:** *2.1b; 2.1c; 2.1d; 2.1f; 2.1h*

*The master schedule has been changed so that common planning times have been created for all math and literacy teachers and a team meeting is held each week. Most recently, teams have reviewed the Common Core Standards and discussed that they need to learn how to disaggregate data. All of the staff has received data disaggregation professional development in the past two years both from the TLI and outside consultants; however, the staff needs to receive more PD in this area. Leadership now requires teachers to record and turn in phone logs of communications with parents. They are required to make positive communications with parents so that not everything that comes from the teachers to home is negative.*

**STANDARD 3:** *The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.*

**ADE FINDINGS:** *Most teachers use whole-group, textbook driven lectures. Most questions asked require responses at the knowledge and comprehension level of Bloom's Taxonomy. Little evidence of differentiation. Most teachers do utilize bell-to-bell instruction. Some students are allowed to put their heads on their desks, sleep, or work on other materials. Round robin reading, copying from the board, and fill-in-the-blank activities are practices used in many classrooms. Most instructional strategies do not reflect best practices. Most lessons are delivered using lecture, worksheets, and textbooks. Little evidence that school leadership monitors classroom instruction. Learning styles are not reflected in learning activities or assessments. Teachers do not meet to collaborate regarding instruction. Limited evidence to reflect that teachers give students choices in learning activities that reflect student learning styles.*

**DISTRICT ACTIONS:** *3.1a; 3.1b; 3.1c; 3.1g*

*The teachers are now required to turn in lesson plans that document bell to bell instruction based on the gradual release model. CWT's address issues of teachers*

*using the same strategies, same grouping of students, no differentiation, etc., and document these behaviors on a daily basis. Teachers receive feedback based on the CWT forms in order to have opportunities to change instructional strategies. Lesson plans require documentation of differentiated instruction. A learning styles inventory was administered to all 7<sup>th</sup> -12<sup>th</sup> grade students in the fall 2011. This information was added to each student's card that is located on the data wall.*

**STANDARD 4:** *The school/district functions as an effective learning community and supports a climate conducive to performance experience.*

**ADE FINDINGS:** *Not all teachers articulate a belief that all students can learn at high levels. School leadership does not provide opportunities for staff to collaborate and share instructional strategies. Limited exemplary work is displayed to communicate high expectations. Most instructional practices are teacher-directed, whole-group, and textbook driven. There is limited use of Bloom's Taxonomy and problem-solving skills in the classrooms. Discipline and consequences are inconsistently administered among teachers. Some students were observed with their heads on the desks and listening to iPods. The school had two mission statements. Most teachers do not recognize their role in students' success and failure. Most of the teachers state that factors outside the school environment such as lack of student motivation, students' inability to see a value in education, and a general attitude of apathy among some parents and students contribute to student low achievement. The district does not have a policy that links teacher efficacy and student performance.*

**DISTRICT ACTIONS:** *4.1b; 4.1c; 4.1d; 4.1e; 4.1h*

*Some teachers have been provided with differentiated instruction training as part of their personal improvement plans. Leadership has provided common planning times for math and literacy teachers. The external provider and principal have been conducting numerous classroom walkthroughs. (The district plans to send teachers to Professional Learning Community training this summer.)*

**STANDARD 5:** *The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.*

**ADE FINDINGS:** *There is no parental involvement plan. There is no organized parent teacher organization or booster club. Most communication with parents is reactive to student grades or behavior. The school web site is not maintained and updated. Instructional materials in most classrooms are limited to textbooks. Most instruction is lecture. Most mathematics classes do not contain manipulatives. Some classes contain Smart Boards. Mimio devices are used in some classes. Computers that support the mimio devices have not been updated with CD drives to make them compatible. Students in need of supplemental health and social services are referred to the counselor. Students with behavioral or emotional needs may be referred to outside agencies such as Life Strategies or Counseling Services of Eastern Arkansas. Outside counselors are allowed to meet with students during core classes.*

**DISTRICT ACTIONS:** 5.1a; 5.1c

*A parent involvement plan has been written. The high school leadership is requiring teachers to maintain parent call logs with records of calls made that are positive in nature. Lesson plans and classroom walkthroughs tend to discourage most teachers from only providing lectures as a classroom strategies. Math manipulatives are available for math classes.*

**STANDARD 6:** *The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.*

**ADE FINDINGS:** *There is no support for the long-term professional growth of staff. There is no long-term planning for professional development. Professional development does not promote leadership growth. A few teachers participate in leadership development outside the district, such as Coaches Training. Building principals from all schools meet with Central Office staff to identify professional development offerings. The district provided five days of PD development in August 2008. There is no intentional plan for building instructional capacity through professional development. There is no analysis of student achievement to identify short or long term professional development needs of the staff. No systematic process to identify the PD needs of staff. All staff attends the sessions provided by the district. No systematic process to identify professional growth needs of staff.*

*There is no professional development policy. No systematic process to document professional development for staff. No survey to determine individual or building wide professional development needs. No individual growth plans for teachers or administrators. The Summative Evaluation of Teaching Performance does not have competencies or descriptors that reflect current research or best practices on student learning needs or professional growth of staff.*

**DISTRICT ACTIONS:** 6.1a; 6.1b; 6.1c; 6.1f

*Agendas and sign-in sheets are required for all professional development offerings (and staff meetings). Teachers are given professional development surveys every year to complete for the CRESC, but very few complete them. The high school joined The Learning Institute in order to provide on-going data for teachers in determining PD needs as well as for data disaggregation.*

**DISTRICT ACTIONS:** 6.2b; 6.2e; 6.2f; 6.2

*A new teacher evaluation form is currently being created that will be aligned with the ADE evaluations based on Charlotte Danielson's work. Feedback from formal observations is provided with oral feedback and both the evaluator and the teacher must sign off on evaluations.*

**STANDARD 7:** *School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.*

**ADE FINDINGS:** *The school has two missions. One mission statement is found in the ACSIP and another is posted in the classrooms. School leadership does not analyze assessment data. Administrators do not have individual professional growth plans. Data are reported in ACSIP, but not used to guide the development of ACSIP. The principal does not provide meaningful feedback on instructional practices to teachers; has not conducted formal observations of some teachers; does not develop leadership skills among teachers; and had little to do with development of ACSIP.*

**DISTRICT ACTIONS:** *7.1a; 7.1b; 7.1c; 7.1d; 7.1k*

*The school has only one mission statement developed by school leadership and several teachers - approved by all the faculty and staff. The new leadership has already begun analyzing all types of data with consultants, the counselor, and teachers; Benchmark assessment, TLI data, attendance data, ACT and remediation rates, etc. Administrators are now required to have professional growth plans and to keep professional portfolios. There is new leadership since this Scholastic Audit was conducted who is involved in every aspect of the school. The district hired an external provider who is helping the new administrator to be on top of all issues as pointed out in the Scholastic Audit.*

**STANDARD 8:** *There is evidence that the school is organized to maximize use of all available resources to support high student support and staff performance. Data is being used to guide the revisions being made to the ACSIP plan.*

**ADE FINDINGS:** *The master schedule does not provide for common team planning time. Teachers do not share lesson plans. No evidence of vertical or horizontal team planning.*

**DISTRICT ACTIONS:** *8.1e; 8.1f*

*The master schedule has been revised to provide common team planning times for the literacy and math teachers. A common lesson plan has been created and is being used by all teachers. Training was provided to learn to complete lesson plans. The TLI has been helpful in alignment of curriculum.*

*Expenditures of discretionary funds are not driven by a needs assessment. All expenditures of discretionary funds are controlled by the central office. Limited amount of funds to be expended to meet identified needs of students other than personnel.*

**DISTRICT ACTIONS:** *8.2b; 8.2c; 8.2d*

**STANDARD 9:** *The school/district develops, implements and evaluates an ACSIP that communicates a clear purpose, direction and action plan focused on teaching and learning.*

**ADE FINDINGS:** *Little evidence that the mission statement was developed collaboratively. Planning team did not include classified staff, students, and community representatives. The planning team is not active. ACSIP does not include vision and belief statements. Analysis and management of the data are not used to plan instructional strategies and develop performance assessments. There is no analysis of data to verify the strengths and limitations for improving student learning needs. Perceptual surveys are not used to determine the strengths and limitations of the school. Actions of ACSIP do not include a focus on closing the achievement gaps. Responsibility for implementation of ACSIP actions is not shared among staff members. Actions on ACSIP do not focus on the overall instructional and organizational effectiveness needed to enhance student learning. The ACSIP is not being implemented as developed. Actions on ACSIP indicate a limited commitment for continuous improvement.*

**DISTRICT ACTIONS:** *9.1.a; 9.2a; 9.2b; 9.3a; 9.3b; 9.51; 9.5b; 9.5c; 9.5d; 9.6a; 9.6b; 9.6c; 9.6d*

*Training for the ACSIP leadership team and ALL staff will take place before school dismisses for summer 2011. As the new ACSIP is prepared under the new leadership, all components will be included. The ACSIP team will evaluate and revise the ACSIP throughout the year. The new school leadership plans to lead a process to develop core beliefs.*

*Multiple data sources such as student demographics, attendance, discipline, grades, summative and formative assessments, classroom assessments, etc. will be included in the decision making process for rewriting the ACSIP plan. In addition, the district is utilizing the services of The Learning Institute in gaining more usable student assessment data and helping in early identification of students at risk of not succeeding.*



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).

*Earle High School plans to implement a specific plan of improvement that includes building administration and staff capacity, and accountability of everyone involved. The school will support the model by providing the following changes:*

- 1) The school day was increased to 7:45 a.m. to 3:30 p.m. (an increase of 25 minutes from the 2010/2011 school year.*
- 2) Providing administrative and leadership classes to the new leadership. Require attendance at the leadership academy once certification is complete.*
- 3) Increase administrative evaluations from once a year to twice a year.*
- 4) Ensure that all staff attends PLC training. Provide on-going, job-embedded and relevant professional development that is data driven.*
- 5) Increased expectation for students and staff.*
- 6) Hold all parties accountable for improvement.*
- 7) Board has adopted a resolution to approve the transformation model.*
- 8) Provide board PLC and other training to increase capacity and ensure that everyone understands the processes and practices.*

*The plan for the Earle High School will include intensive on-going, job-embedded staff development, partnerships between Educators Consulting Services, Crowley's Ridge Educational Cooperative, high school staff, ADE, parent and community resources. All partners will come together to plan and work toward increasing the academic achievement of the students of Earle High School.*



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

*The Earle School district has a high poverty population. 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. Many of our students suffer from poor nutrition, poor health, poor dental health, and poor living environments. Many students in this district are being raised by someone other than a parent.*

*Earle 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. Many of the students may have a cell phone or a computer, but families can't afford to pay for internet access.*

*Additional personnel will include a graduation coach and a full time technology coordinator to 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 current Credit Recovery Program being implemented using A+ Learning software will continue to be implemented. Through A+, students will have an opportunity to retake a course or courses they have previously failed. 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 graduation coach will help monitor students at risk of not graduating or dropping out of school. The graduation coach will help students understand the needs and requirements of continued education, help students complete applications to college, schedule and monitor college visits, and provide another step in the support of students to increase academic achievement.*

