



# ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Earle School District	
Mailing Address (Street, P.O. Box, City/Zip) P. O. Box 637 Earle, AR 72331	Starting Date 6/1/11
Name, title and phone number of authorized contact person: Rickey Nicks, Superintendent 870-636-8157	Ending Date ,7/1/14
Amount of funds requested: \$4,716,672	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 2/28/11 (Date).

Signature:  
Superintendent of Schools AND  
Signature:  
School Board President

Date: 4/7/11  
Date: 4/7/11

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

The Department of Education Appropriation Act, 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education (Department) estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.

FY 2010 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2012.

### 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 2010 school improvement funds in proportion to the funds received in FY 2010 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 2010 SUBMISSION INFORMATION

#### Electronic Submission:

The ADE will only accept an LEA's 2010 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 2010 application to the following address:  
cindy.hogue@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 : Cindy Hogue  
Four Capitol Mall, Box 26  
Little Rock, AR 72201

#### Application Deadline:

Applications are due on or before April 8, 2011

#### For Further Information:

If you have any questions, please contact Cindy Hogue at (501) 682-5615 or by email at cindy.hogue@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
Earle High School		7-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

**B. DESCRIPTIVE INFORMATION: Needs Assessment**

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

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

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

Name of School: Earle High School

LEA #: 18-02-007

Context

1. Grade levels (e.g., 9-12): 7<sup>th</sup> - 12<sup>th</sup>
2. Total Enrollment: 319
3. % Free/Reduced Lunch: 100%
4. % Special Education Students: 12%
5. % English Language Learners: 0%
6. Home Languages of English Language Learners (list up to 3 most frequent):
  - 1.0%
  - 2.
  - 3.

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

As of the census of 2000, the population of Earle was 3,036 people, 1,074 households, and 727 families residing in the city. The population density was 932.9 people per square mile. There were 1,247 housing units at an average density of 383.2/sq mi le. The racial makeup of the city was 23.45% White, 75.23% Black or African American, 0.20% Native American, 0.43% Asian, 0.10% from other races, and 0.59% from two or more races. 0.53% of the population were Hispanic or Latino of any race.

There were 1,074 households out of which 36.1% had children under the age of 18 living with them, 35.0% were married couples living together, 27.7% had a female householder with no husband present, and 32.3% were non-families. There were 29.7% of all households made up of individuals and 13.5% had someone living alone who was 65 years of age or older. The average household size was 2.83 and the average family size was 3.54. In the city the population was spread out with 36.6% under the age of 18, 9.4% from 18 to 24, 24.0% from 25 to 44, 17.0% from 45 to 64, and 13.0% who

were 65 years of age or older. The median age was 29 years. For every 100 females there were 82.6 males. For every 100 females age 18 and over, there were 74.6 males.

The median income for a household in the city was \$20,344, and the median income for a family was \$22,775. Males had a median income of \$26,510 versus \$18,011 for females. The per capita income for the city was \$13,260,000. About 40.2% of families and 45.4% of the population were below the poverty line, including 58.7% of those under age 18 and 36.6% of those age 65 or over.

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

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

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

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

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





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

School	Grade Span		School	Grade Span
Earle Elementary School	K-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Rickey Nicks Superintendent	<ul style="list-style-type: none"> <li>-Principal of Earle High School for 20 years</li> <li>-Biology Teacher - 7 years</li> <li>-Principal Wheatley High School for 3 years</li> <li>-Mid-South Community College Foundation Board</li> <li>-North Central Advisory Committee</li> <li>-ASU Advisory Council</li> <li>-Crittendon Co. Arts Council</li> <li>-AAEA Conferences</li> <li>-National Board Assoc.</li> <li>-ASCD Conferences</li> </ul>	1	23	23
Donald McVay	<ul style="list-style-type: none"> <li>-Currently in principal leadership program</li> <li>-Football Coach-15 years</li> <li>-Physical Ed &amp; Health Classes -</li> <li>-Chamber of Commerce &amp;</li> <li>-Outstanding Citizen - 2 years</li> <li>-Outstanding Leader(from local churches and organiz.) 5 yrs</li> </ul>	1	17	22


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

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

Administrators are rated on the following scale:

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

The administrators are evaluated on the following eight competencies:

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

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

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

In addition, the new superintendent feels that administrators should be evaluated once each semester, so the evaluation process will be increased from once a year to twice a year in the 2011 to 2012 school year.



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

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

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

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

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

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

Competency #1: The teacher communicates accurately and effectively in the content area and maintains a professional rapport with students.

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

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

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

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





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

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

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

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

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

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

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

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



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

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

Subject	2010	2009	2008	2007	2006
Reading/Language/English	27	34	6	24	15
Mathematics	50	35	9	30	12
Science	5	12	3		
Social Studies					
Writing					
Geometry	29	15	16	11	2

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: 2008-2010

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/ Language/ English	NA	NA	NA	27	34	6	NA	NA	NA	NA	NA	NA	18	20	NA
Mathematics	NA	NA	NA	50	35	9	NA	NA	NA	NA	NA	NA	86	65	NA
Science	NA	NA	NA	5	12	3	NA	NA	NA	NA	NA	NA	NA	NA	NA
Social Studies															
Geometry				29	15	16									

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: 2010

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

Test Year: 2009

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

Test Year: 2008

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					16	31			6	
Mathematics					22	17	9			
Science					0			3		
Social Studies										
Writing										
Other Geometry								16		

4. Average daily attendance percentage for the 2009-10 school year: 94

5. Mobility rate for the 2009-10 school year:

6. Graduation rate for all students for the 2009-10 school year: 97\_

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

	All Students
2010	97
2009	74.4
2008	68.6

### Key Questions

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

The African-American males is the sub-population group that is experiencing the lowest achievement rate at the high school.

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

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

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

A trend analysis for the last three years shows that Biology EOC has been the lowest area of achievement with scores of 3% proficient in 2008; 12% proficient in 2009; and 5% proficient in 2010.

The next subject would be EOC Literacy with proficient or better scores as shown the last three years scores of: 6% in 2008; 34% in 2009; and 27% in 2010.

The Algebra I scores are showing improvement over the last three years with a score of 9% in 2008; 35% in 2009; and 50% in 2010. This is a trend we expect to see continued.

Geometry test scores have increased somewhat over the last three years as well with 16% in 2008; 15% in 2009; and 29% in 2010 being proficient.

The future is promising in math and literacy since the 8<sup>th</sup> grade students in the 2009/2010 school year made Safe Harbor in both subjects. The LEA expects that with staffing changes, the extended day, and the increases we have seen thus far, the trend will continue to show an increase in scores.

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

When selecting a model and an external provider for the Earle High School, the student demographics should be taken into consideration. Very careful consideration should be given to the subgroup population served by the school and the extremely high level of poverty in the district. It is important that the provider selected has extensive experience working with the subgroup populations and demographics and can meet the needs of such. The district has been working with Educators Consulting Services this last year as an external provider.

In the research report titled "The Turnaround Challenge" (2007) by Mass Insight, they discuss schools with a large majority of students living in poverty. One of the most pressing issues cited was the need to build capacity. This is indeed a pressing issue at the Earle High School. The systems and processes used to identify, attract, retain, and support quality staff members and leaders are critical to building capacity. Capacity not only refers to people, it also implies the mechanisms used to develop and maintain high-capacity organizations.

Another insight from "The Turnaround Challenge" is the need for human capital as a critical input for school turnaround. Having people committed to the work and providing ongoing support for these individuals is critical at all levels – in the classroom, with external partners, with districts and SEAs. This last year has seen the hiring of a new

superintendent who has a lot of vision and insight. The principal who was hired the year before last left in the middle of the first semester so the district has a new high school principal that came on late in the first semester as well. He too, sees the need for change and has started to implement that change through his leadership in conducting regular staff development meetings, scheduling and attending math and literacy team meetings, demanding that lesson plans be turned in every week and as of April, writing the teachers up who are not complying with these rules.

