ARKANSAS DEPARTMENT OF EDUCATION

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Stephens School District	
Mailing Address (Street, P.O. Box, City/Zip) 315 West Chert Street Stephens, Arkansas	Starting Date 07/01/2012
Name, title and phone number of authorized contact person: Darrell Porter Superintendent of Schools 870-786-5443	Ending Date 06/30/2015
Amount of funds requested: $ 699,700.00	Number of schools to be served: 1

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

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

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program
School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have has a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations
Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2011 school improvement funds in proportion to the funds received in FY 2011 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

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

FY 2011 SUBMISSION INFORMATION

Electronic Submission:
The ADE will only accept an LEA's 2011 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2011 application to the following address:
jayne.green@arkansas.gov

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

Application Deadline:

Applications are due on or before May 18, 2012

For Further Information:

If you have any questions, please contact Jayne Green at (501) 682-2395 or by email at jayne.green@arkansas.gov .

SECTION A, Part 2: Schools to be Served

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

Using the list of 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
Stephens High School		7-12	x ☐	☐	☐	☐	☐	☐	x ☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐

If an LEA is not applying to serve all Tier I schools it will need to explain why is 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: Stephens High School   LEA #: 52-06-033

Context
1. Grade levels (e.g., 9-12): 7-12   2. Total Enrollment: 350

3. % Free/Reduced Lunch: 94%   4. % Special Education Students: 14.4%

5. % English Language Learners: .5%

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

   1.Spanish
   2.
   3.

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

Stephens High School is in a consolidated school district. It serves as a high school for the former McNeil and Stephens districts. The small communities of Buena Vista, Macedonia, Agemaw, St. Matthew, and College High feed into the high school. Stephens High School buses 682 square miles.

42.4% of children live in single parent homes and 31.1% of the children in the county of Ouachita live below the poverty line. The total employment growth for the county was -3.29%. Stephens has a median income of $33,422, a per capita income level of $15,555 with the average Afro American income being $10,856, with an employment rate of 7.8%.

Stephen High School demographics is 32.9% white, 0.5% Hispanic, 67% Afro American.   .

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
Stephens Elementary	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.
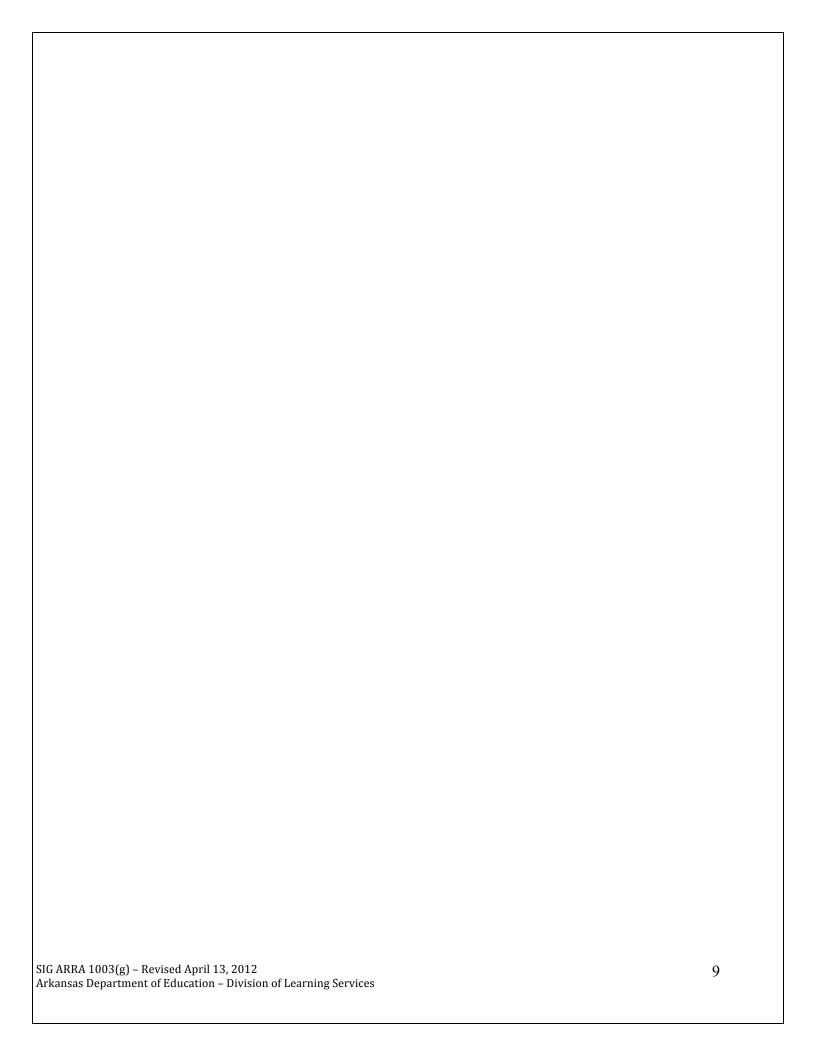
Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Superintendent of Schools	B.S.E, M.S.E., Superintendent Certificate	13	1	1
K-12 Principal	B.S.E., M.S.E., Superintendent Certificate	13	1	1

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

The principal is formally evaluated by the Superintendent of Schools once per year. Improvement input informally is given as needed by the Superintendent. A checklist method is used with 1 being needs improvement and 5 being excellent.