*The transformation model will include job-embedded, relevant, data-based, professional development designed to move students and teachers of Earle forward. Teachers will receive intensive training on how to analyze data and not stop there, but how to use that data to drive their instruction and assessments. This data will be embedded into the ACSIP plan as directed in the Scholastic Audit recommendations. The development of a Professional Learning Community will ensure instructional decisions are data driven. Teachers will receive intensive training and modeling in the classrooms on differentiated instruction, learning styles, and instructional strategies (as indicated by the CWT data set) by outside consultants.*

*Professional development will be provided in Common Core Content Standards with a focus on implementing the Common Core State Standards. The Transformation Specialist will monitor instructional facilitators and teachers as they implement the new standards as well. 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.*

*Professional development will be provided on project-based learning (PBL). PBL is a comprehensive instructional approach to engage students in sustained, cooperative investigation (Bransford & Stein, 1993). Within its framework students collaborate, working together to make sense of what is going on. The two essential components of PBL are 1) A driving question or problem that serves to organize and drive activities, which taken as a whole amount to a meaningful project; and, 2) Culminating product(s) or multiple representations as a series of artifacts, personal communication, or consequential tasks that meaningfully addresses the driving question. (Brown & Campione, 1994)*

*The school will hire a literacy and math interventionist. Teachers in these positions will be responsible for working with individual or small groups of students to provide interventions during the school day. Interventions will be targeted only on the areas that students have shown weakness for on previous assessments. Once a student is proficient in a certain area, it will be determined if they need to continue to work with the interventionist or if they have experienced enough success to be terminated from services. Assessments will be given in order to determine whether or not students have gained enough proficiency to be released from services.*

*Response to Intervention training will be provided to ALL teachers so they will learn what to do when the students don't understand or fully comprehend a concept. Teachers will attend a three-day Professional Learning Community Summit during the summer. Over the course of the three-year grant funding, the entire staff will attend PLC training in order that all of the staff will come to truly understand the importance of working as a team and what happens when just one or two team members refuse to do their part.*

*National Board Certification support will be offered to those teachers who may indicate a desire to pursue the certification. The National Board Certification support will also be an incentive in the recruitment of new teachers.*

*PLC meetings will take place on a bi-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 part of the teaching culture that must be changed.*



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

*Results from the End of Course Algebra, Geometry, Biology, and Literacy Benchmark assessments were used to determine academic needs of the students. ACT results (17.0 composite), remediation rates (83.7%), attendance rates (94%), and graduation rates have also been taken into consideration.*

*The high school has implemented the services of The Learning Institute (TLI) located in Hot Springs. The TLI provides formative assessments on a regular basis throughout the school year in content areas. The results are input into the TLI data base and they provide a multitude of reports based on that data. Staff from the high school are trained at the TLI in Hot Springs on how to create a pacing guide for instruction, determine the number and timeline of assessments, and how to input data from the assessments. The staff is also trained in how to score the open response sections of the assessments. The TLI scores the multiple choice items and when the open response and writing scores are input, they are combined to provide the data sets. This data has been used to help determine what areas of need are greatest and to determine students who are in danger of not passing or moving on to the next grade.*

*Professional development surveys from the staff were collected from those teachers who would participate.*



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

*All the stakeholders have been informed and included in planning the initiatives of this grant proposal. Staff meetings have been held, a perceptual data survey was administered to students, a parent/community meeting was held, school board members were notified of the grant application and it was approved by them. The hiring of a new principal in the first semester of the 2010-2011 school year and a new superintendent in February of 2010 has created a positive atmosphere of change already.*

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 school has been working with Educators Consulting Services as an External Provider over the last year. The principal has worked diligently with the provider to implement changes in scheduling, course descriptions, lesson plans, staff meetings, and core curriculum meetings. The external provider has served as a valuable consultant in planning the changes and helping the leadership in implementing these changes that have taken place thus far.*

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

*There is only one school that is in school improvement in the district. (Earle High School). The LEA has extended the school day by 25 minutes and provided afterschool tutoring services to the High School*

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

*The LEA has typically tried to promote from within whenever possible. This takes into account a staff that has been in the district for many years and one that has good community ties. It has become increasingly more difficult to hire high quality teachers*

*who are live locally. As a result of this, last year, the district decided to hire some “Teach for America” teaching staff for positions that came open. This has proven to be a good move for the school. As a result we have some younger, more technologically knowledgeable and adept teachers mixed in with the more senior teachers who have resisted 21<sup>st</sup> century skills and instructional strategies. They have been good for each other and continue to learn and grow from each other’s knowledge and strengths.*

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

*The leadership at the school realizes that there is going to be a need to retrain some of the existing staff in order to implement the changes that must be put into place to make this model successful. However, the LEA is committed to these changes and to doing whatever it takes to help the students experience the academic success they need in order to be successful in life. The LEA also realizes that some new highly qualified teachers must be hired for this model to work as well. Advertisements will be placed as soon as we have been notified of funding approval in order to recruit early. In addition, the LEA is looking to again hire from the Teach for America teacher pool if necessary. This avenue was only explored last year and some of these teachers were hired. They have been tremendous assets to the school.*

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

*The Earle High School was awarded a 1003a grant in order to provide a school improvement specialist on site. The SIS has aided the new principal in conducting CWT’s, creating poicies and procedures that have been outdated. These funds were documented in the ACSIP.*

*The current capacity of the school is that teachers have received training in Ruby Payne (low socio-economic), and some High Yield Teaching Strategies to enhance the ability of all learners. However, teachers are still not consistent in using varied teaching strategies and assessments to engage all learners. All Special Education teachers have been trained with core teachers in the Co-teaching model, yet individual student needs are not addressed in lesson design and delivery throughout the staff. Most teachers teach whole group with little differentiation or remediation.*

*Parent involvement policies have been reviewed and updated. Parent notifications, as required by Title I, have been disseminated through a variety of means (letters, website, business partners, flyers, and newspaper articles), such as School Improvement/Choice letters and the notification of Supplemental Education Services (SES) and the SES application.*

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

*Funds from 1003g have been allocated to effectively implement the program by keeping salaries at minimum so those positions can be sustained after the grant funding period ends. The majority of the 1003g funding has been allocated for purchased services and materials and supplies which would not be available without grant funding and the outside consultant (External Provider) who during the grant period will build the capacity of the current leadership and instructional staff to perform after the grant funding period has ended and the External Provider is no longer in the district. It is anticipated by the leadership team involved in the preparation of this application; that the majority of services that the grant has provided can then be sustained after the grant-funding period ends.*

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

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:

*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](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" [http://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.*

*The district hired a new high school principal in the fall of 2010 after the semester started. So even though the transformation model calls for the dismissal or non-renewal of the principal, in this case, the hiring of a new principal has preceded the model. There are few barriers to the Transformation Model. These would include the amount of time necessary to retrain the existing staff. Stipends will be built into the funds to cover times when teachers aren't actually on contract.*

*The ECS external provider and the transition specialist 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 to build capacity for sustained changes after the grant funding period has ended. The changes that must be implemented have to come from the top and go all the way down if they are to be expected to work.*

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

*Due to the teacher fair dismissal act, and the support of research-based instructional strategies the district policy tends to support the transformation model more than turnaround.*

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

N/A

## 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:

*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](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.*

*The Teacher Fair Dismissal Act could be a barrier to the Turnaround model as it would prevent the non-renewal or dismissal of teachers. It could become a tremendous issue in a rural area where it is difficult to attract teachers in the first place. The additional CWT's obtained from the external provider will strengthen teacher evaluations and help the leadership determine inadequate staff.*

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

*Due to the teacher fair dismissal act, and the support of research-based instructional strategies the district policy tends to support the transformation model more than turnaround.*

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

N/A



## 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:

*This model is not being considered as an option.*

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

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

## 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:

*This model is not being considered as an option.*

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:

*This model is not being considered as an option.*

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)
<i>External Provider: Consulting, job- embedded professional development, leadership in school improvement, technical assistance</i>	<i>N</i>	<i>Y</i>	<i>External Provider: Consulting, job- embedded professional development, leadership in school improvement, technical assistance</i>	<i>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. ECS has also worked in the state as an SES provider for the past 6- years with tremendous documented successes.</i>
<i>Crowley's Ridge Educational Co-op</i>	<i>N</i>	<i>Y</i>	<i>Professional development, data, support</i>	<i>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.</i>

<i>Educators Consulting Services</i>	<i>N</i>	<i>Y</i>	<i>Transitional Specialist to oversee new positions created by the model; oversee the positions of instructional facilitators; provide expertise in a gradual release of responsibility model</i>	<i>This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores through Benchmark Bootcamps, professional development, the Professional Learning Community Concept, and the transition to the Common Core State Standards.</i>
<i>Jobs for Arkansas' Graduates (JAG)</i>	<i>N</i>	<i>Y</i>	<i>Assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy</i>	<i>The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program.</i>

## 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)
<i>Educators Consulting Services</i>	<i>N</i>	<i>Y</i>	<i>External Provider: Consulting, job-embedded professional development, leadership in school improvement, technical assistance</i>	<i>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. ECS has also worked in the state as an SES provider for the past 6-years with tremendous documented successes.</i>
<i>Crowley's Ridge Educational Co-op</i>	<i>N</i>	<i>Y</i>	<i>Professional development, data, support</i>	<i>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.</i>
<i>Educators Consulting Services</i>	<i>N</i>	<i>Y</i>	<i>Transitional Specialist to oversee new positions created by the model; oversee the positions of instructional</i>	<i>This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores through Benchmark</i>

			<i>facilitators; provide expertise in a gradual release of responsibility model</i>	<i>Bootcamps, professional development, the Professional Learning Community Concept and the transition to the Common Core State Standards.</i>
<i>Jobs for Arkansas' Graduates (JAG)</i>	<i>N</i>	<i>Y</i>	<i>Assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy</i>	<i>The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program.</i>

**Restart**

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

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

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



### 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
<b>School Performance</b>				
<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		✓		
<b>School Capacity</b>				
<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	✓	✓		
<b>District Capacity</b>				
<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/provides			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	

1. Best Practices	<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
	<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
	<b>Community Capacity</b>				
	<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				

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: EMO

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 hired a new principal in the fall of 2010 after the principal at that time turned in their resignation. Therefore the LEA is within the guidelines of having a new principal within the last two years. This principal is expected to establish high expectations for teaches and students at the high school. The principal has been in the district for many years and is a respected member of the school and the*

community of Earle. Mr. McVay has just currently completed the last year of principal leadership program. He has been a Football Coach for 15 years and also conducted Physical Ed & Health Classes. He was selected as the Chamber of Commerce & Outstanding Citizen for 2 years and was selected as the Outstanding Leader (from local churches and organizations for 5 years.