These changes are just the beginning however; there are instructional changes that must be made, teacher and student attendance must be increased, expectations must be raised and student and teacher attitudes. must be improved. School turnaround is a relatively new school improvement strategy; therefore, it requires new organizational structures.

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

Earle School District is located in a small town. It is considered an agricultural area in a rural location. The external provider should have experience in working with schools that have high poverty and rural education issues.

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

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

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

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

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

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

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

The high school signed up with the The Learning Institute (TLI) in Hot Springs, AR in 2009. The TLI helps provide an alignment of the curriculum in core content areas. The new principal has established literacy and math team meetings that meet every week to



discuss topics such as curriculum, strategies, etc. A new lesson plan was implemented in the fall of 2010 that includes the gradual release model with a bellringer, objective explanation, teacher modeling of concept, guided practice, and independent practice. All teachers are now required to turn in weekly lesson plans with documented Student Learning Expectations from the Arkansas Curriculum Frameworks. Teachers must also document when and what type of differentiation occurs in the lessons.

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

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

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

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

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

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

Learning styles are not reflected in learning activities or assessments. Teachers do not

meet to collaborate regarding instruction. Limited evidence to reflect that teachers give students choices in learning activities that reflect student learning styles.

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

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

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

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

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

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

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

**ADE FINDINGS:** There is no parental involvement plan. There is no organized parent teacher organization or booster club. Most communication with parents is reactive to student grades or behavior. The school web site is not maintained and updated. Instructional materials in most classrooms are limited to textbooks. Most instruction is lecture. Most mathematics classes do not contain manipulatives. Some classes

contain Smart Boards. Mimio devices are used in some classes. Computers that support the mimio devices have not been updated with CD drives to make them compatible. Students in need of supplemental health and social services are referred to the counselor. Students with behavioral or emotional needs may be referred to outside agencies such as Life Strategies or Counseling Services of Eastern Arkansas. Outside counselors are allowed to meet with students during core classes.

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

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

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

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

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

**DISTRICT ACTIONS:** 6.1a; 6.1b; 6.1c; 6,1f

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

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

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

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

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

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

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

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

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

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

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

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

DISTRICT ACTIONS: 8.2b; 8.2c; 8.2d

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

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

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

Training for the ACSIP leadership team and ALL staff will take place before school dismisses for summer 2011. As the new ACSIP is prepared under the new leadership, all components will be included. The ACSIP team will evaluate and revise the ACSIP throughout the year. A student perceptual data survey was administered in February, 2011 so that results may be shared with staff and used for the school improvement plan. The new school leadership plans to lead a process to develop core beliefs. Multiple data sources such as student demographics, attendance, discipline, grades, summative and formative assessments, classroom assessments, etc. will be included in the decision making process for rewriting the ACSIP plan.



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

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

- 1) The school day will be increased to 7:45 a.m. to 3:30 p.m. (an increase of 33 minutes from the 2010/2011 school year.
- 2) Providing administrative and leadership classes to the new leadership. Require attendance at the leadership academy once certification is complete.
- 3) Increase administrative evaluations from once a year to twice a year.
- 4) Ensure that all staff attends PLC training. Provide on-going, job-embedded and relevant professional development that is data driven.
- 5) Hold all parties accountable for improvement.
- 6) Board has adopted a resolution to approve the transformation model.
- 7) Provide board PLC and other training to increase capacity and ensure that everyone understands the processes and practices.

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





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

The Earle School district has a high poverty population. Poverty in this area is generational and leads to many issues for the student population. The area is largely agricultural with just a few people owning most of the land. Many of our students suffer from poor nutrition, poor health, poor dental health, and poor living environments. Many students in this district are being raised by someone other than a parent.

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

The transformation model will include additional personnel that will include a social worker who can provide a level of support the students have never had. Additional personnel will include a full time parent coordinator that can actually go into the community to build support and increase their knowledge of the school and the curriculum. It will include an additional full time RN to meet the health needs of high school students. It will add a science instructional facilitator. The high school will hire personnel to run the Scholastic READ 180 program and the Accelerated Math program. These two programs will help meet the needs of the students who are not performing at the proficient level in literacy and math, in addition to meeting the RtI, level II needs of students as well.

The transformation model will include job-embedded, relevant, data-based, professional development designed to move students and teachers of Earle forward. Teachers will receive intensive training on how to analyze data and not stop there, but how to use that data to drive their instruction and assessments. This data will be embedded into the ACSIP plan as directed in the Scholastic Audit recommendations. The development of a Professional Learning Community will ensure instructional decisions are data driven. Teachers will receive intensive training and modeling in the classrooms on differentiated instruction, learning styles, and instructional strategies (as indicated by the CWT data set) by outside consultants. Professional development will be provided in Common Core Content Standards with a focus on adopting the Common Core Standards early. The Transformation Specialist will monitor instructional facilitators and teachers as they implement the new standards as well. A model of continuous support professional development will be implemented so that teachers will be introduced to a strategy, have the strategy modeled for them, and then apply the strategy in their own classrooms under supervision. This model will occur over and over again for the teaching staff until they become comfortable and proficient with the strategies.

Response to Intervention training will be provided to ALL teachers so they will learn what to do when the students don't understand or "know" a concept. Teachers will

attend a three-day Professional Learning Community Summit during the summer. Over the course of the three-year grant funding, the entire staff will attend PLC training in order that all of the staff will come to truly understand the importance of working as a team and what happens when just one or two team members refuse to do their part.

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

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



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

Student perceptual data survey results were used in helping to determine the needs for this grant. Data from these surveys showed that`

Results from the End of Course Algebra, Geometry, Biology, and Literacy assessments were used to determine academic needs of the students. ACT results (15.9 composite) , remediation rates (94.4%), attendance rates (94%), and graduation rates have also been taken into consideration.

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



## SECTION B, PART 2:

### **B. DESCRIPTIVE INFORMATION: LEA Capacity**

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? 1003 a grant in first year.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. All the stakeholders have been informed and included in planning the initiatives of this grant proposal. Staff meetings have been held, a perceptual data survey was administered to students, a parent/community meeting was held, school board members were notified of the grant application and it was approved by them. The hiring of a new principal in the first semester of the 2010-2011 school year and a new superintendent in February of 2010 has created a positive atmosphere of change already.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes. The school has been working with Educators Consulting Services as an External Provider over the last year. The principal has worked diligently with the provider to implement changes in scheduling, course descriptions, lesson plans, staff meetings, and core curriculum meetings. The external provider has served as a valuable consultant in planning the changes and helping the leadership in implementing these changes that have taken place thus far.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? There is only one school that is in school improvement in the district. (Earle High School)
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. LEA Organizational Model--The organization of the Earle School District is typical for a school of our size. The Board of Education hires the superintendent, who recommends the hiring of two (2) principals in Earle Elementary School and Earle High School, adequate staff are in place in both the elementary and high schools (several positions were eliminated in the past year due to revenue shortfall because of declining enrollment) and several paraprofessional positions. The layered leadership positions between the principal and staff includes a part-time Math and Literacy Coach at this time. The superintendent is in his first year as superintendent in Earle after having served as high school principal for 20 years. The high school principal is also in his first year as high school principal after serving most recently as dean of students and previous to that was head football coach, he has been in the district for 22 years in some capacity. Currently the teaching staff is a mix of mostly veteran

teachers with a small number of new teachers. Some are close to retirement. All teachers are certified in the area they are teaching in or are in the non-traditional program. There is a lot of experience at the school, but a need for new beginnings.