The Superintendent is evaluated formally by the Board of Education once per year. The board of Stephens has an evaluation form and each board member fills it out and then they compile the forms to present to the superintendent. Monthly input is given during the monthly board meetings to the superintendent on issues that have arise during the month.
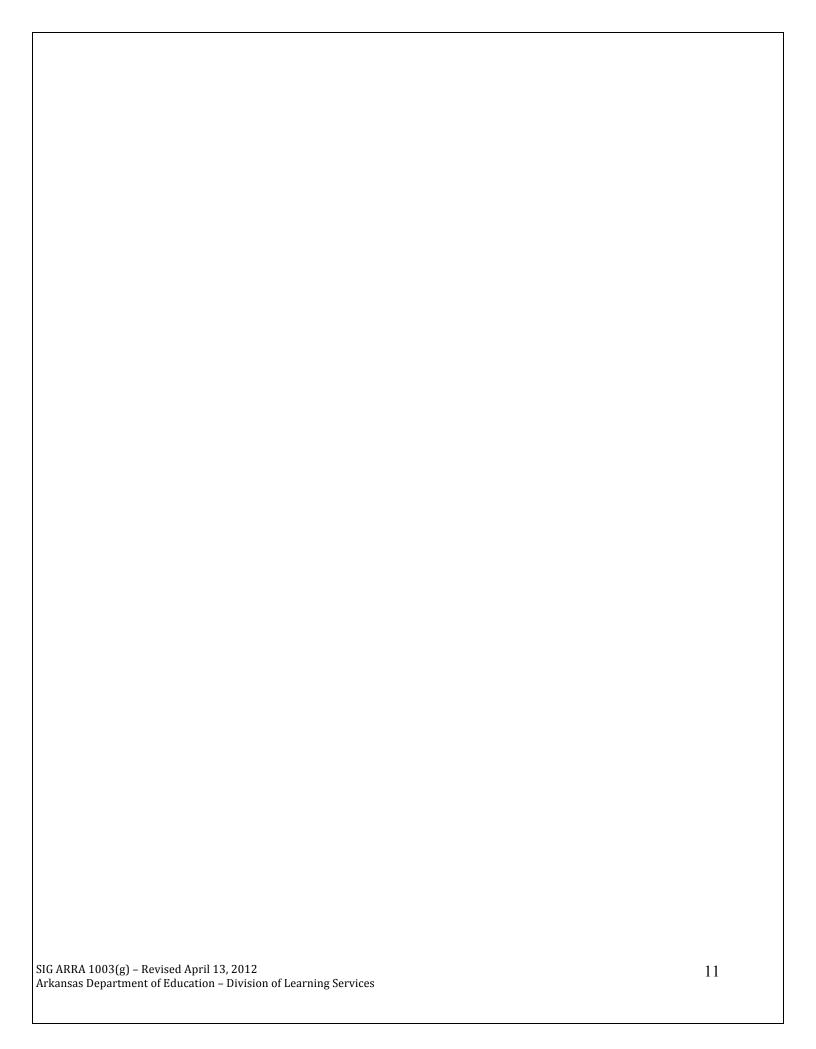
The district will adhere to the new administrator evaluation that is in process in the state of Arkansas.

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

Teachers in the Stephens School District have previously been evaluated once a year in a formal evaluation. The teachers fill out a pre evaluation form and then a pre evaluation conference is held, then once the classroom observation takes place a post conference takes place to discuss the evaluation. The form is a checklist format with 1 being needs improvement and 5 being excellent. An improvement plan is made if needed and implemented. The evaluation is by the principal or superintendent.

Now, the teachers are evaluated on a continuous process through classroom walk throughs. The principal, curriculum facilitator, and our current school improvement company Academic School Turnaround facilitator does weekly walk throughs and meets with teachers individually or via emails if appropriate. A once per year formal evaluation is still adhered to as previously stated. The district will adhere to the new teacher evaluation that the state is implementing.

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

During the last five years Stephens School District has had several school improvement companies (JBHM, Educators Consulting Services, and Academic School Turnaround) in our district with no great improvement in school improvement. Whether it be the company, administration, or teachers all efforts have not made any significant difference in academics.

The Learning Institute in Hot Springs was hired to provide curriculum alignment, professional development, data, and module testing throughout the last two school years. Implementation of this process has been time consuming making sure that teachers are following the process correctly. Teachers should follow the pacing guides, test, go over tests, then re teach when needed in order to improve scores and have retention of skills.

Last year the school board released the superintendent and K-12 principal and hired new administrators. The K-12 school counselor resigned and a new counselor was hired this year also. This along with the decision to work with Academic School Turnaround has been implemented and the recommendations of the school improvement company have been adhered to. The principal attended a 3 day leadership training in August 2011 and has worked with the two school improvement specialists who have been on campus two days each twice per month.

With all companies their school improvement recommendations had been implemented. Some problems with attendance, reliability, quality, pricing, and follow through have been noted.

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	33.9	45.7	37.7	25.3	28.4
Mathematics	41.1	44	34.5	24.5	38.1
Science	15.3	10.3	14	N/A	N/A
Social Studies					
Writing					

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

Test Year: 2011

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	66	100	50	36	45	39	N/A	N/A	N/A	N/A	N/A	N/A	7	0	8
Mathematics	33	75	50	40	41	30	N/A	N/A	N/A	N/A	N/A	N/A	11	0	5
Science	0	50	0	27	14	14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	N/A
Social Studies															

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

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					36.7	35			30	
Mathematics					43.3	25	71.4	25		
Science					6.7			34		
Social Studies										
Writing										
Other										

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					33.3	68.4			35.5	
Mathematics					38.1	57.9	39.1	41.2		
Science					4.8			15.8		
Social Studies										
Writing										
Other										

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					54.5	45.8			12.9	
Mathematics					50	20.8	34.6	32.6		
Science					4.5			23.5		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2010-2011 school year: 97.5%

5. Mobility rate for the 2010-2011school year: 14%

6. Graduation rate for all students for the 2010-2011 school year: 89.7%

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

	All Students
2011	89.7
2010	87.8
2009	97.4

Key Questions

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

 Economically Disadvantaged and African American

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

 Economically Disadvantaged and African American

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

7, 8th Math, Algebra I, Geometry, Algebra II, Science 7, 8th, and Biology, English 7, 8, 9, 11 and Special Education department.
Overall Science being the extreme lowest.

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

There is 14% of student body that is special education and is very low achieving and economically disadvantage African American males are the lowest achieving.

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?

Economically Disadvantage and African American are the primary characteristics of the enrollment areas. The white population have fled to private schools or neighboring districts that are at least 30 miles one way once McNeil and Stephens merged. There are no jobs in Stephens or McNeil. Parents drive approximately 30 miles one way to work. The small communities that feed into Stephens High School are just names with no town of any type. The businesses that are in Stephens and McNeil are small and are hard pressed to support the school to any great amount.