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

*The LEA leader will have the flexibility to rearrange teaching staff, retrain that staff, and hire new staff as necessary. The new leader understands that in order to make the substantial changes that must be made, it will be necessary to implement some drastic measures. There are a few teachers who are very close to retirement, which will help in making some of the necessary changes.*

*The leadership will have the support and perspective of the ECS consultants. These consultants 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. In addition, the principal will have support in Classroom Walkthrough data. Both ECS consultants and the educational co-op employees have been certified to conduct CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide future professional development or make the necessary changes in instruction to improve student learning.*

*At this point in time, the LEA would rather retrain and mentor the staff by providing them with opportunities to achieve based on job-embedded professional development, personal improvement plans or their own growth plans. All the staff needs to be trained in analyzing data and taking that data and tying it to student needs, instruction, the ACSIP plan, etc. The entire staff needs to be trained in Common Core State Standards, curriculum alignment (vertical and horizontal) and most of the staff still needs to be trained on how to implement Professional Learning Communities.*

*The leadership will have the support and perspective of the ECS consultants. These consultants 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, leadership skills, etc. The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data, and build capacity through a stronger staff and student body. In addition, the principal will have support in conducting Classroom Walkthroughs and collecting data. Both ECS consultants and the educational co-op employees have been certified to conduct CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide*

*future professional development or make the necessary changes in instruction to improve student learning.*

*The LEA intends to implement the Professional Learning Community training and create an atmosphere over the course of the next three years in order to bring about changes in instruction, meeting the needs of all learners, team building, cultural understanding, and community awareness. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and on-going technology needs.*

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

*Since the hiring of a new superintendent and a new high school principal, changes have been slowly coming about. Now is the time to implement a change process that will bring about the changes needed for our students to have the opportunity to increase their academic achievements. Increasing the academic achievements of the student population is helping them to lay the foundation for the rest of their lives. It should not be taken lightly. The district has an administration that is open to implementing changes and that in itself brings a new perspective to the district.*

*Limitations to the transformation model could be that you may still be dealing with the same people you have been dealing with in the past. However, once new people have been hired and some personnel shifts have been completed, it is expected that there will be a different attitude. This is another reason to have an external provider in the mix as these consultants are not bound by any local politics or previous attitudes that may hinder others. The leadership for change and the support necessary to help make it happen are now in place to help implement substantial changes for the high school.*

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

*The principal will have greater flexibility in hiring, budgeting, and the use of time in order to support the new innovations including new technology (Elmos, iPads, laptop computers, and Kindles) required in order for the transformation to be successful. The principal will be given more latitude to work with the external provider and the transformation specialist in order to design the type of environment that will be conducive to student achievement. Greater flexibility will 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.*

*When teachers and instructional leaders attend the Professional Learning Community Summit, it is expected they will come to recognize that all decisions are based on data and student needs. 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 external provider and transitional specialist 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. Included will be preparation and implementation of the new Common Core State Standards.*

*Other changes that must take place over time are going to be changes in policy. Some policy changes that must occur will have to do with staff absence policy. This will include sick leave, doctor's notes, etc. The personnel policy committee is already aware that this is an area of concern and it is on the agenda to be addressed before school is dismissed this year so it will be policy for the 2011/12 school year.*

*The building leadership will have the autonomy to extend the school day. A few of the teachers have requested that this occur for the 2011/12 school year. The new school day will run from 7:45 until 3:30 beginning in the Fall 2011 (in increase of 33 minutes from the 2010/11 school day).*

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

*The district will support the new leader by approving new policies that support hiring highly qualified teachers; the implementation of research-based instructional strategies based on the needs of the students; and, the collection of data that supports the replacement or removal of staff. Teachers will be evaluated more regularly with formal evaluation measures in addition to the CWT's. The new principal is insisting on lesson plans being turned in and has begun to write teachers up for not doing so. The district level leadership supports these efforts to hold teachers more accountable.*

*All teachers will be required to attend the Professional Learning Community Summit to be held in Hot Springs, AR over the next three years. The PLC concept will be studied and implemented over the course of the next three years. 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 the on-going training in the PLC concept and understands that the on-going, job-embedded professional development is key to the success of this model. If real change is to happen, it must begin with the teachers and it must be instructional in nature. The new leader will be supported by having appropriate professional development provided for*

*himself and the staff that will support the transformational model. Through the professional development and consultation, the leader and teachers will learn how to build capacity. Accountability for teachers will increase by Classroom Walkthroughs actually being administered, formal evaluations actually being administered, regular feedback to teachers, team meetings, and increased attendance of teachers.*

*The HS Principal will be required to attend the Educators Consulting Services Leadership training model, designed to effect changes in leadership necessary for 21<sup>st</sup> century leadership skills.*

*Sustainability will come as a result of improving professional practices, over the long term, by confronting the pervasive culture of low expectations, by implementing a more systemic approach to educating the children of this high school, and providing with the classroom and technological skills necessary for the 21<sup>st</sup> century. The external provider consultants will provide weekly exit meetings in order to keep the leadership and district informed about the results of CWT's, observations, modeling, etc. The transformational specialist will be responsible for monitoring and providing weekly updates to the principal and superintendent as well. The district is aware of and willing to make changes that will positively affect the academic achievement of the students and increase involvement of parents and community.*

*The district will also commit to 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, disaggregation of data, and observational information in order to determine instructional changes that must be made in order to meet the needs of the students. Response to Intervention training will be provided in order to meet the needs of students who are not functioning on grade level. Teachers will have help in completing lesson plans with the appropriate Rtl information, differentiated instruction, state frameworks and/or Common Core State Standards as they are implemented.)*

*The school board has been informed of the transformation model and fully supports the efforts. The superintendent and board are ready to provide the principal 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?

*If the district chose the Turnaround Model, the LEA would have a difficult time trying to replace 50% of the teachers. The district is located in a rural, low achieving area. In order to find enough teachers in the Turnaround Model, the LEA would have to resort to outside resources such as using the help of the ADE, colleges from around the state, Teach For America, and any other available resources. It would also be necessary to develop an intensive recruiting campaign on a state and national level in an effort to find enough teachers.*

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 has hired a new principal well into the fall semester of 2010. The new leader will be expected to attend the PLC training and other professional development training that will be provided to the staff. The principal will be required to attend the ECS Leadership training model and expected to attend the Leadership Academy when his certification is complete.*

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. The LEA intends to implement the Professional Learning Community training and create an atmosphere over the course of the next three years in order to bring about changes in instruction, meeting the needs of all learners, team building, cultural understanding, and community awareness. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and technology. There will also be an attendance incentive for teachers and an academic incentive as well.*

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. In addition, this criteria would then be applied to current teachers as well.*

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 high schools are located in the district.*

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

*It is felt that the school could retain the four new employees hired in these improvement efforts (graduation/credit recovery director, technology coordinator, literacy, and math interventionists).*

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 the transition specialist and 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 would need to establish on-site, school-level improvement teams that would include external providers, administration, teaching staff, transition specialist, parents, students, and community members. This team would work with the district to ensure that restructuring options would reflect the strengths and weaknesses of the school. The district would also work to ensure that all necessary resources are available in order to help all students gain academic achievement.*

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?

*There would be a need to establish a school improvement team that would be responsible for studying and determining 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?

N/A

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

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?

N/A

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
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	<i>The Earle School District will depend on the SEA to supply continuous technical support in the implementation of the 1003g grant. The LEA will also continue to seek professional development opportunities from the SEA that are appropriate for the high school such as Literacy Lab.</i>
Local Education Agency	<i>The LEA will provide technical assistance with professional development scheduling; helping to provide data as needed for instruction and assessments; scheduling of appropriate meetings (PLC, AIP, content area, etc.).</i>
Internal Partner (LEA staff)	<i>Provide the necessary staff, time, and resources to ensure the success of the implementation of the Transformation Model.</i>
Lead Partner	<i>The high school will not be taken over by outside management.</i>
Support Partner	<i>Educators Consulting Services will serve as the external provider and the transformation specialist. They will provide the on-going support, professional development, modeling, and facilitation necessary for the implementation of the Transformation Model</i>
Support Partner	<i>Crowleys Ridge Educational Service Cooperative- will provide professional development and assist in administration of CWT's.</i>
Principal	<i>Donald McVay- Principal: Will provide strong leadership for staff, students, and parents. Participate in training and team meetings with external provider, transition specialist, and CRESC.</i>
School Staff	<i>There will be increased accountability for all staff that</i>

	<p><i>ranges from attendance to achievement. The staff will commit to the partnership of becoming a genuine PLC dedicated to the mission of helping all students increase their academic proficiency. This commitment will include attendance at professional development, staff meetings, and school.</i></p>
Parents and Community	<p><i>Through the efforts of the full-time parent coordinator, parents will help create and support an environment that students look forward to coming to and where they expect to achieve. Parents will support the roles of the school and the teachers toward increasing academic achievement by increased participation in their child's education and school activities and ensuring the attendance of their child.</i></p>

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:***

*Technical assistance (on-site) and job-embedded consultation will be provided to Earle High School for approximately 90 days from Consultants from Educators Consulting Services. ECS was approved as external provider based on the alignment of their services to the nine standards of the Arkansas Department of Education Scholastic Audit. (Please see a copy of their exit form attached.) This year we have been working with ECS as an external provider and they have been tremendously helpful in getting the school back on track in many areas (such as the master schedule, course description guide, CWT's, etc.) Before school begins in the fall of 2011, ECS will review the master schedule again and determine whether it is viable for the upcoming year and whether any core classes should be double blocked in order to meet the needs of the struggling learners and/or the transition into Common Core State Standards. This need will be based on the 2011 administration of the Arkansas Benchmark Assessments.*

*As the external provider, 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 consultant will oversee the ACSIP plan at the building level to determine if the plan is being implemented and monitored. As evidenced by the ECS exit form, the ECS external provider consultants will essentially become an oversight committee ensuring the ACSIP plan is being implemented, trend data is being used, committees are meeting, principals are conducting walk throughs and using this data set, etc. The external provider will be on the high school campus every week and will exit with the principal and the superintendent weekly. ECS will provide quarterly reports to the district school board. The principal will be required to attend the ECS Leadership training model; an 8-day training that helps build the capacity to function as a leader in the 21<sup>st</sup> Century.*

*The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 120 days per year. The TS will provide assistance with new personnel such as the new science and math specialist, social worker, technology support personnel, etc. They will facilitate grade level meetings and departmental meetings with the instructional facilitators. As important as the role of this position is, it is one*

*that can be phased out over the years as district personnel absorb the responsibilities and become more proficient and adept at performing those jobs of the Transition Specialist. Once teachers have mastered the new technology over a three year course of time, they could mentor any new teachers to the district that might not be familiar with that particular technology. Instructional facilitators will learn how to conduct their own departmental meetings. After all of the staff have attended Professional Learning Community Summits and had a facilitator guidance for those on-site meetings, they will learn how to conduct PLC meetings with fidelity. There is a huge potential for growth at this school. The Transition Specialist will facilitate weekly PLC meetings, help conduct CWT's if needed, facilitate content area meetings and instructional facilitator meetings, oversee data wall, help disaggregate achievement data from The Learning Institute and Benchmark assessments, etc., and will debrief weekly with the principal and superintendent. Quarterly reports will be provided to the district school board.*

*The Transition Specialist, working in conjunction with the Crowley's Ridge Educational Cooperative Specialists will help analyze data and continue the data wall (the ECS consultants helped to establish a data wall this year). The total number of students would be divided by the total number of all certified staff. Each certified staff member will be responsible for moving their students' card on data wall every quarter based on assessment data received from The Learning Institute. This will be monitored by the specialists, the external provider, and the principal. The Transitional Specialist will also help facilitate Family Math, Science and Literacy nights for students and their parents. A school bus will be available to provide transportation for students along with their parents on these nights. This will increase the number of participants in the activities. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. In addition, they will work with CRESC and the TLI to examine the curriculum and facilitate the staff in making a smoother transition to the Common Core Standards. The school has experienced quite a bit of leadership change over the last year; therefore, it is a good time to continue to move forward with the changes that have made positive implications for the staff and ultimately the students.*

*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. This will be monitored by the External Provider and CRESC personnel. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. The principal will be a key person in monitoring the implementation of the ACSIP plan as well.*

*CRESC will provide any appropriate professional development for the transformation model. They will provide on-site assistance for CWT's and classroom*

observations. The CRESC also will be available for leadership meetings that will be held. Another area of support will be in the area of technology. They can help provide technological training and support for the new technology coordinator.