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school. The leadership at the school realizes that there is going to be a need to retrain existing staff in order to implement the changes that must be put into place to make this model successful. However, the LEA is committed to these changes and doing whatever it takes to help the students experience the academic success they need in order to be successful in life. The LEA also realizes that some new highly qualified teachers must be hired for this model. Advertisements will be placed as soon as we have been notified of funding approval in order to recruit early. In addition, the LEA is looking to hire from the Teach for America teacher pool if necessary. This is an avenue that has never been examined before.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. Earle has effectively used federal funding and maintained programs in past years. All of their federal funded programs: Title I, Title II, Title VI and State Categorical NSLA funds have been used successfully to maintain the status quo in Earle, but has never been enough to move us forward to the point that is now possible. We have in the last several years maintained: a successful SES Program (Elementary School moved out of School Improvement (2008), Middle School made AYP In last year of existence (2009)), Rise Move Program (federally funded), A 21st CCLC grant (presently in second year), and are presently using 1003a grant funding to improve internal capacity and instruction in the high school.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. NA

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

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

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

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

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

### Transformation

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

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

ACT 35 of the Second Extraordinary Session of 2003 (see A.C.A. § 6-15-401 et seq.), Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)). Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The ECS external provider and the transition specialist will be working with teachers on days that are scheduled for professional development days and early out days. In addition, the consultants will be working side by side with the teachers and students in the classrooms modeling instructional strategies, classroom management techniques, and technology inclusion in instruction. They will also facilitate PLC meetings and work closely with administration. The changes that must be implemented have to come from



the top and go all the way down if they are to be expected to work.

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

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

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

N/A

## Turnaround

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

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

ACT 35 of the Second Extraordinary Session of 2003 (see A.C.A. § 6-15-401 et seq.), Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. ([http://arkansased.org/scholastic\\_audit/pdf/sisi\\_041408.pdf](http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf)).

Act 1467 of 2003 (codified as A.C.A. § 6-15-201 et seq), commonly referred to as “The Omnibus Quality Education Act” [hap://arkansased.org/rules/pdf/current/ade\\_247\\_actaap06\\_current.pdf](http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf), A.C.A 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

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

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

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

N/A

## Restart

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

### Charter Schools

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

This model is not being considered.

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

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

## Education Management Organizations

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

This model is not being considered.

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

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

## Closure

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

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

This model is not being considered.

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

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

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

## Step 2: Develop Profiles of Available Partners

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

### Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Educators Consulting Services	N	Y	External Provider: Consulting, job-embedded professional development, leadership in school improvement, technical assistance	ECS has worked with several schools this year as an external provider and is experiencing success in those schools. They are helping schools establish a PLC community by providing professional development and modeling in the classrooms based on data analysis. ECS has also worked in the state as an SES provider for the past 6-years with tremendous documented successes.
High School Staff	N	Y	Implement research based instructional strategies, data analysis, curriculum mapping, support	District staff is in place and/or will be hired to support the needs of the students.

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



## Turnaround

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Educators Consulting Services	N	Y	External Provider: Consulting, job-embedded professional development, leadership in school improvement, technical assistance	ECS has worked with several schools this year as an external provider and is experiencing success in those schools. They are helping schools establish a PLC community by providing professional development and modeling in the classrooms based on data analysis. ECS has also worked in the state as an SES provider for the past 6-years with tremendous documented successes.
High School Staff	N	Y	Implement research based instructional strategies, data analysis, curriculum mapping, support	District staff is in place and/or will be hired to support the needs of the students.
Educators Consulting Services	N	Y	Transitional Specialist to oversee new positions created by the model; oversee the positions of	This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores

			instructional facilitators; provide expertise in a gradual release of responsibility model	through Benchmark Bootcamps, professional development, and the Professional Learning Community Concept.
Crowley's Ridge Educational Co-op	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and strong support in school initiatives.
Jobs for Arkansas' Graduates (JAG)	N	Y	Assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy	The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program.

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

<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: \_\_Transformation\_\_\_\_\_

B. Second Best Fit: \_Turnaround\_\_\_\_\_

C. Third Best Fit: \_Restart\_\_\_\_\_

D. Fourth Best Fit: \_\_\_EMO\_\_\_\_\_

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

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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?

Educators Consulting Services has worked with Earle High School during the 2010/2011 school year as an external provider. The LEA has elected to continue to work with Educators Consulting Services (ECS) as the external provider and as a transformation specialist. The current superintendent has held his position for one year (as of February 2011). The high school principal has held his position for less than a full semester. ECS has been providing the support that will be vital for success for leadership throughout this process. They will provide job-embedded professional development based on assessment data, teacher improvement plans, personal growth plans, and the PLC concept. The staff development will be meaningful, appropriate and interactive. The consultants will be in the classrooms observing, modeling, and conducting CWT's in order to provide a continuous support model for both the staff and the leadership. As a transition specialist, the consultants will facilitate PLC meetings, instructional leadership meetings, technology meetings, parent/community meetings, and departmental meetings. They will help transform the culture of the school into one of team work with all members of the team contributing to the increase of the students' academic achievements. ECS will help transform the staff into a PLC with high expectations from the perspective of administration, teachers, students, parents, and community.

ECS demonstrates a vision that all students can learn and it is felt they can help create an atmosphere where this vision is shared and transferred to the staff, students, parents, and community. Based on the previous successes of ECS and the schools in which they have worked, it is felt that ECS has shown the ability to lead innovation and change that would result in improved student achievement, the ability to help the principal share leadership with the teachers, help the parents and the community partners to collaborate.

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

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

The leadership will have the support and perspective of the ECS consultants. These consultants have had years of experience and will bring a new perspective to the district and new ideas including performance management, classroom management techniques, increased accountability, etc. The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data, and build a stronger staff and student body. In addition, the principal will have support in Classroom Walkthrough data. Both ECS consultants and the educational co-op employees have been certified to conduct

CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide future professional development or make the necessary changes in instruction to improve student learning.

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

The leadership will have the support and perspective of the ECS consultants. These consultants have had years of experience and will bring a new perspective to the district and new ideas including performance management, classroom management techniques, increased accountability, leadership skills, etc. The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data, and build capacity through a stronger staff and student body. In addition, the principal will have support in conducting Classroom Walkthroughs and collecting data. Both ECS consultants and the educational co-op employees have been certified to conduct CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide future professional development or make the necessary changes in instruction to improve student learning.

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

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

Since the hiring of a new superintendent and a new high school principal, changes have been slowly coming about. Now is the time to implement a change process that will bring about the changes needed for our students to have the opportunity to increase their academic achievements. The students' academic achievements is the foundation that is being laid for the rest of their



lives. The district has an administration that is open to implementing changes and that in itself brings a new perspective to the district.

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

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

The principal will have greater flexibility in hiring, budgeting, and the use of time in order to support the new innovations including new technology (Smartboards and iPads) required in order for the transformation to be successful. The principal will be given more latitude to work with the external provider and the transformation specialist in order to design the type of environment that will be conducive to student achievement. Greater flexibility will include time, space, personnel, technology, and materials and supplies needed to develop the academic achievement programs, new innovative student support programs, new technology programs, parent involvement programs, etc.

When teachers and instructional leaders attend the Professional Learning Community Summit, it is expected they will come to recognize that all decisions are based on data and student needs. All decisions made regarding the master schedule, planning periods, staffing, etc., will be made based on student needs, student achievement, and creating a learning environment where all children can learn. The external provider and transitional specialist will help in providing assistance for a new master schedule and determining what classes may need to be double blocked, improvement plans for staff, and implementing a curriculum that includes rigor and relevance for the students. Included will be preparation and implementation of the new Common Core Standards.

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

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

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

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

All teachers will be required to attend the Professional Learning Community Summit to be held in Hot Springs, AR over the next three years. The PLC concept will be studied and implemented over the course of the next three years. The Professional Learning Community concept will be strongly supported once the staff has received training and begins to fully understand the concept. The district supports the on-going training in the PLC concept and understands that the on-going, job-embedded professional development is key to the success of this model. If real change is to happen, it must begin with the teachers and it must be instructional in nature. The new leader will be supported by having appropriate professional development provided for himself and the staff that will support the transformational model. Through the professional development and consultation, the leader and teachers will learn how to build capacity. Accountability for teachers will increase by Classroom Walkthroughs actually being administered, formal evaluations actually being administered, regular feedback to teachers, team meetings, and increased attendance of teachers.