Stephens High School is located in Ouachita County's population is 5,744. It has a median income of $33,422, a per capita income level of $15,555, the average African American per capita income being $10,856, with an unemployment rate of 7.8%. The city of Stephens population is 1,002. It has a median income of $29,311 and a per capita income of $16,862 lower than the county's averages.

42.4% of children live in single parents household and 31.1% of children in this county live in poverty. The city of Stephens has a population of 1,579. The total employment

growth for Ouachita County was -3.29%.

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.

Stephens School District had recently consolidated with the McNeil District and it is still
a touchy subject among the communities and staff. There are staff members from both
districts. There have not been any community building strategies or professional
development to help blend the communities and staff. What hurts the district is that the
white population of Stephens has fled to neighboring districts or private schools when
the district consolidated with predominately black McNeil. A couple of school years
have been spent just acclimatizing to the merger and not being able to focus on
achievement and students.
Per the Scholastic Audit of Stephens High School in 2009-2010 school year the visiting
team findings were:
Implemented curriculum does not promote mastery learning.
Classroom instruction is not developmentally appropriate.
Most instruction is at the knowledge and comprehension levels.
There is minimal evidence of teachers differentiating instruction to meet the needs of
students.
No evidence of discussions amongst content areas on curriculum.
Staff and leadership not trained to disaggregate data and identify curricular gaps.
Most teacher created assessments are not aligned with Arkansas Academic Content
Standards.
No evaluation of the use of technology for instructional purposes.
Few teachers use research-based instructional strategies such as cooperative learning,
graphic organizers, or strategies that accommodate student's learning styles.
There is limited material in the library that addresses multicultural education.
No formal process to identify professional development needs of the staff.
No Teacher Improvement Plans made.
Most staff development is not ongoing or job embedded and not tied to academic
expectations and student learning goals.
Professional development is not systematically evaluated to determine the level of
implementation and the impact it is having on student learning.
Lesson plans are not shared amongst staff to promote horizontal or vertical team
planning.

No identified process for collecting data from interim tests or how data is used to adjust classroom instructional practices.
Actions in ACSIP are general in nature and are not specific to the learning needs of specific student populations.
Write action items specific to focus on closing the achievement gaps identified by student data.
Staff training and schedule data disaggregation of data should be scheduled.

For the district recommendations that affect the high school were:

Community involvement
Uniting the McNeil and Stephens communities and staff members
Positive school culture

LEA and school recommendations identified for implementation were:

Curriculum alignment
Data Desegregation
ACSIP meetings
ACSIP Goals and Objectives being more specific
Teacher and Administrative Improvement Plans
Intensive Professional Development
Improvement of Lesson Plans
Scheduled remediation time
Schedule common planning time
Community involvement
Uniting the McNeil and Stephens communities and staff members
Positive school culture
Updated Technology and professional development in its use.

Implementation progress is:

Implementation had begun last year but better strides were accomplished this year with the following taking place:

ACSIP and Leadership meetings are implemented and meeting throughout the school year.
Teacher and administrator improvement plans are made.
Intensive professional development is in the planning stage for this summer and next year according to improvement plans.
Lesson plans have been address in that they are turned in weekly and are to meet the requirements stated by school improvement team. They will be monitored weekly.
Scheduling is in the planning process for next school year looking towards common planning periods.
Point in Time Remediation periods - implemented.
Community involvement - ongoing

Uniting the McNeil and Stephens communities and staff members - ongoing
Positive school culture – professional development planned
Updated Technology and professional development in its use – in planning stage

Timeline of prioritized recommendations:

August 2011 -ACSIP meetings -implemented and ongoing
August 2011 - Scheduled remediation time – completed
September 2011 – Community involvement- planning and ongoing
September 2011 -Uniting the McNeil and Stephens communities and staff members – planning and ongoing
 September 2011 - Improvement of Lesson Plans – implemented and ongoing
October 2011 -Teacher and Administrative Improvement Plans – completed and renewed yearly
February 2012 – Technology discussions on updating and professional development needs –implemented and ongoing
June 2012 – Updated Curriculum alignment – in planning stage
June 2012 – New Data Desegregation – in planning stage
June 2012 -Intensive Professional Development –in planning stage
July 2012 – Scheduled common planning time - in planning stage
August 2012 -ACSIP Goals and Objectives being more specific – in planning stage
August 2012 – School Culture – Professional Development – planned
October 2012 – all priorities will be ongoing or completed

Evaluation of the priorities of the scholastic audit is a continual process. Basically the

district had to start over with the change of administrators and school improvement

companies. The previous company charged us over $600,000 in a year and a half time

period and was let go for none performance. The new school improvement company

uses a checklist for the priorities. The agenda sheets and sign in sheets for

professional development, ACSIP, and Leadership Team meetings, TLI interim test

scores, minutes from meetings, lesson plans, and classroom walkthroughs

are all used to evaluate the priorities per the Scholastic Audit. These checklists are

gone over with the Principal of the school monthly and with the Superintendent if need

be. The principal has a monthly report to the school board as does the Superintendent

on all aspects of school daily activities and school improvement.

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

The Stephens School Board will stand strongly behind the school improvement process. They do and will expect monthly reports from the administration and the school improvement specialist. (The board expects the administrators to monitor not only the teachers but the school improvement company for expectations and practices.)

The school principal and superintendent is to be fully aware of the school improvement process. They are to conduct weekly classroom walkthroughs and observe the school improvement specialist in their professional development and classroom activities. The school board would like personnel from the school improvement company on campus at least 3-4 days per week. Stephens having a K-12 principal and Superintendent of Schools the process is very strenuous for just two administrators.

The school board is commented to passing policies encouraging hiring of highly qualified personnel, hiring and retention incentives, and achievement incentives. Improving curriculum offerings for our students, classroom instruction, professional development activities, and reducing the remediation rate is a high priority for the Stephens School Board.