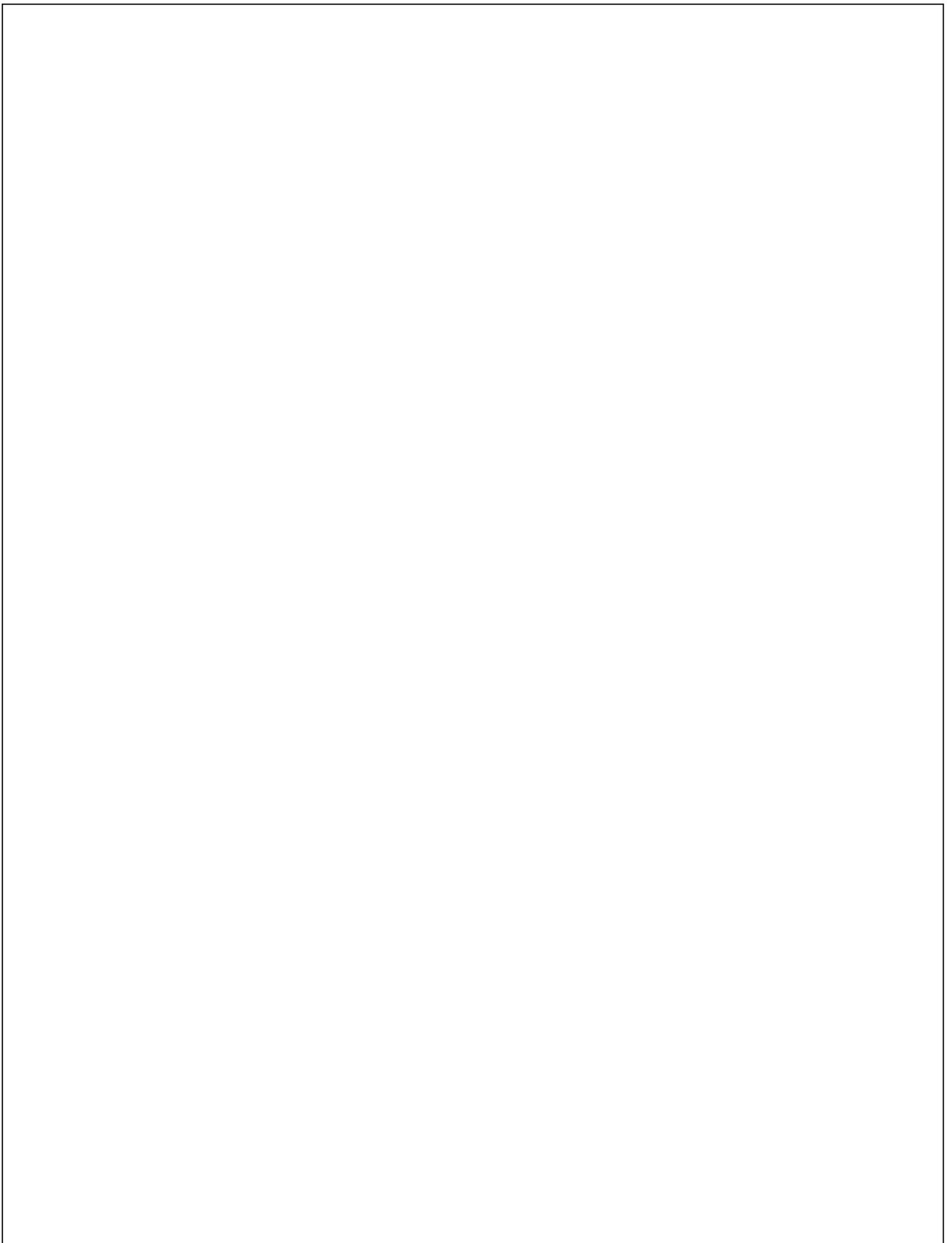
Training for teachers in how to appropriately implement Project-based learning (PBL) in the classrooms. PBL is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. The PBL will be an integral instructional strategy that is used with the implementation of the Common Core State Standards.

The new technology (iPads and Kindles) will become an important instructional component as well. Students will actually use this technology in their regular classroom instruction as well as their PBL activities. Training for teachers and students will be provided as most of our teaching and student body are not familiar with this technology (or just have minimal knowledge of it).

The school will hire a literacy and math interventionist. Teachers in these positions will be responsible for working with individual or small groups of students to provide interventions during the school day. Interventions will be targeted only on the areas that students have shown weakness for on previous assessments. Once a student is proficient in a certain area, it will be determined if they need to continue to work with the interventionist or if they have experienced enough success to be terminated from services. Assessments will be given in order to determine whether or not students have gained enough proficiency to be released from services.

The graduation/credit recovery director will work to increase the graduation rate of the students. Through this position working in conjunction with the counselor and the academic mentors from the CAP team, the graduation rate and the achievement rate of students should increase. The graduation/credit recovery director will play an important role in assuring these students meet their individual goals for graduating high school, going to college, and/or entering the workforce.

A technology coordinator will be hired to manage all of the new technology that is being added to the high school. The technology coordinator will be responsible for monitoring the needs of classroom teachers as they utilize the new technology. They will be required to be on site and available to the classroom teachers and possible even to give demonstrations to the classes on different ways the technology can be used.



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

*ECS will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will serve as an external provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. 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. ECS will assist in monitoring curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards.*

*The external provider will work with the staff before school starts and during the each year to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community. Professional development will be provided before school starts and during the year. The PD will primarily be provided by ECS and CRESC as needed. The external provider will meet with the principal and leadership team to confer about professional development based on assessment data, personal improvement plans, professional needs, etc. Weekly reports will be provided by the external provider to administrative leadership.*

*The Crowley Ridge Educational Service Cooperative specialists will work with ECS in conducting CWT's . (While the CRESC personnel can't commit to being on-site every week, they can generally come on at least a monthly basis.) This will provide a third part to administering CWT's and contribute to this overall data set.*

*The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 120 days per year and will provide weekly exit reports to the LEA leadership and quarterly reports to district leadership. The TS will provide assistance with new personnel such as instructional facilitators (literacy, math, and science), social worker, technology support, etc. They will facilitate staff meetings and departmental meetings with the instructional facilitators. Weekly reports will be provided by th external provider to administrative leadership.*

*A technology coordinator will be hired to manage all of the new technology that is being added to the high school. The technology coordinator will must have an extensive background in the iPad, Kindle, and laptop technology in order to help the program be successful. The technology coordinator will be supervised by the principal and will be a member of the leadership team. They will be required to provide monthly reports to administrative leadership.*

*The graduation/credit recovery director will be hired to monitor graduation rates and help ensure that more students are graduating with the appropriate credits and content*

*knowledge they need to go into either the workforce or enter college. They will assist students in completing applications, deciding where to apply, and other areas.*

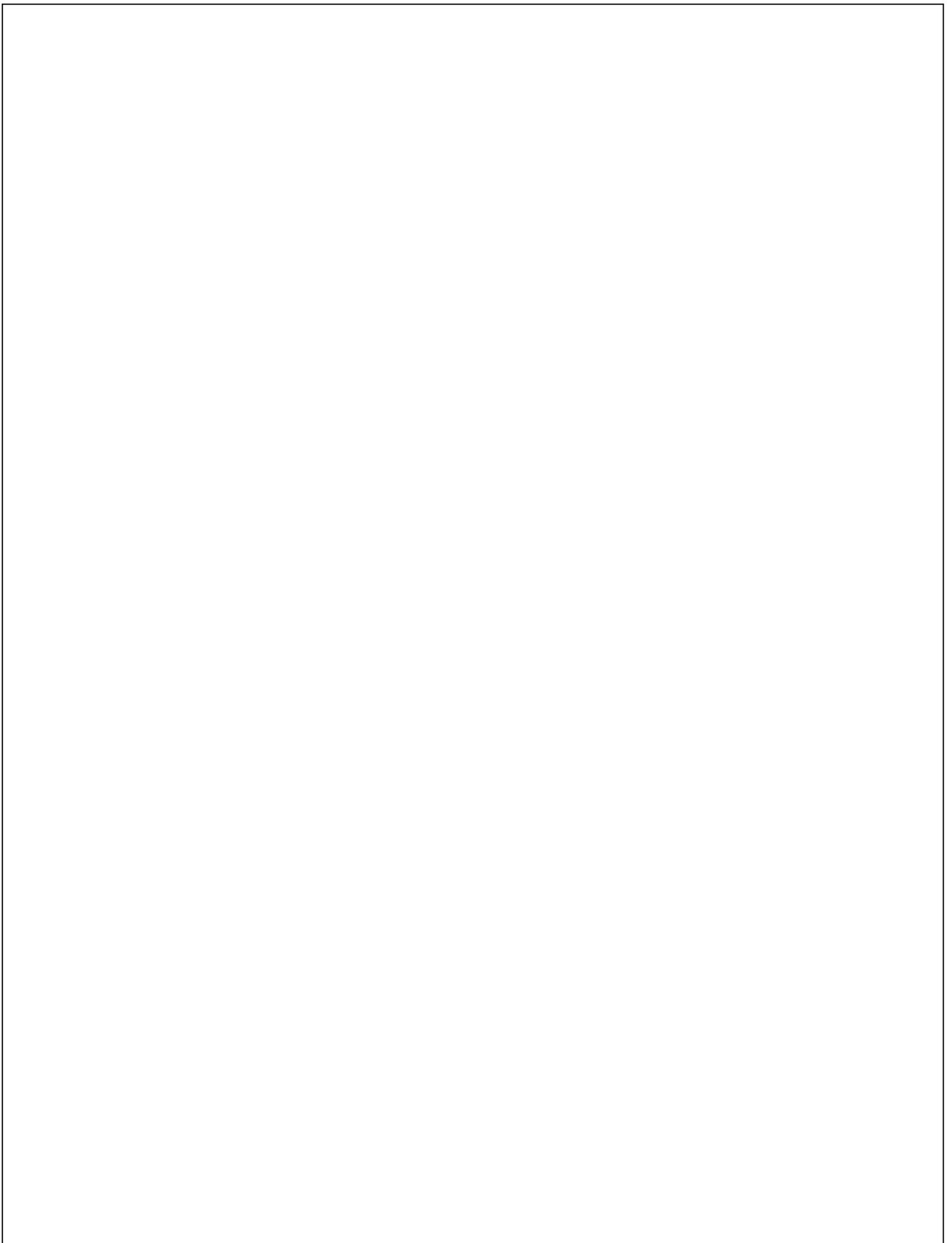
*Literacy and math interventionists will be integral team members as they learn their roles over the next few years. They will be supervised by the principal and mentored by the Transitional Specialist as they learn their responsibilities. They will receive training from CRESC on potential intervention strategies as well.*