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

The district will also commit to empower the school leadership to implement a collaborative planning and implementation process within the building and support them throughout the process.

The principal will have assistance in conducting CWT's, disaggregation of data, and observational information in order to determine instructional changes that must be made in order to meet the needs of the students. Response to Intervention training will be provided in order to meet the needs of students who are not functioning on grade level. READ 180 and Accelerated Math classes will be added as remediation/intervention programs. Teachers will have help in completing lesson plans with the appropriate RtI information, differentiated instruction, state frameworks (or common core when the time comes).

The school board has been informed of the transformation model and fully supports the efforts. The superintendent and board are ready to provide the principal with the time, technology, and any necessary training needed to aid in the implementation of this model.

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## The Turnaround Model

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

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

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

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

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

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

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

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

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

NA

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

No other high schools are located in the district

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

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

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

The district would rely on the transition specialist and external provider to help conduct a turnaround model. The district would rely on external providers, school improvement specialists, and intensive professional development if the turnaround model were to be selected.

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

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

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

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

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## 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?

NA

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?



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## School Closure Model

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

N/A

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
  
8. What supports will be provided to recipient schools if current staff members are reassigned?
  
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
  
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
  
11. How will the LEA track student progress in the recipient schools?
  
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
  
13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The Earle School District will depend on the SEA to supply continuous technical support in the implementation of the 1003g grant. The LEA will also continue to seek professional development opportunities from the SEA that are appropriate for the high school such as Literacy Lab.
Local Education Agency	The LEA will provide technical assistance with professional development scheduling; helping to provide data as needed for instruction and assessments; scheduling of appropriate meetings (PLC, AIP, content area, etc.).
Internal Partner (LEA staff)	Provide the necessary staff, time, and resources to ensure the success of the implementation of the Transformation Model.
Lead Partner	The high school will not be taken over by outside management.
Support Partner	Educators Consulting Services will serve as the external provider and the transformation specialist. They will provide the on-going support, professional development, modeling, and facilitation necessary for the implementation of the Transformation Model
Support Partner	Crowleys Ridge Educational Service Cooperative- will provide professional development and assist in administration of CWT's.
Principal	Donald McVay- Principal: Will provide strong leadership for staff, students, and parents. Participate in training and team meetings with external provider, transition specialist, and CRESC.

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

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

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

#### Performance Expectations of the Transformation Model to be Implemented:

Technical assistance (on-site) and job-embedded consultation will be provided to Earle High School for approximately 90 days from Consultants from Educators Consulting Services. ECS was approved as external provider based on the alignment of their services to the nine standards of the Arkansas Department of Education Scholastic Audit. (Please see a copy of their exit form attached.) This year we have been working with ECS as an external provider and they have been tremendously helpful in getting the school back on track in many areas (such as the master schedule, course description guide, CWT's, etc.) Before school begins in the fall of 2011, ECS will review the master schedule again and determine whether it is viable for the upcoming year and whether any core classes should be double blocked in order to meet the needs of the struggling learners. This need will be based on the 2011 administration of the Arkansas Benchmark Assessments. As the external provider, ECS will coach and mentor the instructional leaders through assisted Classroom Walk Through's (both completion and disaggregation of the instruments), instructional planning and mentoring, and facilitating professional development. The principal will be required to set aside a minimum of 30-45 minutes a day to conduct CWT's. The consultant will oversee the ACSIP plan at the building level to determine if the plan is being implemented and monitored. As evidenced by the ECS exit form, the ECS external provider consultants will essentially become an oversight committee ensuring the ACSIP plan is being implemented, trend data is being used, committees are meeting, principals are conducting walk throughs and using this data set, etc. The external provider will be on the high school campus every week and will exit with the principal and the superintendent weekly. ECS will provide quarterly reports to the district school board.

The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 120 days per year. The TS will provide assistance with new personnel such as the new science and math specialist, social worker, technology support personnel, etc. They will facilitate grade level meetings and departmental meetings with the instructional facilitators. As important as the role of this position is, it is one that can be phased out over the years as district personnel absorb the responsibilities and become more proficient and adept at performing those jobs of the Transition Specialist. Once teachers have mastered the new technology over a three year

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

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

The principal will be required to conduct daily CWT's for a minimum of 30-45 minutes a day. Part of the CWT observation will be to determine whether or not rituals and routines have been established and a required level of classroom management has been attained. Additional PD and support will be provided if the acceptable level of classroom management has not been attained. This will be monitored by the External Provider and CRESC personnel. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. The principal will be a key person in monitoring the implementation of the ACSIP plan as well.

CRESC will provide any appropriate professional development for the transformation model. They will provide on-site assistance for CWT's and classroom observations. The CRESC also will be available for leadership meetings that will be

held. Another area of support will be in the area of technology. They can help provide technological training and support for the new technology coordinator.

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

ECS will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will serve as an external provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. As an external provider, they will be responsible for working with leadership as they work to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. ECS will assist in monitoring curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards.

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

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

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

The social worker will work with students to meet their social and/or mental health needs, ot who are experiencing crisis. Their role will be to provide support to enable service users to help themselves. They will maintain professional relationships with service users, acting as guides, advocates or critical friends. The social worker may work with students and/or their families. This position will take responsibilities off the counselor (for which they have not really been trained for) and transfer them to the social worker who is trained to work with issues such as going to court, become an advocate, etc. The social worker will be supervised by the principal, and will be a member of the leadership team.



A full-time R.N. will be hired to provide preventive health services to facilitate the student's optimal physical, mental, emotional and social growth and development of our students. The R.N. will identify problems and disabilities and provide such services as case finding, health education, referring and care in order to help prevent serious health problems which would later be more difficult and costly to address. The R.N. will support the education process by working to assure the health and wellness of the students. The R.N. will be under the supervision of the principal and will be a member of the leadership team

A technology coordinator will be hired to manage all of the new technology that is being added to the high school. The technology coordinator will have to have a background in the iMac and iPad technology in order to help the program be successful. The technology coordinator will be supervised by the principal and will be a member of the leadership team.

Literacy, math, and science instructional facilitators will be added to our personnel as well. The instructional facilitators will be integral team members as they learn their roles over the next few years. They will be supervised by the principal and mentored by the Transitional Specialist as they learn their responsibilities. They will receive training from CRESC in the coaching model as well.

With the 1003g grant, fifteen computers and a server will be purchased for a Remediation lab and a classroom will be designated for these programs to be implemented. The LEA will install the READ 180 and Accelerated Math software programs that were previously purchased three to four years ago and have just been sitting in storage because of lack of technology to implement them. Additional personnel will be hired to be in charge of both of these programs can be utilized for any 7-12<sup>th</sup> grade students who are not reading on grade level or who are not performing mathematically on grade level. The instructional facilitators and perhaps one or two others will be trained when the Scholastic rep is trained also. This will assure that even if one is out for any reason, someone will be up-to-date at all times and can run the lab. There should never be an excuse for the remediations teachers (or subs) not to be there and running the classrooms. The intervention lab teacher will come under the supervision of the principal and will be on the leadership team.

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

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

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

The LEA will purchase Pinnacle Gradebook by Global Scholar. Dr. Robert Marzano who is a research partner for Global reports: ...virtually every study that has examined the role of the classroom teacher in the process of educating students has come to the same straight forward conclusion: an effective teacher enhances student learning more than any other aspect of schooling that can be controlled. (Classroom Assessment & Grading that Work -- ASCD, 2006). The Pinnacle Gradebook fully incorporates many AJAX features to provide a rich user experience: smooth scrolling; instant response rollover information; "smart" menus and drop-down options; and immediate, real-time information. Pinnacle Web's state-of-the-art technology offers an intuitive user interface designed to provide a streamlined, simplified experience for all end users and to improve system performance.