Stephens School District will hire a school improvement company that will address all the needs of the district and Stephens High School and who will be on the campus and in the classrooms on a regular basis. The company chosen will also provide appropriate professional development per state mandates and per teachers and administrators improvement plans. Professional development will be expected to be

intensive and have follow up by more sessions, classroom observations, monitoring

of lesson plans, and student achievement. The company will be comprehensive to the

whole process in the school by being on campus 3-4 days per week. They will provide

literacy specialist, math specialist, and curriculum director.

Stephens School District will prioritize funds to meet the needs that our data reflects and

mandate that staff follow good practices that educational research is encouraging. The

district will expect that all of the recommendations and implementations of the school

improvement company be research based. Administrators are expected to know the

research and see that the staff is implementing these strategies in their daily teachings

and classrooms. The district plans to individualize not only with the students but with

the teaching staff.

A parent liaison on a 12 month contract will be hired in order to improve community

relations in McNeil and Stephens and volunteerism. A parent program called "Tuesday

Volunteers" will be established for parents to volunteer in the school and mentor

students. They will also make contacts for students who are chronically absent or in

discipline problems. This liaison will be skilled in knowledge of social service programs

offered by the county and state to better educate our staff and parents.

A special programs director will be hired on a 12 month contract to oversee programs

offered by the district

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

Stephens High School accepts full responsibility for the implementation and completion of all recommendations from the Scholastic Audit and the school improvement company. The high school has completed some of the recommendations but they also realize that this is an ongoing process and all items need to be revisited and update in a timely manner.

In June of 2012 professional development will be planned for the summer months and beginning of the school year per the teachers and administrators improvement plans and from the data desegregation from this grant process. Professional development will be ongoing throughout the school year in literacy, math, and science. The in service will be according to what our data shows are weaknesses in teaching to the specific frameworks.

The principal and school improvement company will be expected to make weekly classroom walkthroughs to insure that strategies are in place and being implemented. The principal and school improvement company will review lesson plans of teachers weekly. They will meet with teachers about any identified problems with the lesson plans in a timely manner.

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).

Data sources used to determine the intervention model of school turnaround included

EOC Exam scores, ITBS scores, ACTAAP scores, ACT scores, College Remediation

Rate, Graduation Rate and The Learning Institute (TLI) Module scores are used to

supplement the needs assessment and in the selection of an appropriate intervention

model for Tier I.

7th Grade ITBS   - 2011

National Quartile	READING Compreh.		LANGUAGE Total		MATH Total w/o Comput.		SCIENCE Total	
	#	%	#	%	#	%	#	%
All	29		29		29		29	
4th (Top)	2	7	4	7	2	7	3	5
3rd	2	7	6	10	3	10	6	10
2nd	11	38	5	9	10	34	7	12
1st (Bottom)	14	48	14	24	14	48	13	22
3rd or 4th	4	14	10	17	5	17	9	16
1st or 2nd	25	86	19	33	24	83	20	34

8th ITBS – 2011

National Quartile	READING Compreh.		LANGUAGE Total		MATH Total w/o Comput.	
	#	%	#	%	#	%
All	17		17		17	
4th (Top)			1	6	2	12
3rd	2	12	5	29	2	12
2nd	6	35	5	29	6	35
1st (Bottom)	9	53	6	35	7	41
3rd or 4th	2	12	6	35	4	24
1st or 2nd	15	88	11	65	13	76

National Quartile	READING Vocab. #	%	Compreh. #	%	Total #	%	LANGUAGE Total #	%	MATH Total w/o Comput. #	%	Computation #	%	Total w/ Comput. #	%	CORE Total w/o Comput. #	%	Total w/ Comput. #	%
All	24		24		24		24		24		24		24		24		24	
4th (Top)	1	4	1	4	1	2	2	4	1	2	14	58	4	8	1	2	1	2
3rd	5	21	2	8	6	13	3	6	10	21	5	21	8	17	7	15	7	15
2nd	6	25	10	42	5	10	11	23	6	13	3	13	6	13	8	17	8	17
1st (Bottom)	12	50	11	46	12	25	8	17	7	15	2	8	6	13	8	17	8	17
3rd or 4th	6	25	3	13	7	15	5	10	11	23	19	79	12	25	8	17	8	17
1st or 2nd	18	75	21	88	17	35	19	40	13	27	5	21	12	25	16	33	16	33

7th Grade Stanford – 2010

Performance class	MATHEMATICS #	%	Avg Scaled score	Avg % rank	READING #	%	Avg Scaled score	Avg % rank
All	22		651	26	22		661	34
Advanced	3	14 %	698	70	3	14 %	692	68
Proficient	7	32 %	671	43	5	23 %	680	55
Basic	6	27 %	642	16	12	55 %	656	28
Below Basic	6	27 %	614	3	2	9 %	601	2
Proficient or Advanced	10	45 %	679	55	8	36 %	684	60
Basic or Below	12	55 %	628	13	14	64 %	648	21

8th Grade Stanford – 2010

Performance class	MATHEMATICS #	%	Avg Scaled score	Avg % rank	READING #	%	Avg Scaled score	Avg % rank
All	21		689	55	21		673	38
Advanced	1	5 %	766	78	6	29 %	704	74

Performance class	#	%	Avg Scaled score	Avg % rank	#	%	Avg Scaled score	Avg % rank
Proficient	10	48 %	706	60	8	38 %	672	37
Basic	4	19 %	682	41	4	19 %	654	20
Below Basic	6	29 %	651	8	3	14 %	638	9
Proficient or Advanced	11	52 %	712	69	14	67 %	685	56
Basic or Below	10	48 %	663	24	7	33 %	647	15

9th Grade Stanford -2010

	MATHEMATICS				READING			
Performance class	#		Avg Scaled score	Avg % rank	#		Avg Scaled score	Avg % rank
All	27							
			696	53	27		660	20