*The LEA will implement a Career Action Planning (CAP) program that will be monitored by the school counselor and the principal. The CAP program will begin with 7<sup>th</sup> graders as they enter the high school building. All teachers will become mentor teachers and be involved in this program as well. They will receive training from the counselor in the early fall. Field trip monies will be set aside to provide opportunities for this group of students to be allowed to take field trips in order to meet community members or go to their place of business,*

*The LEA will continue to partner with the Jobs for Arkansas' Graduates (JAG) which is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. This program comes under the supervision of the principal. The JAG employee turns in regular reports to the district.*

*The parent involvement coordinator (already on staff) will be able to work toward building relationships between the school and the community. This person will help coordinate the Family Math, Science, and Literacy nights as well as let the parents and public know about them. In addition, they will be responsible for coordinating a parent teacher night with student led conferences in the second semester. The parent coordinator will come under the supervision of the principal and will receive support from consultants as well and will be a member of the leadership team.*

*It is the intent of the LEA to provide an inviting environment for students, teachers, parents, and community. An environment where learning takes place each and every day. An environment where the students can't wait to get to class; can't wait to meet with their academic mentors; can't wait to share with successes with students and family. An environment where every student can experience increased academic success and enter college or the workforce with the prerequisite skills to be successful. Through the funding of the 1003g grant funds, the Earle High School can implement this successful learning environment for all students.*



## 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 parent involvement coordinator will host a parent/community meeting at the beginning of school each year. They will introduce all of the partners including the External Provider, Crowleys Ridge Educational Service Cooperative specialists, the Transition Specialist, all new personnel, teachers, parents, and community members. The Professional Learning Community concept will be explained to everyone attending and materials will be passed out for parents and community members to take home. The principal will introduce the transformation model and outline how the plan will be implemented over time and the timeline for the plan.*

*The new CAP academic mentoring program will be introduced to everyone and parents will be provided information about their child's mentor. An opportunity will be provided at this time for parents to ask questions about any of the new programs. In addition, the parents will be informed about the Family Math, Science and Literacy nights, and other activities that are planned throughout the upcoming months.*

*Parents and community members will have opportunities to have experiences with the new iPad interactive classrooms with iPads, Kindles, Elmos, and the Smartboards. It will be important for everyone in the community to not only see the new technology that students will be utilizing for learning, but to experience the changes that have come to schools since most of us were students. Teachers and students will be at the meeting so that they can show parents the different ways the iPads and Kindles can be used in each content area.*

*During the year, all consultants, specialists, and leadership will conduct meetings as professional development or training is provided. It will be important for all team members to meet and work collaboratively in order for the model to be successful. All the teachers and staff must be included in planning, professional development, and implementation in order for true transformation to take place.*

*The LEA will request that over the course of three years, all staff members attend a Professional Learning Community Summit. As a result of this training, it is expected that all staff will come to realize that they must work collaboratively to analyze data and determine the best course of instruction for each student if each student is to be successful. PLC meetings will be conducted on-site on a bi-weekly basis. Data will be analyzed, root cause analysis will be conducted, and the data will be managed based on this data.*

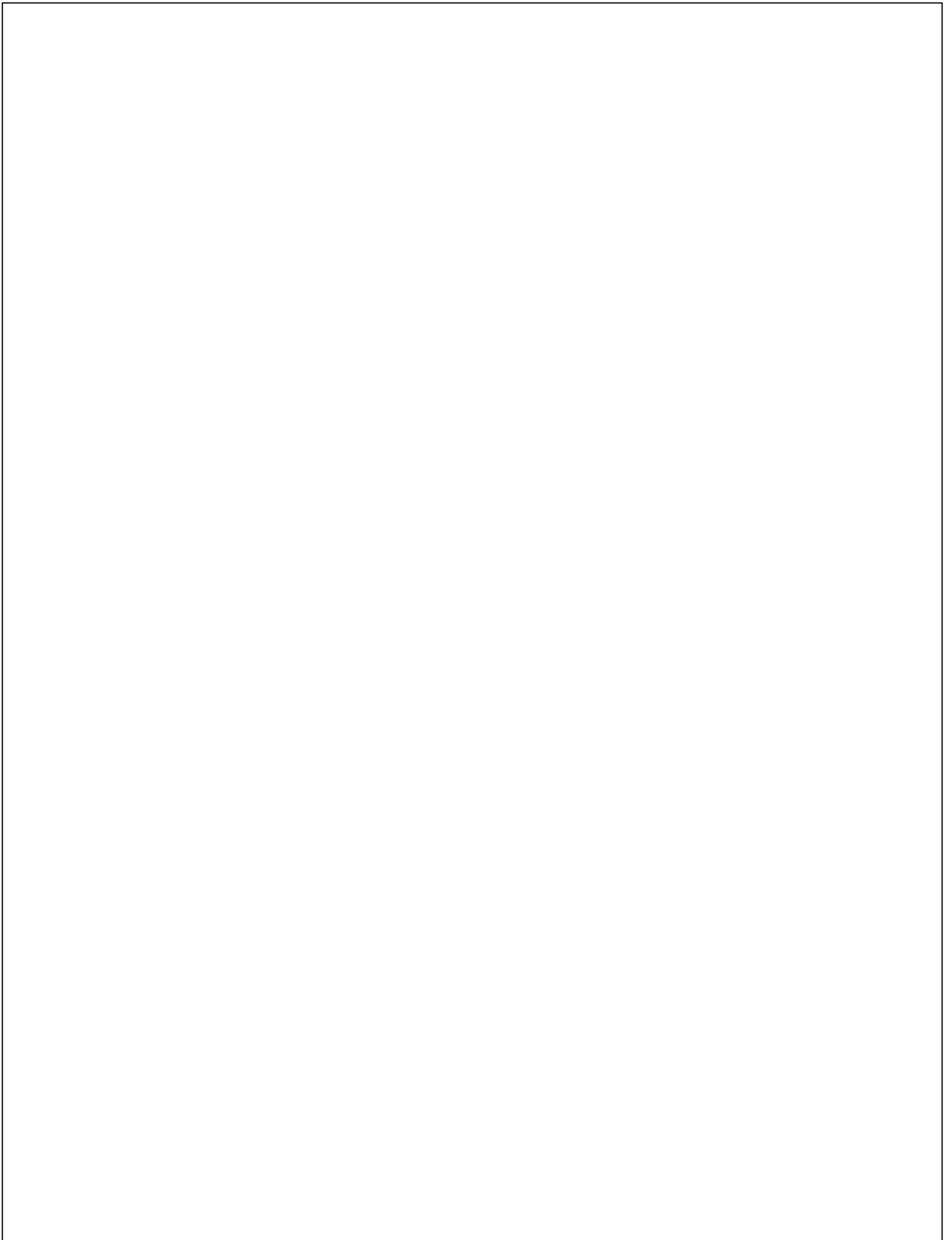
*The LEA will be responsible for making sure that all partners have contact information for each other and for setting up the initial contact of all partners. Some*

*communication to supporting partners may at times be conducted through electronic means. All professional development will be determined based on the needs of the staff and provided by either the external provider or the educational cooperative. Staff and consultants will have stronger working relationships as modeling, continuous support, and on-going training is provided. A real sense of “community” will be developed in a positive way*

*The LEA will maintain an on-going relationship with the Apple technology staff as the iPad technology is implemented in the classrooms. The new instructional technology coordinator will be responsible for maintaining this contact and for reporting to the LEA leadership on a monthly basis. A classroom set of Kindles will be provided to each English/Language Arts teacher to use in the teaching of literature to include classics, poetry, narrative, and non-fiction.*

*Relationships with and between the staff will become stronger as they meet in their PLC team meetings. All teachers will come to see the importance of meeting and discussing student data in order to meet the academic needs of each student. In turn, teachers can use student data in their academic mentor meetings with their assigned students. Students will come to have stronger relationships with these teachers as they see them in the light of being genuinely concerned with their academic success and how they are indeed there to support them.*

*Student relationships will become stronger as they work in teams on project-based learning assignments. Students will come to see that project-based learning mimics what is actually expected in life-long learning – whether it is school or work-based. Students will work together in pairs, teams, and sometimes on an individual basis as they complete their projects for different content areas.*



Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Donald McVay	Principal			
Felecia Watson	Counselor			
Linda Maples	Curriculum Coordinator			
Renee Grey	Literacy Coach			
Cloddie Forrest	Parent Involvement Coordinator			

Meetings

Location	Date		Location	Date
Earle High School	April 18, 2012			
Earle High School	April 19, 2012			
Earle School District Superintendent's Office	April 23, 2012			

## Step 7: Sustainability

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

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

*The LEA plans to sustain the implemented reforms through the continuation of quality job-embedded professional development, the retention of the four new employees that will be hired with the grant funds (graduation/credit recover director, technology coordinator, math and literacy interventionists), continuation of training of CCSS, and the continuation of project-based learning. It is felt that the SEA will be able to continue to fund these positions (as long as they show they have contributed to the academic growth of the students). It is also felt that the SEA will be able to fund the replacement of any technology that may become broken or lost (this is to include iPads, Kindle Fires, and/or a teacher laptop). The LEA realizes the importance of continuing this improvement process well into the future so that all teachers become capable instructional leaders and all students become successful academic achievers. The LEA will never stop its pursuit of increased academic success for the students or the promotion of community support and growth.*

*The LEA will measure the capacity building through the increased academic achievement of students (based on TLE results and annual Benchmark assessments); participation and implementation of PLC meetings; project-based learning implementation, completion, and assessment; increased use of technology within the classroom setting to promote total participation techniques; and the increased support and attendance of the parents and community at monthly meetings and activities. All of this will be documented, shared, and analyzed in order to continue in the improvement process.*