A teacher incentive program for both attendance and academics will be implemented. The school must begin to address problem areas as far as staff attendance and expectations that the high school is experiencing. It is the intent of the LEA to encourage and motivate teachers to be on this campus so in turn the students will be on the campus. The teachers attendance and attitudes is a direct reflection of students attendance and attitudes.

Arkansas Advanced Initiative for Math and Science (AAIMS) will be implemented in the fall of 2011. Earle has applied and been approved for a three year grant from AAIMS. This initiative is for advanced placement classes in math, science, and literacy. Consultants from the initiative will be on the campus monitoring the AP teachers and meeting with administration on a regular basis.



## Step 5: Forge Working Relationships

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

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

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

Parents and community members will have opportunities to have experiences with the new iPad interactive classrooms with iPads and the Smartboards. It will be important for everyone in the community to not only see the new technology that students will be utilizing for learning, but to experience the changes that have come to schools since most of us were students. Teachers and students will be at the meeting so that they can show parents the different ways the iPads can be used in each content area. Parents will be shown the new READ 180 and Accelerated Math lab as well as experience a brief lesson.

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

The LEA will request that over the course of three years, all staff members attend a Professional Learning Community Summit. As a result of this training, it is expected that all staff will come to realize that they must work collaboratively to analyze data and determine the best course of instruction for each student if each student is to be successful.

The LEA will be responsible for making sure that all partners have contact information of each other and for setting up the initial contact all partners. Some communication to supporting partners may at times be conducted through electronic means.

The LEA will maintain an on-going relationship with the Apple technology staff as the classrooms are piloted. The new instructional technology coordinator will be responsible for maintaining this contact and for reporting to the LEA leadership on a bi-weekly basis.

Teacher attendance at Earle High School has been very discouraging. There is an average of six teacher absentees per week. Therefore, a teacher attendance incentive plan will be implemented. The principal and district bookkeeper will be responsible for overseeing the incentive program. (This is explained in more detail under Description of Program.) There will also be an incentive plan put into place for student achievement. Teachers will be placed into academic teams and each team will receive a sum of money if at least 75% of their students increase achievement based on The Learning Institute assessments and reports. Money will be divided between the team members equally.



Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Rickey Nicks	Superintendent			
Donald McVay	Principal			
Linda Maples	Math Coach			
Claudie Forrest	Science Teacher			
Renee Gray	Literacy Teacher			
Felicia Watson	Counselor			

Meetings

Location	Date		Location	Date
ADE Bldg. Little Rock, AR			High School Staff Meeting	3/15/11
Administration Bldg. Earle, AR	2/15/11		Parent/Community Mtg. High School Cafeteria	3/17/11
Principal's Office	2/16/11			

Earle, AR				



## 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.

Earle High School staff is universally excited about the opportunities afforded by the 1003g grant funds. All aspects of the grant will be implemented with fidelity. After the three year grant period has ended the major focuses of the proposal will be in place including: 1) a fully functioning Professional Learning Community, 2) technology advancements, 3) changes in curriculum, assessment, and primarily in instruction (using higher order thinking skills in the classroom), 4) parents who will be more involved in their child's education, 5) students and teachers will be more accountable,

6) and last but certainly not least student achievement will have increased such that Earle High School will no longer be in school improvement.

The challenge will then change toward maintaining the momentum of practices and programs generated by the 1003g funding. In order to sustain this momentum the parts of the program which are deemed essential will be maintained with non-obligated Title I and NSLA funds and/or with other district funds. Most of the salaried positions will be combined and/or integrated into existing positions. As stated in the grant narrative a major emphasis was to build the internal capacity within the high school to function without the daily/weekly/quarterly support of the outside consultants. Staff members who have been through the intensive training will now be expected to step up and take the lead in PLC Meetings and make the education of students In Earle High School the main business. They will be expected to not to just “Talk the Talk” but to “Walk the Walk” as a high functioning Professional Learning Community. Now is the time for the stakeholders in Earle to do whatever is necessary to not only sustain the program in Earle but to allow others in the delta to see what we have done and to use our process as a model that can be replicated in other similar schools in the delta.

### 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.

See Attachments for Detailed Goals and Objectives Pages.





FY 2011 School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

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

Goal # 1: To develop and implement a viable curriculum including technology in all subject areas

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1.Implement the conversion to the Common Core State Standards 2.Implement the changes in instruction and assessment practices to reflect the change to the Common Core State Standards 3.Ensure that instruction, assessment, curriculum are aligned in order to get maximum results on ACTAAP exams 4.To provide academic	1--There will be a 50% increase in conversion/alignment between the curriculum used in Earle HS and the Common Core State Standards in 2012 school year and 100% conversion/alignment by the 2013 school year. 2-4—There will be a 10% increase in the number of students	1--Aligned Common Core State Standards. Daily Lesson Plans, Pacing Guides, TLI Interim Assessment and teacher made Common Assessments 2-4—Benchmark data each spring. Noting the number of students moving upward in each performance categories (BB to Basic; Basic to Prof; and Prof to Adv) on the EOC Algebra, Geometry, Biology, and Literacy. 4—Copy of writing	August 1, 2011      August 1, 2011	August 1, 2013      August 1, 2014 (ongoing)	ECS Transition Specialist, Donald McVay, HS Principal, ECS External Provider, Math, Literacy, Science Coaches



FY 2011 School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

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

Goal # 2: To implement a high yield instructional program including research based strategies which will actively engage students in their classroom activities.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
<p>1. Implement the ECS Continuous Support Model utilizing Marzano’s High Yield Strategies for Classroom Instruction</p> <p>2. Implement instructional strategies designed to improve student engagement in the classroom</p> <p>3. Implement a meaningful professional development program designed to improve classroom instruction</p>	<p>1--There will be a 25% increase in utilization of Marzano’s High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data</p> <p>2--There will be a 25% increase in student active engagement as evidenced by CWT data</p> <p>3--There will be a 10% increase in the number</p>	<p>1--The results of CWT data will be available to document success in this program; Lesson Plans</p> <p>2--The results of CWT data will be available to document success in this program; Lesson Plans</p> <p>3--Professional Development Sign-in logs and PD training evaluations</p> <p>4--Teacher lesson plans and CWT data will document the increase of technology used in instruction</p>	<p>September 1, 2011</p> <p>September 1, 2011</p> <p>September 1, 2011</p>	<p>May 30, 2012 (ongoing)</p> <p>May 30, 2014 (ongoing)</p> <p>May 30, 2014 (ongoing)</p>	<p>1-3. ECS Transition Specialist, ECS External Provider, Donald McVay, HS Principal, Math, Literacy, and Science Facilitator.</p>





FY 2011 School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

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

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
1. Implement an effective Parent/Community Involvement program in Earle High School	1--There will be a 10% increase in parent attendance at each quarterly parent teacher conference at the high school	1--Parent sign-in logs from each parent teacher conference	October 15, 2011	April 15, 2012 (ongoing)	1.ECS Transition Specialist, ECE External Provider, Donald McVay, HS Principal. District Parent Coordinator
2. Increase the utilization of the parent center in Earle High School	1—2. There will be a 50% increase in parental and community member involvement in school day activities and in the use of the parent center at the high school	2--Parent sign-in logs at in Principal's Office	September 1, 2011	May 30, 2012 (ongoing)	2. ECS Transition Specialist, ECE External
3. To Implement Family Math, Literacy, Science, and Nights monthly		2--Parent sign-in logs at Parent Center 3—Parent sign-in logs from Family Nights.	August 1, 2011 (monthly)	May 30, 2014 (ongoing)	