7th Grade Stanford - 2009

	MATHEMATICS				READING			
Performance class	#	%	Avg Scaled score	Avg % rank	#	%	Avg Scaled score	Avg % rank
All	23		671	47	23		669	42
Advanced	3	13 %	726	80	5	22 %	714	84
Proficient	8	35 %	681	56	7	30 %	668	41
Basic	4	17 %	686	37	7	30 %	663	36
Below Basic	8	35 %	634	6	4	17 %	625	7
Proficient or Advanced	11	48 %	693	68	12	52 %	687	63
Basic or Below	12	52 %	651	23	11	48 %	649	22

8th Grade Stanford -2009

Performance class	MATHEMATICS #	%	Avg Scaled score	Avg % rank	READING #	%	Avg Scaled score	Avg % rank
All	26		670	34	26		657	22
Advanced	2	8 %	717	84	2	8 %	702	74
Proficient	4	15 %	695	45	10	38 %	683	51
Basic	6	23 %	675	25	10	38 %	639	10
Below Basic	14	54 %	654	9	4	15 %	612	2
Proficient or Advanced	6	23 %	702	54	12	46 %	686	56
Basic or Below	20	77 %	660	19	14	54 %	631	7

9th Grade Stanford – 2009

Performance class	MATHEMATICS #	Avg Scaled score	Avg % rank	READING #	Avg Scaled score	Avg % rank
All	24	697	54	24	657	18

7th Grade TLI – 2011

Math Total		M1	M2	M3	M4	M5	M6
Roster average	MC Score	51.9 / 116	10	9.3	10.1	9.1	7.3	6.1
	MC % Correct	45	50	47	50	46	46	30
	MC ADJ %	67	70	68	70	66	66	54
	OR Score	8.7 / 24	1.4	1.2	1.3	1.8	1.8	1.2
	OR % Correct	36	35	30	32	45	45	30
	OR ADJ %	60	59	55	57	67	67	55
	Comb Adj %	64	65	62	64	67	67	55
	TLI %ile Rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SPOTCheck		70% Pro	61% Pro	60% Pro	79% Pro	68% Pro	52% Pro
	Combined SPOTCheck		44% Pro	30% Pro	35% Pro	82% Pro	62% Pro	48% Pro

7th Grade – TLI 2011

	Literacy Total	Reading Total	R1	R2	R3	R4	Writing Total	W1	W2	W3	W4
Roster average MC Score	28.7 / 64	15.3 / 32	3.7	3.1	4.1	4.4	13.4 / 32	3.7	2.8	3.7	3.2
MC % Correct	45	48	46	39	51	56	42	46	35	46	41
MC ADJ %	67	69	64	59	69	73	65	65	57	64	61
OR Score*		6.2 / 12	2.3	2.2	1.7		29.6 / 60	10.2	7.3	12.1	
OR % Correct		51	52	57	55	42	49	51	36	60	
OR ADJ %		71	72	76	74	65	70	71	60	78	
Comb Adj %		70	71	72	68	68	69	71	60	76	
TLI %ile Rank		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPOTCheck		50% Pro	42% Pro	75% Pro	55% Pro		50% Pro	27% Pro	57% Pro	47% Pro	
Combined SPOTCheck		100% Pro	79% Pro	74% Pro			38% Pro	10% Pro	54% Pro		

7th Grade – TLI 2011

	Science Total	S1	S2
Roster average MC Score	22.5 / 40	12.7	9.8
MC % Correct	56	64	49
MC ADJ %	75	79	69
OR Score	3.5 / 8	2	1.5
OR % Correct	44	50	38
OR ADJ %	66	71	61
Comb Adj %	71	75	66
TLI %ile Rank	N/A	N/A	N/A
SPOTCheck		70% Pro	34% Pro
Combined SPOTCheck		77% Pro	48% Pro

8th Grade TLI -2011

Math Total		M1	M2	M3	M4	M5	M6
Roster average	MC Score	48.8 / 1209		6.5	8.2	8.2	8.4	8.5
	MC % Correct	41	45	33	41	41	42	42
	MC ADJ %	64	66	56	62	62	63	64
	OR Score	7.8 / 24	1.4	0.9	1.4	0.7	1.6	1.8
	OR % Correct	32	35	22	35	18	40	45
	OR ADJ %	57	59	47	59	42	63	67
	Comb Adj %	60	63	52	62	53	64	66
	TLI %ile Rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	SPOTCheck		50% Pro	15% Pro	45% Pro	33% Pro	26% Pro	70% Pro
	Combined SPOTCheck		40% Pro	22% Pro	25% Pro	18% Pro	26% Pro	45% Pro

(Note: MC Score row — the first cell 48.8 / 1209 is the Math Total; the values 6.5, 8.2, 8.2, 8.4, 8.5 follow.)

8th Grade TLI – 2011

	Literacy Total	Reading Total	R1	R2	R3	R4	Writing Total	W1	W2	W3	W4
Roster average MC Score	26.6 / 64	16.4 / 32	3.5	5	4.6	3.3	10.2 / 32		2.7	2.2	2.3
MC % Correct	42	51	44	62	57	42	32	37	34	28	29
MC ADJ %	64	72	64	78	73	63	56	59	56	50	52
OR Score	*	6.8 / 16	2.2	1.7	1.7	1.2	35.4 / 80	8.5	5.8	9.6	11.5
OR % Correct	44	43	55	42	42	30	44	42	29	48	58
OR ADJ %	66	65	74	65	65	55	67	65	54	69	76
Comb Adj %	67	68	70	72	70	60	65	64	55	66	71
TLI %ile Rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SPOTCheck			52% Pro	66% Pro	74% Pro	76% Pro		65% Pro	57% Pro	44% Pro	56% Pro
Combined SPOTCheck			80% Pro	43% Pro	77% Pro	84% Pro		7% Pro	0% Pro	14% Pro	18% Pro

8th Grade – TLI 2011

Science	S1	S2	S3	Total
Roster average MC Score	33 / 60	11.1	10.3	11.6
MC % Correct	55	56	51	58
MC ADJ %	74	74	71	75
OR Score	6 / 12	1.8	2	2.2
OR % Correct	50	45	50	55
OR ADJ %	71	67	71	74
Comb Adj %	72	71	71	75
TLI %ile Rank	N/A	N/A	N/A	N/A
SPOTCheck				
Combined SPOTCheck				