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

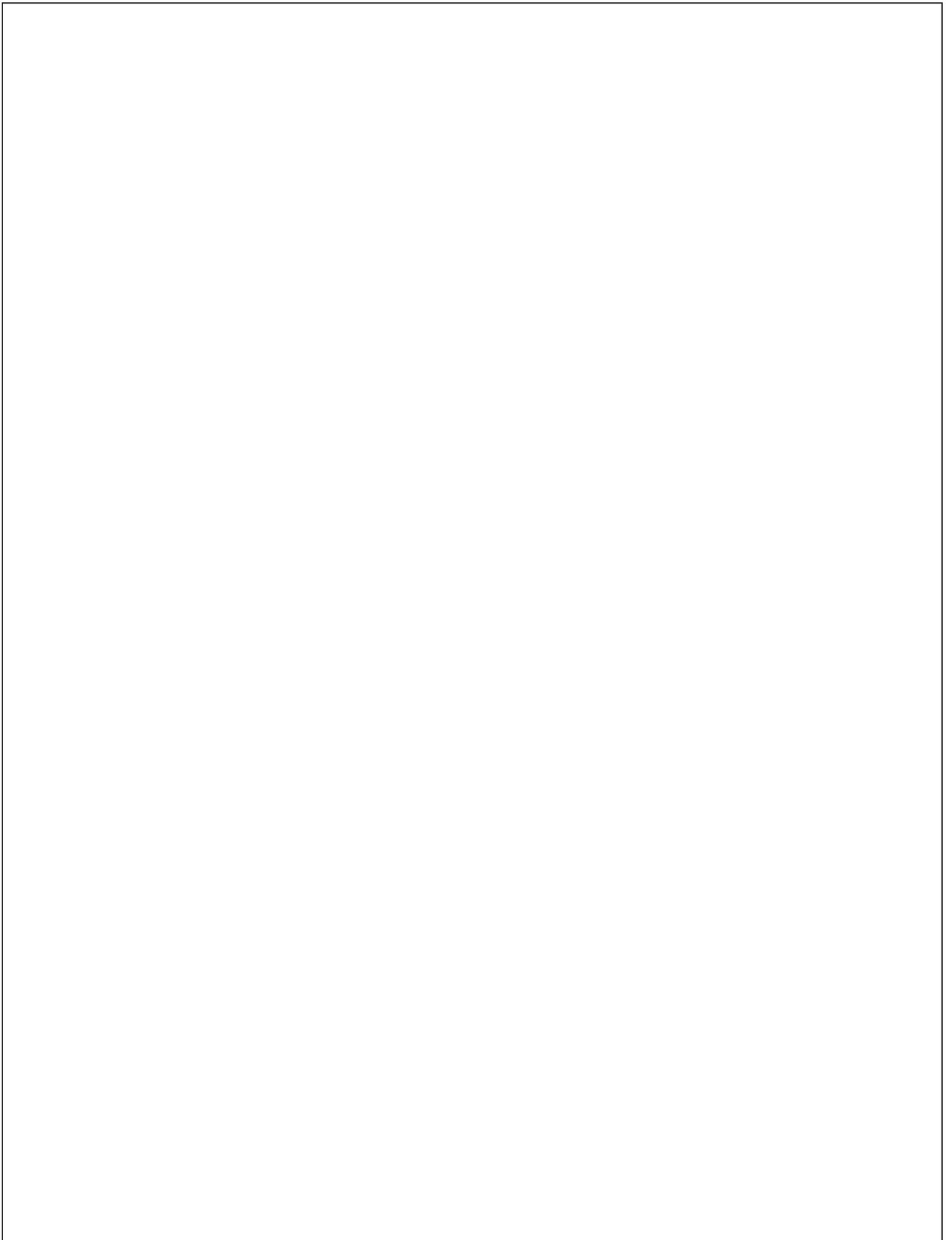
- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations

- 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 Tier I, Tier II, and Tier III school being served.







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
<ol style="list-style-type: none"> <li>1. <i>Implement the ECS Continuous Support Model utilizing Marzano's High Yield Strategies for Classroom Instruction</i></li> <li>2. <i>Implement instructional strategies designed to improve student engagement in the classroom</i></li> <li>3. <i>Implement a meaningful professional development program designed to improve classroom instruction</i></li> <li>4. <i>Implement a program to increase the access and use of technology in the use of technology in the classroom including: iPads, computers, and computer software</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>There will be a 25% increase in utilization of Marzano's High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data</i></li> <li>2. <i>There will be a 25% increase in student engagement as evidenced by Classroom Walkthrough (CWT) data</i></li> <li>3. <i>There will be a 10% increase in the number of hours of professional development opportunities offered to the staff at Earle HS</i></li> <li>4. <i>There will be a 25% increase in the use of technology for classroom instruction in Earle HS</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i></li> <li>2. <i>The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans</i></li> <li>3. <i>Professional Development Sign-in logs and PD evaluations</i></li> <li>4. <i>Teacher lesson plans and CWT data will document the increase of technology used in instruction</i></li> </ol>	<p><i>September 1, 2012</i></p> <p><i>September 1, 2012</i></p> <p><i>September 1, 2012</i></p> <p><i>September 1, 2012</i></p>	<p><i>May 30, 2013 (ongoing)</i></p> <p><i>May 30, 2015 (ongoing)</i></p> <p><i>May 30, 2015 (ongoing)</i></p> <p><i>May 30, 2015</i></p>	<p><i>ECS Transition Specialist, ECS External Provider, Donald McVay, HS Principal, Math, Literacy, CRESC Consultants</i></p> <p><i>ECS Transition Specialist, ECS External Provider, Donald McVay, HS Principal, ECS Staff, CRESC Consultants</i></p> <p><i>Donald McVay, HS Principal, HS Technology Coordinator</i></p>

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

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

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
<ol style="list-style-type: none"> <li>1. <i>Parent/Community Involvement program in Earle High School</i></li> <li>2. <i>Increase the utilization of the parent center in Earle High School</i></li> <li>3. <i>Implement Family Math, Literacy, Science, and Technology Nights monthly</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>There will be a 10% increase in parent attendance at each quarterly parent teacher conference at the high school</i></li> <li>1. <i>There will be a 50% increase in parental and community member involvement in school day activities at the high school</i></li> <li>2. <i>There will be an increase of 50% in the use of the parent center by high school parents</i></li> <li>3. <i>There will be a 10% increase in attendance at each Family Night activity</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Parent sign-in logs from each parent teacher conference</li> <li>1. Parent sign-in logs at in Principal's Office</li> <li>2. Parent sign-in logs at Parent Center</li> <li>3. Parent sign-in logs from Family Nights.</li> </ol>	<p><i>October 15, 2012</i></p> <p><i>September 1, 2012</i></p> <p><i>September 1, 2012</i></p> <p><i>September 1, 2011 (monthly)</i></p>	<p><i>April 15, 2013 (ongoing)</i></p> <p><i>May 30, 2013 (ongoing)</i></p> <p><i>May 30, 2013 (ongoing)</i></p> <p><i>May 30, 2015 (ongoing)</i></p>	<p><i>Donald McVay, HS Principal. District Parent Coordinator</i></p> <p><i>Donald McVay, HS Principal. District Parent Coordinator, Math Coach, Literacy Coach</i></p> <p><i>Donald McVay, HS Principal. District Parent Coordinator,</i></p>

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

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

Goal # 4: To increase student achievement in all subgroups on multiple assessment opportunities especially on the ACTAP and upcoming CCSS.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
1. Continue to implement <b>The Learning Institute (TLI)</b> 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 in Earle High School based on TLI assessments and Benchmark assessments	September 1, 2012	May 30, 2015 (ongoing quarterly)	ECS Transition Specialist, Donald McVay, HSI Principal, HS Literacy Coach, HS Math Coach
2. Implement a Professional Learning Community program in Earle HS	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, 2012	June 30, 2015 (ongoing annually)	ECS Transition Specialist
3. Implement a strong Response to Intervention (RTI) program in Earle HS					ECS Transition Specialist, Donald McVay, HS Principal
4. Provide effective remediation and a before and/or after-school tutoring programs in the HS.					Donald McVay, HS Principal, Math and Literacy Coach, Teachers, Tech Coordinator
5. 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, 2012	May 30, 2015 (ongoing)	

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

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

Goal # 5: *To increase the graduation rate in Earle High School*

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
<p>1. <i>Implement an aggressive program designed to increase the graduation rate at Earle High School</i></p> <p>1a <i>Provide outside guest speakers to encourage graduation and continuing education</i></p> <p>1b <i>Provide HS Students with educational related field trips to encourage post high school endeavors</i></p> <p>1c <i>Provide HS Students with enhanced guidance to document the advantages of high school graduation</i></p> <p>1d <i>Provide HS Students with credit recovery opportunities to enhance graduation rates</i></p>	<p><i>There will be an increase of 10% per year in the graduation rate in Earle High School. The graduation rate will be above 90% by the end of this grant funding period</i></p>	<p><i>APSCN data will reflect the results of this objective</i></p>	<p><i>May 2013 (ongoing)</i></p>	<p><i>May 2015 (ongoing)</i></p>	<p><i>ECS Transition Specialist, Donald McVay, HS Principal, HS Graduation Coach/Credit Recovery Director</i></p>

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

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

Goal

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 Tier I and Tier II Schools**

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

- **Design and implement interventions consistent with the final requirements of selected model;**

*The School Turnaround Field Guide gave examples of lessons learned in previous schools that have implemented turnaround models. It is important to understand these lessons and utilize these findings when determining a course of action for the Earle High School. Lessons learned at the school level were:*

Exhibit 1: School-Level Lessons Learned

**Planning**

- Identify school leadership early so as to build in planning time to engage the community,
- Establish the vision, and create a new school culture.
- Prepare to meet student needs that are severe and pervasive — hire specialized staff, recruit and train teachers with specific capabilities, and engage with effective external providers, as appropriate.

**Human Capital**

- Provide strong classroom and teamwork skills and additional support to teachers.
- Empower principals and leadership teams with key autonomies over staffing, program, budget, schedule, and data.
- Ensure principals and school leadership teams have the will, skill, and authority to drive change in demanding environments.

**Maintaining Support and Building Sustainability**

- Signal change early and build momentum by delivering and communicating “quick wins.”
- Build capacity for long-term sustainable results.

*The LEA feels they have carefully considered these lessons as they have planned for the high school transformation model. The LEA has been working with ECS during the 2011/2012 school year as an external provider and has been very pleased with the changes that have occurred during their consultation. It is the decision of the LEA and the district to continue working with ECS as we move forward in making positive changes at the school.*

*ECS will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will serve as an External*

*Provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. As an External Provider, 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 provide PLC and other school board training as well.*

*The ECS consultant will examine the master schedule for the fall of 2012 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.*

*The External Provider 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 Harvey and Goudvis "Strategies That Work", Bloom's Taxonomy, Differentiated Instruction, Learning Styles, etc. Once teachers begin to understand the "WHAT" of these strategies, the next step will be modeling of the "HOW" in their classrooms with their students. It is then that they can begin to articulate the "WHY" of instructional strategies and really start to internalize how to make a difference. Other PD training will include RtI, Common Core Standards, Differentiated Instruction, etc. The continued support for CCSS will be imperative to the appropriate implementation and success of the new standards. The LEA realizes that once a school has been cited as being at a certain level of academic improvement, it is no longer possible for teachers to "continue doing as they always have". The time for serious change is now.*

*The Crowleys Ridge Educational Service Cooperative specialists will work with ECS in conducting CWT's . (While the CRESC personnel can't commit to being on-site*

every week, they can generally come on at least a monthly basis.) This will provide a third party to administering CWT's and contribute to this overall data set. The CRESC will also be responsible for providing some of the professional development to the staff.