FY 2011 School Improvement Grant - Section 1003(g)  
LEA Goals and Objectives

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

Goal # 4: To increase student achievement in all subgroups on multiple assessment opportunities especially on the ACTAPP.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
<p>1. Implement The Learning Institute (TLI) data analysis and assessment program.</p> <p>2. Implement a Professional Learning Community program in Earle HS</p> <p>3. Implement a strong PD Program including Diff Instruction &amp; Response to Intervention (RTI) in Earle HS.</p> <p>4. Provide effective remediation and a before</p>	<p>1.--There will be a 5% increase on each of the TLI quarterly Interim Assessments.</p> <p>2-4--There will be a 10% increase in the number of students moving upward from each performance category (BB to B; B to Pro; and Pro to Adv) on the EOC Algebra, Geometry, Biology, and Literacy.</p> <p>5--There will be a 10%</p>	<p>1.A data wall will document the quarterly progress of students in Earle High School</p> <p>2-4.Results of the EOC Algebra, Geometry, Biology, and Literacy exams.</p> <p>5..Teacher lesson plans will show a assignments noting increased technology usage</p>	<p>August 15, 2011</p> <p>October 1, 2011</p>	<p>May 30, 2014 (ongoing quarterly)</p> <p>June 30, 2014 (ongoing annually)</p>	<p>ECS Transition Specialist, ECS External Provider, Donald McVay, High School Principal HS Literacy, Math, Science Facilitator</p>

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

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

#### Exhibit 1: School-Level Lessons Learned

##### Planning

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

##### Human Capital

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

##### Maintaining Support and Building Sustainability

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

The LEA feels they have carefully considered these lessons as they have planned for the high school transformation model. The LEA has been working with ECS during the 2010/2011 school year as an external provider and has been very pleased with the

changes that have occurred during their consultation. It is the decision of the LEA and the district to continue working with ECS as we move forward in making positive changes at the school.

ECS will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will serve as an External Provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. As an External Provider, they will be responsible for working with leadership as they endeavor to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual teachers and groups of teachers. The consultant will assist the principal in making sure the ACSIP is implemented and updated with fidelity on a continual basis as written. ECS will monitor the curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards. The ECS consultant will provide a PLC and other school board training as well.

The ECS consultant will examine the master schedule for the fall of 2011 as soon as funding is announced in order to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course syllabi, facilitate meetings to analyze student work, and identify individual student strengths and weaknesses and determine next steps for instruction. This process will be a continuous process that will occur over the course of the entire year. The consultant will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade levels.

The External Provider will work with the staff to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community where differentiated instructional strategies based on multicultural considerations and learning needs are integrated into the curriculum in order to bring about the reduction and eventual elimination of achievement gaps currently being experienced in the school. Professional development will be a key factor to the necessary changes that must occur in the transformation model. It is through the job-embedded PD that teachers will learn about research-based strategies such as Marzano's high yield strategies, the Harvey and Goudvis "Strategies That Work", Bloom's Taxonomy, Differentiated Instruction, Learning Styles, etc. Once teachers begin to understand the "WHAT" of these strategies, the next step will be modeling of the "HOW" in their classrooms with their students. It is then that they can begin to articulate the "WHY" of instructional strategies and really start to internalize how to make a difference. Other PD training will include RtI, Common Core Standards, Differentiated Instruction, etc. The LEA realizes that once a school has been cited as

being at a certain level of academic improvement, it is no longer possible for teachers to "continue doing as they always have". The time for serious change is now.

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

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

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

As previously stated, Earle is located in a rural area in the Delta. Many students have computers at home, but their families cannot afford to connect to the internet. Research shows that in the very near future (indeed that time is almost today), there will be no job that is not touched by technology. In order to be successful in today's economy, our students need to have the skills to work with that technology. This plan will not only allow the high school students multiple chances to increase their academic and technological skills, but through this process, they can communicate with students in other states and countries. With the whole concept of "jobs" changing on a daily basis, it will even allow Earle students to create a digital economy right at home in many instances.

The technology coordinator has been in touch with the Apple company and they have agreed to allow Earle to serve as a pilot program for second generation iPad classroom laboratories. The school will establish a laboratory setting in all 9th - 12th grade classrooms. All 9 - 12th grade students will be issued an iPad that will be used in place of or in addition to a textbook. The iPad will not only engage the students, but the teachers as well in this digital generation in a way that current practices and technology used in the classroom cannot because the students are simply not intellectually stimulated. The iPad will allow students to access content on the Internet

and through educational applications (apps) as well generate their own content in community-based formats. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar. This technology will allow students to produce outcomes-based products to actually show their learning. Students can communicate and extend their classrooms well beyond the walls of Earle High High School.

With the launch of the Common Core Standards, the iPad will provide another media for reading complete texts and an instructional tool that can enhance the standards-based curriculum that will allow the students access to various texts, media content, and educational software applications. Earle High School needs to update their technology and allow students and teachers the opportunity to utilize 21st century competencies. Students will be able to operate on a much higher level of Bloom's Taxonomy as they manipulate the most current technology to build critical thinking and collaboration skills in literacy, math, science, and social science; access, analyze, and evaluate an unlimited amount of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. The Apple Company has agreed to engrave "Earle School District" on the back of each iPad, which will allow the school to easily identify the property rights of the device. The Apple classroom laboratories will be equipped with HP Officejet Pro printers which uses the Air Print software that connects the iPad to the printer via a WiFi network. Teachers will also be receiving an iMac computer. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training to 16 participants. The LEA is also allowing for a minimum amount of apps to be loaded on each of the iPads for educational purposes. (Many apps can be downloaded for free, but others must be purchased.) The program will be monitored by the high school technology coordinator, the high school principal, and the outside consultants.

The LEA plans to begin two additional classes for students identified as at-risk. These two classes will be the READ 180 and Accelerated Math. The district had purchased the software and the texts for both of these programs three or four years ago. However, that is where they both stalled out. It was never taken to the level of actual implementation because computers were never purchased, space was never made available, and the server is a management server and couldn't handle the academic capabilities. With the 1003g grant, fifteen computers and a server will be purchased for a Remediation lab and a classroom will be designated for these programs to be implemented. Additional personnel will be hired in order that both of these programs can be utilized for any 7<sup>th</sup> -12<sup>th</sup> students who are not reading on grade level or who are not performing mathematically on grade level. Both Benchmark assessment data, TLI assessment data, and classroom grading data will be used to make placements in the remediation labs.

READ 180 is the most thoroughly researched and documented reading intervention program, proven to raise reading achievement for grades 4–12. The link between literacy and the dropout rate is staggering. Students reading in the bottom quartile are 20 times more likely to drop out than students reading in the top quartile. With roughly 2/3 of U.S. adolescents reading at basic or below basic (NAEP, 2009), can there be anything more important? When implemented with fidelity, the majority of READ 180 students will break the cycle of failure and show significant growth in reading, as measured by Lexile® reading levels. Successful implementation of READ 180 is a shared responsibility. The READ 180 Instructional Model provides a simple way to organize instruction and classroom activity. The session begins and ends with whole-group teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations (the READ 180 software, small group direct instruction, and modeled independent reading). The READ 180 teacher will be provided with training from the Scholastic Company.

The Accelerated Math program is known as the world's most successful math software. It has been included in the National Math Panel's research. It was described as a "mathematics program with assessment of skill level, tailoring of the instruction to match skill level, individual pacing and goal setting, ample practice, and immediate feedback to student and teacher on performance." According to the U.S. Department of Education's National Center on Student Progress Monitoring, Accelerated Math is a reliable and valid progress-monitoring tool. Accelerated Math provides formative assessment data on mathematics concepts mastered, as well as objectives requiring additional work. Automated reports provide immediate and specific feedback at the student level and class level, helping teachers differentiate instruction to address individual and group needs. The Accelerated Math teacher will receive training from the company.