10th Grade – Biology TLI 2011

Science	S1	S2	Total
Roster average MC Score	20.2 / 40	10.5	9.7
MC % Correct	51	53	48
MC ADJ %	71	71	68
OR Score	1.6 / 4	1.6	
OR % Correct	40	40	
OR ADJ %	63	63	
Comb Adj %	67	68	
TLI %ile Rank	N/A	N/A	N/A
SPOTCheck		45% Pro	26% Pro
Combined SPOTCheck	30% Pro		

As per the previous chart and these charts from ITBS, Stanford, and TLI Interim testing Stephens tests scores are chronically low. An intensive school wide reform model with ongoing professional development needs to take place. That is why the board is looking for an improvement company that can have a person on campus 3-4 days per week and be reasonable in their pricing. This district has paid out over $900,000 in the last 5 years to 3 different companies to no improvement whatsoever.

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?

     Prior evidence of school improvement initiatives where that of hiring previous school improvement companies. These companies were not successful and did not work well with the staff and so they were not retained.

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

     The commitment of the school board, staff, and community is strong for school improvement. They know that improving the academics is going to be key in the retention of students to the district and thus being able to keep their district from having to consolidate again in the near future because of ACT 60.

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 during the 2011-2012 the recommendations of Academic School Turnaround have been fully implemented and adhered to. The staff have been very receptive to their practices and seems committed to the process. The board is watching the process closely and maintains that monthly reports be given at board meetings.

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

 Yes the school improvement process has been implemented K-12 and after school and summer school initiatives are on the forefront.

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

     Stephens School District has a leadership team in place for the 2011-2012 school year. They meet quarterly and are active in school procedures and

policies. Stephens is moving towards a site based decision making model and we are training the staff in being able to handle this type of ownership to the district.

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.

   No new staff is needed for hiring this year. The school district is going through a reduction in force. It is hard to hire in this area of the state but the district is committed to hiring the best staff available to the district. An incentive plan is going to be developed and a hiring bonus for areas of needs for the coming school years if this grant is awarded.

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

   The history of the use of federal funds shows that they have been used to fund aide positions, reduction in class size, materials and supplies, technology, professional development beyond the 60 mandated hours, SES services, after school programs, stipends for lead teachers, and to hire school improvement companies.

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

   The district already allocates NSLA and Title I funds to the school improvement process. The receiving of this grant will help expand the process to allow for more days each month that the specialists are on campus. Also, to be able to hire a community liaison to improve community relations and social services for our clientele, and a director of special programs to monitor all aspects of the school improvement process and to coordinate more with the Southern Arkansas University at Camden to provide nighttime courses, career education, and GED services for our community.

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

   There is only one high school in the district so there is no lack of of capacity to serve more than one school. There has been a lack of funds due to loss of students.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.
The consultation will include but will not be limited to the following:
   1. ADE will review the findings and collaborate with the LEA to determine what support it needs from the ADE.

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

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

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

Transformation

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

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

   The Teacher Fair Dismissal Act will limit the dismissal of the principal even though our school improvement status says this can be done. Due process will have to be followed if this would transpire. But, since our principal is only in his first year at Stephens this would not occur.

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

   There are no district policies that will limit or create barriers to the transformation model.

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

   No contractual agreements are in place that limits the transformation model.

Turnaround

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

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

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

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

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:

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:

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:

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Southern Arkansas University at Camden or Magnolia	N	Y	Professional Development, career orientation, concurrent credit classes, GED services, ACT Prep	Affiliated with local high schools, Department of Higher Education Several of our students have attended SAU and have graduated from their programs.
School Improvement Company (named when hired)	Y	N	Professional Development, Data Desegregation, Curriculum Alignment, Classroom observations, Leadership and Community and Culture Training, Math Specialist and Literacy Specialist	Retired K-12 Administrator, successfully turnaround a rural K-12 district, K-4 Crusade trainer, Family Math and Science Trainer, Reading and Science Trainer, College level course instructor, K-12 Reading Specialist, Math Specialist, Science Specialist, Curriculum Specialist are part of requirements for job.

Southwest Arkansas Educational Service Cooperative	N	Y	Professional Development	Serviced school districts in cooperative area
The Learning Institute	N	Y	Professional Development, Curriculum Alignment, Historical Data	Services school districts throughout the state. Provides quality service and information.

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)
Southern Arkansas University at Camden or Magnolia	N	Y	Professional Development, career orientation, concurrent credit classes, GED services, ACT Prep	Affiliated with local high schools, Department of Higher Education Several of our students have attended SAU and have graduated from their programs.
School Improvement Company (named when hired	Y	N	Professional Development, Data Desegregation, Curriculum Alignment, Classroom observations, Leadership and Community and Culture Training, Math Specialist and Literacy Specialist	Retired K-12 Administrator, successfully turnaround a rural K-12 district, K-4 Crusade trainer, Family Math and Science Trainer, Reading and Science Trainer, College level course instructor, K-12 Reading Specialist, Math Specialist, Science Specialist, Curriculum Specialist are part of requirements for job
Southwest Arkansas Educational Service Cooperative	N	Y	Professional Development	Serviced school districts in cooperative area

			Professional Development, Curriculum Alignment, Historical Data	Services school districts throughout the state. Provides quality service and information.
The Learning Institute	N	Y		

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

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

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

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
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				
	Intervention Model			
Characteristic	Turnaround	Transformational	Restart	Closure
School Performance				
☐ All students experience low achievement/graduation rates.	✓		✓	✓
☐x Select sub-groups of students experiencing low-performance		✓		
☐ Students experiencing low-achievement in all core subject areas	✓		✓	✓
☐x Students experience low-achievement in only select subject areas		✓		
School Capacity				
☐x Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
☐x Evidence of pockets of strong instructional staff capacity		✓		
☐ Evidence of limited staff capacity	✓		✓	✓
☐x Evidence of negative school culture	✓		✓	✓
☐x History of chronic-low-achievement	✓		✓	✓
☐ Physical plant deficiencies				✓
☐x Evidence of response to prior reform efforts	✓	✓		
District Capacity				
☐ Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
☐x Capacity to negotiate with external partners/provides			✓	
☐ Ability to extend operational autonomy to school	✓		✓	
☐ Strong charter school law			✓	
☐ Experience authorizing charter schools			✓	

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☐ Capacity to conduct rigorous charter/EMO selection process			✓	
☐x Capacity to exercise strong accountability for performance			✓	
Community Capacity				
☐x Strong community commitments to school	✓	✓	✓	
☐x Supply of external partners/providers			✓	
☐ 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: ___Closure_____

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 selected a new superintendent and K-12 principal last year. They were to be competent in curriculum, positive and active in the community and relations, strong administrative backgrounds, strong in discipline, and personable with students and parents.