The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 120 days per year and will provide weekly exit reports to the LEA leadership and quarterly reports to district leadership. The TS will provide assistance with new personnel such as instructional facilitators (literacy, math, and science), social worker, technology support, etc. They will facilitate staff meetings and departmental meetings with the instructional facilitators.

The Transition Specialist, working in conjunction with the Crowleys Ridge Educational Cooperative Specialists will help analyze data and to update the data wall. The Transition Specialist will also help the staff facilitate family nights for Math, Science and Literacy nights for students and their parents. These meetings will be held monthly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. The TS will also work with the TLI, CRESC, and staff to examine the curriculum and help the staff make the transition to the Common Core Standards.

Training in project-based learning will be provided to teachers as this will be a huge, added component of the CCSS. Project-based learning (PBL) is the use of in-depth and rigorous classroom projects to facilitate learning and assess student competence. PBL is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction. PBL is focused on questions that drive skills, and reflection that includes teacher facilitation, but not direction. The questions are designed to help students encounter the central concepts and principles and principles of a subject – hands-on. Students form their own investigation of a guiding question, allowing students to develop valuable research skills as students engage in design, problem solving, decision making, and investigative activities.

It is through PBL that students learn from their experiences and take them into account as they apply them to the world outside the classroom. PBL skills teaches 21<sup>st</sup> century skills as well as content. These skills include communication, presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PBL is generally done by groups of students working together toward a common goal. However, performance is assessed on an individual basis and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Lastly, PBL provides students opportunities to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

*As previously stated, Earle is located in a rural area in the Delta. Many students have computers at home, but their families cannot afford to connect to the internet. Research shows that in the very near future (indeed that time is almost today), there will be no job that is not touched by technology. 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, it will even allow Earle students to create a digital economy right at home in many instances.*

*The technology coordinator has been in touch with the Apple company and they have agreed to allow Earle to serve as a pilot program for second generation iPad classroom laboratories. The school will establish mobile iPad laboratories to be utilized by 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. This technology will allow students to produce project-based learning products to actually show their learning. Students can communicate and extend their classrooms well beyond the walls of Earle High High School.*

*Earle High School needs to update their technology and allow students and teachers the opportunity to utilize 21st century competencies. 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 Apple Company has agreed to engrave "Earle School District" on the back of each iPad, which will allow the school to easily identify the property rights of the device. 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.*

*With the launch of the Common Core Standards, the Kindle Fires will provide another media for reading complete texts and an instructional tool that can enhance the*

*standards-based curriculum that will allow the students access to various texts, media content, and educational software applications. Many, many classics can be downloaded to the Kindle for free from Amazon.com. Many more can be purchased for a minimum amount.*

*There are also several textbook companies that allow for downloading their textbooks as well. Textbooks, which are known for being very expensive, and usually outdated by the time they're released can be accessed without buying them through Amazon. Classrooms will be able to take advantage of Amazon's rental system, offering an additional, low-cost option, as well as the ability for instructors to easily utilize their own textbooks in the classroom. Students can currently borrow 10,000 libraries through the rental system and the Android app licenses that are used by the Kindle can be shared between devices. Different genres of text such as narrative, non-fiction, poetry, newspapers, etc., can be downloaded as well. The Kindles will be kept in the English Language Arts classrooms to be utilized for instructional purposes with their classes. Kindles allow for different sizes of text and lighting so students may adjust them for personal needs and has an audio feature for audio reading of a text for special needs students.*

*With 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.*

*The LEA will implement a Career Action Plan (CAP) program that will be monitored by the school counselor and the principal. The CAP program will begin with 7th graders as they enter the high school building; but all 7<sup>th</sup> - 12<sup>th</sup> grade students will be assigned a mentor through CAP. Each student will be assigned a mentor teacher who will remain their mentor throughout their entire high school experience. Each year the mentors will help students complete a schedule form. Mentors will meet each year with their students to complete and update the year's schedule. This will really become important in the 9th grade when students begin to actually get credits for coursework. The counselor will host a career fair and other career related activities each year. Funds will be allotted for guests, refreshments, supplies, etc. for these activities.*

*Mentor teachers will receive training from the counselor and ECS Transition Specialist in making sure that students sign up for appropriate classes (Smart Core) and what is actually being offered each semester. As students move into the higher grades, they will be informed of potential college credit for concurrent classes. Students will be informed each year of their Benchmark scores during the time they are completing their schedules. They will be asked to record their school activities, any community activities they have performed, and any awards or honors they have received. These forms will go into student files to show a compilation of information over the students' entire high school experience. As seniors they will also complete a post secondary plan form that includes their future career plans and job forecast and*

*their support systems. This type of training will contribute to building capacity at the site level.*

*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.*

*The LEA will continue to partner with the the Jobs for Arkansas' Graduates (JAG) which is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program. There are five primary performance goals of the School-to-Career and Dropout Prevention Applications. They are as follows:*

- 90% graduation/GED rate;*
- 80% overall success rate at the end of 12 months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;*
- 60% of graduates are employed;*
- 60% of employed graduates are in full-time jobs leading to careers; and*
- 80% of the graduates are employed full-time or are combining work and school.*

*It was noted in the Scholastic Audit that the school did not have a discipline plan and that surveillance cameras are located in the hallways and entrances. However, there is no system inside the classrooms. A discipline plan has been written and is currently before the board. The Dunbar Middle School campus was closed last school year and they had a security system. Those cameras will be removed and moved to the high school and the LEA has purchased additional security cameras and equipment to house the added cameras to the classrooms. The system will have the capability of recording any incidents for playback purposes should any incidents occur. These cameras will help provide a healthy and equitable learning environment that minimizes disruptions and increases teaching time and time on task.*

*It is believed that this model is meeting the needs of all parties at the High School. Rtl is being added for students who are not special needs or 504, but still need extra support to keep from being identified as such. 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. Project-based learning will be implemented for all grades as the school transitions into the CCSS. Transportation and childcare will be provided for parents to attend the family nights and conferences to eliminate those excuses for not attending. 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 21<sup>st</sup> century and help our students compete in a global economy.*

*Another point made in the School Turnaround Field Guide was that you should signal change early and build momentum by delivering and communicating “quick wins.” Quick wins might include improving the physical condition of the building, reducing disruptive student behavior (camera system), establishing a new disciplinary plan, establishing common team processes (Professional Learning Community concept) or planning time among teachers, and implementing project-based learning. These wins often come before improvements in student achievement, and they can serve as leading indicators of success. Quick wins are also important in order to build community support for turnaround efforts. Successful turnaround principals and operators, highlight nonacademic measures of school culture, such as rising student attendance, falling numbers of suspensions or expulsions, and upward movement on student and parent perception surveys as leading indicators that the turnaround is gaining commitment and support from parents and the broader community. All of these factors help build capacity for long-term sustainable results.*

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

*The LEA has previously gone through the process of recruiting, screening, and selecting an external provider. The LEA reviewed applications provided to the ADE by the providers, interviewed, and selected an external provider. The external provider was selected based on their experience with school policies and processes, the experience of their staff, and their ability to meet the multiple needs of the school. The external provider that was chosen was Educators Consulting Services. They provide services based on the nine standards as outlined by the Arkansas Department of Education. ECS is required to provide weekly reports of their activities including meetings, administrative support, classroom modeling, PLC training, mentoring, etc. In addition, they are required to provide a monthly report to the superintendent and a quarterly report to the school board. These reports will be written as well as verbal.*

- **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 four 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 mechanisms); and**

*The LEA has already added 25 minutes to their day. It is felt that this additional instructional time will benefit the students as they have more time on task in the classrooms – especially with the implementation of project-based learning as we begin the implementation of the CCSS. If funded, the LEA will take a close look at the length of the day and the scheduling to see if any more modifications need to be made in order to allow the students to be more successful.*

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

*As previously stated, the LEA has purposely chosen to hire only four new positions: a graduation/credit recovery director, technology coordinator, math and literacy interventionists. 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 four 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 4:

**B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools**

NA

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	April 16, 2012
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	May 18, 2012
5. Application Review by ADE * Review process is on the following page.	May 21 -25
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	June 1, 2012
7. LEA applications for Tier III schools due.	TBA

8. Award funds to LEAs for Tier III schools.	TBA
9. Provide technical assistance for initial grant implementation.	April 2012 – June 2013

**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 75 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. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

## 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 Tier I, Tier II and Tier III school identified in Part A of the application.

May 2012– June 2012 Pre-implementation

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

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 project based learning.

2012-2013 School Year

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

2012-2013 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 and Project-based Learning)
August	Meet with leadership team. Meet with external provider and transition specialist 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)
September	Continue to provide training on new technology (iPads, Kindles, 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 and transition specialist. Data wall goes up. Assign academic mentors for mentoring program. Continue PD in CCSS and Project-based Learning. Monthly report from JAG.
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. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Monthly report from JAG.
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Formal evaluations of teachers. Administrator evaluations. Monthly report from JAG. Continue PD in CCSS and Project-based Learning 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Monthly report from JAG. Continue PD in CCSS and Project-based 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Monthly report from JAG. Continue PD in CCSS and Project-based Learning 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Monthly report from JAG. Continue PD in CCSS and Project-based Learning 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2013/14 school year. Formal evaluations of teachers. Academic mentor meetings. Monthly report from JAG. Continue PD in CCSS and Project-based Learning for teachers who still need it.
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 2013/14. Complete formal evaluations of teachers. Academic mentor meetings. Monthly report from JAG. 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. Monthly report from JAG. CCSS and project-based learning training for 9-12 <sup>th</sup> . Continue PD in CCSS and Project-based Learning for teachers who still need it.
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. Meet with external provider and transition specialist to plan for next year. Summative report from JAG. CCSS and project-based learning training for 9-12 <sup>th</sup>
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist and Educational Cooperative to continue planning for upcoming year.

2013-2014 School Year

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

2013-2014 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 and transition specialist and Educational Cooperative to continue planning for upcoming year. CCSS and project-based learning training for 9-12 <sup>th</sup>
August	Provide additional training on new technology (iPads, Kindles, 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 and transition specialist. Assign any new students to academic mentors. CCSS and project-based learning training for 9-12 <sup>th</sup>
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 <sup>th</sup>
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 <sup>th</sup>
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 and transition specialist. Formal evaluations of teachers. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 <sup>th</sup>
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. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 <sup>th</sup> .

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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 <sup>th</sup> 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 <sup>th</sup> 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2014/15 school year. Formal evaluations of teachers. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 <sup>th</sup> for teachers who still need it.
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. Academic mentor meetings. Complete formal evaluations of teachers. CCSS and project-based learning training for 9-12 <sup>th</sup> 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 and transition specialist. Bi-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 <sup>th</sup> for teachers who still need it.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data ( Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. Meet with external provider and transition specialist to plan for next year. CCSS and project-based learning training for 9-12 <sup>th</sup> for teachers who still need it.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, transition specialist, and Educational Cooperative to plan for upcoming year.

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	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist to plan for upcoming year.
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 and transition specialist. 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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings.
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS assessment 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 and transition specialist. Bi-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. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS assessment training.