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

Mentor teachers will receive training from the counselor and social worker in making sure that students sign up for appropriate classes (Smart Core) and what is actually being offered each semester. As students move into the higher grades, they will be informed of potential college credit for concurrent classes. Each mentor will be notified

ahead of time if their students qualify for either READ 180 or Accelerated Math. Students will be informed each year of their Benchmark scores during the time they are completing their schedules. They will be asked to record their school activities, any community activities they have performed, and any awards or honors they have received. These forms will go into student files to show a compilation of information over the students' entire high school experience. As seniors they will also complete a post secondary plan form that includes their future career plans and job forecast and their support systems. This type of training will contribute to building capacity at the site level.

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

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

These goals are to be achieved by the third year of the JAG operation.

AAIMS will be implemented at the high school in the fall of 2011. Teachers who are not already certified to teach advanced placement classes, but who will be teaching them, will receive five days of PD during the summer. Advanced Placement classes will be added to the fall master schedule and teachers will recruit students for these classes. The AAIMS content directors will come in and help set up the classrooms. There are three Saturday study sessions with teachers, students, and facilitators. There is an incentive pay system for both teachers and students. Teachers are paid \$100 for every student who makes a 3, 4, or 5 on an AP exam and students are paid \$100 for making a 3, 4, or 5. There are also quality thresholds that can be met where teachers are paid \$1000, \$2000, or \$3000. The statistics on students taking and placing on AP classes is phenomenal. End of course and ACT scores are increased. The model works in six states and can be replicated across socio-economic groups, urban and rural areas, and all sub-pop groups. It can help students achieve higher levels in high school, increase study skills, organization skills, and college grade achievement.



Vertical teams of 7<sup>th</sup> - 12<sup>th</sup> grade teachers meet four times during the year to discuss a structured list of topics. AAIMS is based on a business model and functions and thrives as such.

As previously stated, teacher absenteeism is a recurring problem at the high school. The LEA feels that this contributes to the poor academic performance of the students as they can not learn as well from a substitute or a para-professional as they can a certified teacher. The LEA will implement an attendance incentive plan for the teachers. There was an average absenteeism of 6-7 teachers (out of 29) out sick each day during the 2009-10 school year ( a trend that has continued into the 2010-11 year). In order to encourage teachers to discontinue this trend, the school will offer the opportunity to earn a bonus of \$100 each nine weeks if a teacher misses no more than one day per nine week period. If a teacher misses no days throughout the school year, they would have an opportunity to receive an additional \$500. This presents an opportunity for teachers to make an additional \$900 a year strictly on attendance only.

Teachers will also be offered the opportunity to receive incentive pay based on the academic performance of the students. All certified staff will be placed in academic teams including music, art, technology labs, etc., to potentially receive an academic performance incentive. The team will be awarded incentives based on student performance (gains) from each of the quarterly TLI interim assessments. In order for the team members to receive an incentive, 75% or more of the individual students assigned to the team must increase their achievement by a minimum of 5% from the previous interim assessment. Incentives will be divided equally among the members of the team. The amount of the incentive may vary and will be based on the amount of the money available (maximum of \$24,000/year or \$6000/quarter). Team configurations will be assigned and monitored by both building administration and ECS consultants. By working in academic teams, teachers will work together to increase the achievement of the students. Teachers will have opportunities to meet about their students, discuss potential instructional strategies for individuals or groups of students, discuss ways to implement the strategies across the content areas, etc. By working in teams, teachers will have opportunities to build capacity as everyone works together to help groups of students. These team meetings will be facilitated by the transition specialist. The LEA realizes the importance of the teams having the support and guidance they need as they learn to scaffold students in learning situations. Growth will be measured by the TLI quarterly assessments.

The Pinnacle Gradebook fully incorporates many AJAX features to provide a rich user experience: smooth scrolling; instant response rollover information; "smart" menus and drop-down options; and immediate, real-time information. Pinnacle Web's state-of-the-art technology offers an intuitive user interface designed to provide a streamlined, simplified experience for all end users and to improve system performance.

Successful change is driven by what happens in the classroom. We have seen the improved progress toward learning goals that results from the integration of formative

and summative assessments with standards-based instruction. Frequent formative assessments allow teachers to continually adjust their instructional plan to ensure student success. The Pinnacle Suite integrates all the data sources for each student -- learning standards, assessment results, and other benchmarks -- giving teachers all the information they need to differentiate their instruction and create successful learning paths for every student. Included in the Pinnacle Gradebook is:

- Standards-based grading beyond averaging
- Results column calculates standards mastery and traditional grades on-the-fly
- Real-time attendance
- Attendance and grade comments
- Automatic roster and attendance updates
- Color-coded attendance and categories
- Attendance locks
- Weighted/non-weighted categories
- Traditional and standards-based report cards generated automatically--no dual entry
- Copy/paste assignments
- Home screen includes new/dropped students, birthdays and messages from building principal and/or district administrators
- Policies that can incorporate district scales, lock/change rights, and color schemes
- Mouse-over/hover over student demographics and pictures, grade and attendance

Parents will have on-line access to students' attendance, daily grades, assignments, and grade comments. PinnacleGrade provides parents with an opportunity for regular, meaningful communication with the student's teachers. Using a home computer, a computer at work, or a public access computer provided by the school, parents can monitor the student's daily, weekly, or monthly performance and can take appropriate actions to support that performance. Teachers will feel they have more time for planning and teaching when they have capability to enter and calculate grades in a time-saving manner.

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

It is believed that this model is meeting the needs of all parties at the High School. Remediation through READ 180 and Accelerated Math is being added for students who are not at grade level. Rtl is being added for students who are not special needs or 504, but still need extra support to keep from being identified as such. AAIMS is going to be implemented to meet the needs of students who are capable of pushing themselves farther and achieving at higher levels. Intensive, job-embedded and data driven, professional development is being provided for teachers, as well as continuous classroom support and team building. Parent support is going to be increased through the implementation of family nights for math, science, and literacy. Student-led parent teachers conferences are going to be added to the schedule and conducted. Transportation and childcare will be provided for parents to attend the family nights and conferences to eliminate those excuses for not attending. Technology is being updated for students and teachers in a way that it will actually be able to be utilized in order to bring this school into the 21<sup>st</sup> century and help our students compete in a global economy.

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

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	February 28, 2011
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.	April 8, 2011
5. Application Review by ADE * Review process is on the following page.	April 11-21, 2011
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	April 22, 2010

7. LEA applications for Tier III schools due.	April 29, 2011
8. Award funds to LEAs for Tier III schools.	May 13, 2011
9. Provide technical assistance for initial grant implementation.	April 2011 – June 2012

**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.

April 2011 – 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.

April	Notification of funding. Announce to staff, students, and community. Begin to work on new ACSIP plan and document 1003g actions into plan. Establish and meet with new leadership team.
May	Advertise, interview and begin to hire new staff. Order Apple technology, computers, Smart Boards, materials and supplies to get program started. As technology and materials come in, begin installation. Continue work on ACSIP. Recruit/assign teachers to attend PLC Summit and AAIMS training. Meet with leadership team. Meet with external provider and transition specialist to set up specific timelines and goals.
June	Continue to advertise, interview and hire new staff if necessary. Install technology components to be ready for fall. Continue work on ACSIP. Meet with leadership team. Begin disaggregation of assessment data (state benchmark data and TLI) AAIMS training for AP teachers.

2011-12 School Year

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

2011-12 School Year	
July	Meet with leadership team. Attend PLC conference. Meet with external provider and transition specialist to set up specific timelines and goals. Continue to install technology and provide training on new technology. Training on new gradebook system.
August	Continue to provide training on new technology (iPads, iMacs for teachers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to announce new programs, "new feel" of school, introduce new personnel, consultants, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider and transition specialist. CAP program begins and students are introduced to their mentors.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
October	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Formal evaluations of teachers. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.



January	Meet with leadership teams. Conduct PLC team meetings. Additional technology training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Conduct student-led parent teacher conferences. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2012/13 school year. Formal evaluations of teachers.
April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Continue planning PD for 2012/13. Complete formal evaluations of teachers.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program . Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data ( Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. JAG program summative report. AAIMS summative report.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist to plan for upcoming year.