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

The LEA gives the superintendent and principal carte blanche in hiring and assigning staff according to the needs of the school district. They should analyze data, teaching certificates, and performance in making their decisions in placing teachers. In new hires the administration is expected to do a through background and reference check.

Currently no new staff needs to be added, we are experiencing a reduction in force during the current year.

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

The Stephens School Board and Administration is committed to this process. All recommendations from the school improvement process will be implemented, evaluated, and adjusted if proven to need be. We understand that this is a continual process with change. Change takes time and effort to get proven results.

If staff is being negative about the process they will be conference with by their direct superior. We will be encouraging staff to be proactive and not reactive.

The school board will expect to see that all the recommendations have been addressed and are in place. They will also expect to see monthly reports on improvements shown according to these recommendations. Funds will be expended in order to meet the recommendations implementation and support.

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

Everything is on the table with this process. We will strongly be looking outside the box and be creative with our funding, staffing, and scheduling needs. The Leadership Team will have major input to all aspects of this change process. This takes time also. Team members have to get used to stepping up to the plate and participating constructively in making decisions, especially hard ones. Instead of top down decision making we will be moving towards site based decision making involving the Leadership Team and Lead Teachers.

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?

District support to the new instructional leaders will be absolute. The school board will become an academic board and will expect to be informed about the academics and school reform efforts at monthly meetings.

The Stephens School Board knows that change is hard and that there are always complaints when this is transpiring. They will hear the complaints but are committed to the process and work in a way that remains positive and beneficial to our students, staff, and community.

The Turnaround Model

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

   The school district will pass policies and salary schedules that have sign on bonuses, retention bonuses, and incentives for student achievement in hopes of attracting and retaining quality teachers. Strong effective research based professional development will be offered. Teachers will be mentored and given supplies that are appropriate for their instructional purposes. Hopefully the school district will also be able to offer raises that are comparable to cost of living increases when finances allow.

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 school district hired a new superintendent and K-12 principal during the 2010-2011 school year so this issue is void.

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

   As stated in question 1, the school district will pass policies and salary schedules that have sign on bonuses, retention bonuses, and incentives for student achievement in hopes of attracting and retaining quality teachers.

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

The data desegregation, teacher's certification areas, and a history of tests scores for individual staff will be compiled and evaluated with decisions will be made from this.

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

   Stephens School district does not have collective bargaining agreements.

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

   We have only one elementary and one high school so this is void.

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

   Stephens School Districts budget is extremely tight. We are currently in a reduction in force so this issue is void.

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?

   Institutions available are Southern Arkansas University at Camden and Magnolia, Southwest Educational Service Cooperative, and Arkansas Department of Education ERZ.

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 Stephens School District has a Leadership Team in place. We are moving to site based decision making. We are currently putting things in order for more flexibility in budgeting, staffing, and scheduling.

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?

District support to the new instructional leaders will be absolute. The school board will become an academic board and will expect to be informed about the academics and school reform efforts at monthly meetings.

The Stephens School Board knows that change is hard and that there are always complaints when this is transpiring. They will hear the complaints but are committed to the process and work in a way that remains positive and beneficial to our students, staff, and community.

The Restart Model

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

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

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

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

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

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

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

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

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

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

School Closure Model

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

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

3. How will the students and their families be supported by the LEA through the 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	Designating grant recipient, overseeing grant, School improvement team
Local Education Agency	Monitoring grant, implementing grant, hiring personnel, passing policies that will enhance this process if needed
Internal Partner (LEA staff)	Implementing grant, attending professional development, implementing instructional strategies gained through professional development,
Lead Partner	School improvement company will develop an improvement and professional development plan, be on campus 3-4 days per week, increased and ongoing professional development, monitoring of classrooms, organizing remediation periods and services such as credit recovery summer school
Support Partner	The Learning Institute will provide web based historical data, interim testing, and professional development on curriculum and common core.
Support Partner	Southern Arkansas Tech at Camden or Magnolia will provide professional development if needed, concurrent courses, help in career orientation, and career oriented classes, GED classes, ACT Prep classes
Principal	Improved monitoring of classrooms, implementation of reform efforts, and lesson plans, provide strong leadership skills and be an example to staff, students, and community, stay on top of education reform efforts, data, and research.
School Staff	Implement recommendations from the school improvement specialist and administration, stay positive towards the process, take professional development seriously and implement strategies in

	the classroom Growing professionally with training provided, improved instruction, improved attendance, improved attitude about students, data, grades, and school.
Parents and Community	Growing with training provided through grant in volunteerism, school reform, and emotional and financial support.

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

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

Monitoring of the intervention model will be monitored by the superintendent of schools who will meet weekly with the improvement specialist. The improvement specialist will report monthly to the school board about the process.

A monitoring checklist will be developed for goals and objectives. These will be processed in a timely manner. The checklist will be given to the superintendent and school board at meetings.

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.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Darrell Porter	Superintendent			
Erma Brown	Board Member			
Evelyn Smith	Non Certified			
Mary Kirkpatrick	teacher			
David McKinney	teacher			
	parent			
	parent			

Meetings

Location	Date		Location	Date
High School Library	04/28/2012			
High School Library	05/8/2012			
High School Library	5/14/2012			

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 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.