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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings.
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings.
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2015/16 school year. Formal evaluations of teachers. Academic mentor meetings. Formal evaluations of administrators. CCSS assessment training.
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 2015/16. Complete formal evaluations of teachers. Academic mentor meetings.
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 and transition specialist. Bi-weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data ( Benchmark assessments and TLI). Annual summative report from external provider and transition specialist.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Analyze summative evaluations from all parties to determine success of entire program. Plan for continuation of professional development, support, etc. for high school.

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
4/18/12	English/Language Arts	Renee Gray	Literacy Coach
4/18/12	Curriculum	Linda Maples	Curriculum Coordinator
4/18/12	Parent Involvement	Cloddie Forrest	Parent Involvement Coordinator
4/18/12	Administration	Donald McVay	Principal
4/19/12	Technology	Bobby Lockett	Technology Coordinator
4/19/12	Counseling	Felecia Watson	Counselor

**C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III 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 Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

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 Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

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: Earle School District

Tier I

Total 3-Year Budget **\$2,940,243**

### **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 at the start of the 2012-2013 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 Tier I or Tier II 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 type="checkbox"/> Recruit, place and retain staff				
X Select new staff		401,910	404,439	410,034
<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				
X Create partnerships to support transformation model		112,500	112,500	112,500
X Change decision-making policies and mechanisms around infusion of human capital		48,500	48,500	48,500
<input type="checkbox"/> Adopt a new governance structure				
X High-quality, job-embedded professional development		150,900	145,150	143,025
<input type="checkbox"/> Implementing data collection and analysis structures				
X Increase learning team ( <b>extended day</b> , week, and/or year)		DIST	DIST	DIST
X Student supports (emotional, social, and community-based)		134,220	136,220	110,220
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Purchase the necessary equipment to implement and enhance the success potential of the program		173,000		
X Purchase the necessary materials and supplies to implement and enhance the success potential of the program		142,775	52,675	52,675
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				

Total		1,163,805	899,484	876,954
-------	--	-----------	---------	---------

**Tier III:**

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

EARLE SCHOOL DISTRICT

EARLE HIGH SCHOOL School Improvement Grant 1003g BUDGET Years – 2011-2014				
CATEGORY	Year 1	Year 2	Year 3	
<b>Employee Salaries</b>				
A. Personnel				
1. Technology Coordinator	\$45,000	\$46,125	\$47,250	
2. Graduation Coach/Credit Recovery Director	\$45,000	\$46,125	\$47,250	
3. Literacy Interventionist	\$55,000	\$57,000	\$59,000	
4. Math Interventionist/Facilitator	\$55,000	\$57,000	\$59,000	
<b>Subtotal Salaries</b>	<b>\$200,000</b>	<b>\$206,250</b>	<b>\$212,500</b>	<b>\$618,750</b>
Teacher Stipends	\$15,000	\$15,000	\$15,000	
Field trip sponsors: 4 trips/year x 6 teachers x \$200 =	\$4,800	\$4,800	\$4,800	
After School Tutoring: 72 two-hour sessions: 10 teachers x \$40/hour x 2 hours x 72 sessions=	\$57,600	\$57,600	\$57,600	
Mandatory Professional Development for all staff: 30	\$30,000	\$30,000	\$30,000	

teachers x 5 days x \$200/day =				
Professional Development/PLC Conference: 20 teachers x 3 days x \$200 =	\$12,000	10 staff \$6,000	5 staff \$3,000	
<b>Subtotal/Stipends</b>	<b>\$119,400</b>	<b>\$113,400</b>	<b>\$110,400</b>	<b>\$343,200</b>
<b>Fringe Benefits</b>	Year 1	Year 2	Year 3	
1. Full Time Personnel Salaries (\$200,000)				
2. FICA (7.65%)	\$15,300	\$15,759	\$16,231	
3. Retirement (14%)	\$28,000	\$28,840	\$29,705	
4. Workmen's Compensation (1.4%)	\$2,800	\$2,884	\$2,971	
5. Health Insurance: 4 x \$140 =	\$6,560	\$6,560	\$6,560	
Stipend Personnel (7.65%+14%+1.4%) x (year 1); (year 2); (year 3)	\$29,850	\$30,746	\$31,667	
<b>Subtotal/Fringe Benefits</b>	<b>\$82,510</b>	<b>\$84,789</b>	<b>\$87,134</b>	<b>\$254,433</b>
<b>Purchased Services</b>				
1. Educators Consulting Services-- ECS				
External Provider (multiple staff members)	\$148,500	\$148,500	\$148,500	
Transition Specialist	\$112,500	\$112,500	\$112,500	
Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 20 days x \$1250/day	\$25,000	\$25,000	\$25,000	
1. Summer PLC Conference (Registration) 20 teachers x \$425/person =	\$8,500	10 staff \$4,250	5 staff \$2,125	
2. Transportation to Professional				

Learning Communities Conference –July 12-14 in Hot Springs, AR: (travel, motel, and per diem) 10 persons (carpooling) x (\$130 + \$120) + 10 x \$40 per diem) =	\$2,900	\$2,900	\$2,900	
Professional Development Technology (training) for:				
1. iPad and Kindle Training: 3 days @ \$1500 = \$4500	\$4,500	Additional Training \$3,000	Additional Training \$3,000	
Tuition and expenses for 5 certified staff members to obtain National Board Certification 2 x \$5,000	\$10,000	2 staff \$10,000	2 staff \$10,000	
Student Transportation for After School Tutoring—3 buses x 72 days x \$150/bus	\$32,400	\$32,400	\$32,400	
2. Student Transportation for college site visits (CAP program), cultural activities—Field Trip Rate: 9 trips @\$200/trip	\$1,800	\$1,800	\$1,800	
Student Meals—Tutoring Programs				
i. Saturday School: 200 students x 36 days x \$3.00 = \$21,600	\$21,600	\$21,600	\$21,600	
ii. After School Program: 200 students x 72 days x \$1.50 = \$21,600	\$21,600	\$21,600	\$21,600	
iii. Meals for college visits: 20 students x 9 trips x \$3.00=\$540	\$540	\$540	\$540	
3. Provide transportation to parents to attend at-school meetings: 2 buses x 36 trips x \$150/trip	\$10,800	\$10,800	\$10,800	

Provide child care for parents with pre-school age children: 36 days x 2 persons x \$15/hour	\$1080	\$1080	\$1080	
Refreshments for Family Night Activities, Parent Teacher Conferences, and other after-school activities: 12 nights x \$200	\$2,400	\$2,400	\$2,400	
TRIPS to increase Academic/Cultural/Building Background Knowledge for students in Earle HS: 1. Parker Homestead (Whitehall) 2. Memphis Zoo (Memphis) 3. Clinton Presidential Museum (LR) 4. Civil Rights Museum (Memphis) 5. Black History Festival (Memphis) Historical Museum (Memphis)				
(YEAR 1) Cost for tickets-- 200 (9 <sup>th</sup> -12 <sup>th</sup> ) grade students to 3 of the above sites:	\$8,000			
(YEAR 1) Cost for tickets-- 160 (6 <sup>th</sup> - 8 <sup>th</sup> ) grade students to 3 of the above sites:	\$4,000			
(YEAR 1) Ropes Course for 10-12 students	\$30,000			
(YEAR 2) Ropes Course for 6-9 students		\$30,000		
(YEAR 2) Cost to send 280 (6 <sup>th</sup> -10 <sup>th</sup> ) grade students to in-state educational				

sites similar to sites in ITEMS above:		\$8,000		
(YEAR 2) Cost to send 80 (11 <sup>th</sup> – 12 <sup>th</sup> ) grade students to a regional education field trip site:		\$6,000		
(YEAR 3) Cost to send selected high school students to an Out of State education based leadership/team building activity			\$18,000	
<b>Subtotal/Purchased Services</b>	<b>\$446,120</b>	<b>\$442,370</b>	<b>\$414,245</b>	<b>\$1,302,735</b>
<b>Materials &amp; Supplies</b>				
Suggested reading books for Common Core State Standards:	\$20,000			
Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 150 x 2 x \$50 =	\$15,000	\$15,000	\$15,000	
CCSS Literacy Materials	\$10,000	\$10,000	\$10,000	
CCSS Math Materials/Manipulatives	\$10,000	\$10,000	\$10,000	
CCSS Science Materials	\$10,000	\$10,000	\$10,000	
Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 350 x \$24 =	\$8,400			
Technology—Purchase iPads for Student use in grades 7-12 <sup>th</sup> grades: 150 x \$400	\$60,000	Replacement iPads \$4,000	Replacement iPads \$4,000	

Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—150 iPads x \$40/iPad	\$6,000	\$3,000	\$3,000	
Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom: 25 x \$135 =	\$3,375	5 Calculators \$675	5 Calculators \$675	
<b>Subtotal/Materials &amp; Supplies</b>	<b>\$142,775</b>	<b>\$52,675</b>	<b>\$52,675</b>	<b>\$248,125</b>
<b>Equipment</b>				
A. Purchase SMART boards for all high school classrooms: Year 1—6 x \$5,500 =	\$33,000			
B. Purchase <b>30</b> LAPTOP computers to be placed in EACH CLASSROOM: 30-computers x \$1200=	\$36,000			
C. Purchase APPLE Pilot Program hardware for students to use in 4 core classrooms (Math, Literacy, Science, Social Studies): \$15,000/classroom	\$60,000			
D. Purchase 3 sets of 30 Kindle Fire for English Language Arts Classrooms (7 <sup>th</sup> /8 <sup>th</sup> ); (9 <sup>th</sup> /10 <sup>th</sup> ); and (11 <sup>th</sup> /12 <sup>th</sup> ) 30 x 3 x 200	\$18,000			
E. Purchase LCD Projectors 20 @ \$400	\$8,000			
F. Purchase Document Cameras for 30 Classrooms: 30 @ \$600	\$18,000			

<b>Subtotal/Equipment</b>	<b>\$173,000</b>			<b>\$173,000</b>
<b>YEAR 1 TOTAL</b>	<b>\$1,163,805</b>			
<b>YEAR 2 TOTAL</b>		<b>\$899,484</b>		
<b>YEAR 3 TOTAL</b>			<b>\$876,954</b>	
<b>GRAND TOTAL</b>				<b>\$2,940,243</b>

## D. ASSURANCES

### STATEMENT OF ASSURANCES SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

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

1. Use its School Improvement Grant to implement fully and effectively an intervention in a Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable for its Tier III schools that receive school improvement funds;
  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 of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable for its Tier III schools that receive school improvement funds;
  3. If it implements a restart model in a Tier I or Tier II school, include in its contract or charter terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements of section III of the final requirements;
  4. Report to the SEA the school-level data required under section III of the final requirements of the final requirements.
- Applicants receiving funding under the School Improvement Grant program must report to the SEA 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 mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., 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 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 funds and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

5/17/12  
Date

**RICKEY NICKS**  
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.

- To allow the State to extend the period of availability of FY 2010 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2015.
- The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2012-2013 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

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: Earle High School

LEA #: 1802007

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) <[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)>

[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](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](http://www.reading.org/resources/issues/focus_adolescent.html)

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

The Leader in Me by Stephen R. Covey  
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time  
[www.TheLeaderinMeBook.com](http://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/](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](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](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>