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

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

Goal : To improve ACTAAP and EOC state test scores by 15% yearly.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Improve instructional strategies with intensive professional development	50% of instructional strategies presented will be used in the classroom.	Lesson plans, classroom walkthrough documentation, in service documentation, Teacher/Administrator Improvement Plan	July 1, 2012	June 30, 2015	Bobby Brown, Ink LLC
Hire Ink LLC to provide professional development on data desegregation, graphic organizers, differentiated instruction, Ruby Payne, note taking strategies, study skills	100% of certified staff and classroom aides will attend workshops.	In service sign in sheets and agendas	July 1, 2012	June 30, 2015	Stephens School Board/Darrell Porter
Review Curriculum Alignment and monitor and adjust	100% of curriculum will be aligned and updated.	Curriculum document and alignment attendance sheets.	July 1, 2012	June 30, 2015	Bobby Brown, Ink LLC

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

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

Goal: To reduction college remediation rate by 20% each year.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
Offer ACT Prep course once or twice per year.	100% of students not scoring a 19 in Reading or Math on ACT will attend	ACT scores, Attendance sheet	July 1. 2012	June 30, 2015	Special Services Director
Offer remediation for students not proficient in ECO Literacy, Biology, Algebra, and Geometry	20% improvement of students scoring proficient and above each year	Attendance sheets for remediation period, EOC exams scores	July 1, 2012	June 30, 2015	Wendell Collen

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

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

Goal

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

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

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

Goal

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

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

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

Goal

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

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

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

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	Planning meetings to take place Grant Writing Partnerships forged School Board approval for programs
June	Grant announcement Planning meetings continued Interview school improvement companies Hire improvement company, Parent Liaison, and Special Services Coordinator Data Desegregation Professional development planned and timeframe Credit Recovery Summer School started Parent Liaison trained in social services Special Services Coordinator starts implementing and overseeing programs Students/families identified by counselor for intervention services

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.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

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.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

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

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

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SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
	Leadership team		
	Leadership team/ parents		
5/12/2012	Stephens School Board		

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 II 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 :   Stephens   Tier   I

Total 3-Year Budget $ 699,700.00

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.

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		
☐1. Developing teacher and school leader effectiveness			
☐Select a new principal			
☐Make staff replacements			
☐Support required, recommended and diagnostic strategies			
☐Change and sustain decision making policies and mechanisms			
☐Change and sustain operational practices			
☐Implement local evaluations of teachers and principal			
Additional options (specify) Any of the required and permissible activities			
☐			
☐			
☐			
☐			

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

☐				
☐				
Subtotal				
☐5. LEA-activities designed to support implementation of the turnaround model				
☐				
☐				
☐				
Subtotal				
Total for Transformation Model				

CLOSURE MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre-Imp		
☐Costs associated with parent and community outreach			
☐Costs for student attending new school			
Subtotal			

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
☐ Select a new principal				
☐ Assign effective teachers and leaders to lowest achieving schools				
☐ Recruit, place and retain staff		10,000	12,000	14,000
☐ Select new staff				

☐Replace staff deemed ineffective				
☐Negotiate collective bargaining agreements				
☐Support for staff being reassigned				
☐Retaining surplus staff				
x☐Create partnerships to support transformation model	2,000	5,000	5,000	5,000
☐Change decision-making policies and mechanisms around infusion of human capital				
☐Adopt a new governance structure				
x☐High-quality, job-embedded professional development	2,000	35,000	35,000	35,000
x☐Implementing data collection and analysis structures	2,000	5,000	5,000	5,0000
☐Increase learning team (extended day, week, and/or year)		25,000	25,000	25,000
☐Student supports (emotional, social, and community-based)		20,000	20,000	20,000
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
x☐ Hire school improvement company	5,000	70,000	75,000	80,000
x☐ Professional Development for School Culture and Community	2,500	2,500		
☐				
LEA-activities designed to support implementation of the transformation model				
Hire Parent Liaison		25,000	25,450	25,900
Hire Special Services Coordinator		25,000	25,450	25,900
Total	13,500	222,500	227,900	235,800

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 utilied

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

By the signature of the Superintendent of Stephens School District
the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention
   Tier I and Tier II school that the LEA commits to serve consistent with the final requ
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 indica
   section III of the final requirements in order to monitor each Tier I and Tier II school
   serves with school improvement funds, and establish goals (approved by the SEA) t
   accountable 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 a
   terms and provisions to hold the charter operator, charter management organizatio
   education management organization accountable for complying with the final require
   and
4. Report to the SEA the school-level data required under section III of the final require

Applicants receiving funding under the School Improvement Grant program must report to the A
following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts an
   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 evaluatio
   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 sch
receiving School Improvement Funds reported in contrast to results for each other school withi
Data for item 1 must be disaggregated to the grade level for each school within the LEA and re
contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggr
the individual teacher level for all teachers in schools receiving School Improvement Grant fund
reported in contrast to results for each other school within the LEA.

                                                 5/16/2012

Superintendent's Signature   Date

Darrell D. Porter
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: Stephens High School

LEA #: 52-06-033

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

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

   x☐   Identification of Intervention Models

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

   _____   Develop a Profile of the School's Performance

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

   x☐   Develop Profiles of Available Partners

   x ☐   Determine Best-Fit Model and Partners

   x ☐   Define Roles and Develop Contracts

   x ☐   Forge Working Relationships

   x ☐   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
   x ☐   Assurances

SECTION E
    ☐   Waivers

ATTACHMENTS (scanned or mailed):

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

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

   x   ☐   Principal's Professional Growth Plan

Additional Resources

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

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

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

http://www.centeroninstruction.org

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

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

<div align="center">Reading Research Links</div>

National Reading Panel
    Publications
    http://www.nationalreadingpanel.org/Publications/publications.htm

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

Learning Point Associates
    Focus on Adolescent Literacy instruction
    http://www.learningpt.org/literacy/adolescent/instruction.php

International Reading Association
    Adolescent Literacy focus
    http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English
    A Research Brief on Adolescent Literacy available at
    http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf

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

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
http://www.arcc.edvantia.org/resources.php?toolkit=63

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html