2012-13 School Year

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

2012-13 School Year	
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist to plan for upcoming year.
August	Provide additional training on new technology (iPads, iMacs for teachers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to announce new programs, "new feel" of school, introduce new personnel, consultants, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider and transition specialist. CAP program begins and new students are introduced to their mentors.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
October	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Formal evaluations of teachers. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.

January	Meet with leadership teams. Conduct PLC team meetings. Additional technology training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Conduct student-led parent teacher conferences. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2013/14 school year. Formal evaluations of teachers.
April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Continue planning PD for 2013/14. Complete formal evaluations of teachers.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program . Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data ( Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. JAG program summative report. AAIMS summative report.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist to plan for upcoming year.

2013-14 School Year

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

2013-14 School Year	
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider and transition specialist to plan for upcoming year.
August	Provide additional training on new technology (iPads, iMacs for teachers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to announce new programs, "new feel" of school, introduce new personnel, consultants, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider and transition specialist. CAP program begins and new students are introduced to their mentors.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
October	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Formal evaluations of teachers. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly

	report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
January	Meet with leadership teams. Conduct PLC team meetings. Additional technology training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Conduct student-led parent teacher conferences. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Begin planning of PD for 2014/15 school year. Formal evaluations of teachers.
April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program begins. Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Continue planning PD for 2014/15. Complete formal evaluations of teachers.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. JAG program . Monthly report from external provider and transition specialist. AAIMS report. Bi-weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data ( Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. JAG program summative report. AAIMS summative report.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Analyze summative evaluations from all parties to determine success of entire program. Plan for continuation of professional development, support, etc. for high school.



SECTION B, PART 6:

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

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

Date	Department	Attendees	
		Name	Position

**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: Earle School District

Tier I

Total 3-Year Budget \$

### **Pre-Implementation:**

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

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

**COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN**

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check  any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

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

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
<input checked="" type="checkbox"/> Select new staff		\$512,343	\$531,516	\$543,267

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$261,000	\$261,000	\$261,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		\$172,800	\$147,600	\$151,500
<input type="checkbox"/> Implementing data collection and analysis structures				
<input checked="" type="checkbox"/> Increase learning team (extended day, week, and/or year)		\$60,300	\$60,300	\$60,300
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		\$106,360	\$106,360	\$106,360
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Materials and Supplies to support the program		\$333,242	\$160,342	\$169,342
<input checked="" type="checkbox"/> Equipment necessary to support program goals		\$348,900	\$231,000	\$90,000
<input type="checkbox"/> Parent Involvement Activities		\$14,280	\$14,280	\$14,280
LEA-activities designed to support implementation of the transformation model				
Total		\$1,808,225	\$1,512,398	\$1,396,049

**Tier III:**

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
Total		

**Budget Narrative:**

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

SEE DETAILED GRANT BUDGET IN ATTACHMENTS

CATEGORY      Year 1

Employee Salaries

A.	Personnel		
1.	Parent Coordinator	\$50,000	
2.	Math Facilitator/Intervention Specialist	\$55,000	
3.	Literacy Facilitator/Intervention Specialist	\$55,000	
4.	Science Facilitator/Intervention Specialist	\$55,000	
5.	Social Worker	\$40,000	
6.	Registered Nurse	\$45,000	
7.	Technology Coordinator	\$45,000	
8.	READ 180/ACC Math Lab Manager	\$45,000	
	Subtotal/Salaries	\$390,000	
B.	Teacher Stipends		
1.	Field trip sponsors: 4 trips/year x 6 teachers x \$200		=\$4,800



- 2. Saturday School: 36 three-hour sessions  
8 teachers x \$40/hour x 3 hours x 36 sessions= \$34,560
  - 3. After School Tutoring: 72 two-hour sessions: 10 teachers x \$40/hour x 2 hours x 72 sessions=\$57,600
  - 4. Mandatory Professional Development for all staff: 30 teachers x 5 days x \$200/day =\$30,000
  - 5. All Staff (certified) excellent attendance incentive: 30 staff x \$100 incentive x 4 quarters = \$12,000
  - 6. All Staff (certified) student academic performance incentive: 30 staff x \$200 x 4 quarters= \$24,000
  - 7. Professional Development/PLC Conference: 20 teachers x 3 days x \$200 = \$12,000
- Subtotal/Stipends \$174,960

C. Fringe Benefits Year 1

- 1. Full Time Personnel--Salaries \$390,000
    - FICA (7.65%) \$29,835
    - Retirement (14%) \$54,600
    - Workmen's Compensation (1.4%) \$5,460
    - Health Insurance: 8 x \$140 = \$1,120
  - 2. Stipend Personnel (7.65%+14%+1.4%) x \$174,960 (year 1); \$168,960 (year 2); \$165,960 (year 3) \$40,328
- Subtotal/Fringe Benefits \$131,343

Purchased Services

- A. Educators Consulting Services--ECS
  - 1. External Provider (multiple staff members) \$148,500
  - 2. Transition Specialist \$112,500
  - 3. Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 20 days x \$1250/day \$25,000
  - 4. Summer PLC Conference (Registration) 20 teachers x \$420/person = \$8,400
- B. Transportation to Professional Learning Communities Conference –July 12-14 in Hot Springs, AR: (travel, motel, and per diem) 10 persons (carpooling) x (\$130 + \$120) + 10 x \$40 per diem) =\$2,900
- C. AAIMS Professional Development and site level support \$25,000
- D. Professional Development Technology (training) for:
  - 1. iPads: 3 days @ \$1500 = \$4500
  - 2. READ 180: 4 days @ \$2000 = \$8000
  - 3. Accelerated Math: 2 days @\$1500=\$3000
  - 4. SMART Board: 4 days @\$2000 =\$8000

\$23,500	
E.	Tuition and expenses for 5 certified staff members to obtain National Board Certification 2 x \$5,000
\$10,000	
F.	Student Transportation for Saturday School Tutoring—2 buses x 36 days x \$150/bus \$10,800
G.	Student Transportation for After School Tutoring—3 buses x 100 days x \$150/bus \$45,000
H.	Student Transportation for college site visits (CAP program), cultural activities—Field Trip Rate: 18 trips @ \$200/trip \$4,500
I.	Student Meals—Tutoring Programs
i.	Saturday School: 200 students x 36 days x \$3.00 = \$21,600
ii.	After School Program: 200 students x 72 days x \$1.50 = \$21,600
iii.	Meals for college visits: 20 students x 18 trips x \$3.00=\$1080
iv.	Meals for field trips: 200 kids x 12 trips x \$3.00/meal =\$7200
	subtotal \$51,480
J.	Provide transportation to parents to attend at-school meetings: 2 buses x 36 trips x \$150/trip \$10,800
K.	Provide child care for parents with pre-school age children: 36 days x 2 persons x \$15/hour \$1080
L.	Refreshments for Family Night Activities, Parent Teacher Conferences, and other after-school activities: 12 nights x \$200 \$2,400
M.	Purchase Common Core Resource Guides from The Learning Institute = \$5,000
N.	Purchase Global Scholars Pinnacle Gradebook : \$900 set up + \$4.25/student x 350 = \$2,387
O.	(YEAR 1) Cost to send 100 (11th and 12th) grade students to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale:100 students x \$ 400 \$40,000
P.	TRIPS to increase Academic/Cultural/Building Background Knowledge for students in Earle HS:
1.	Parker Homestead (Whitehall)
2.	Memphis Zoo (Memphis)
3.	Clinton Presidential Museum (LR)
4.	Civil Rights Museum (Memphis)
5.	Black History Festival (Memphis)
6.	Historical Museum (Memphis)
Q.	(YEAR 1) Cost for tickets-- 200 (9th-12th ) grade students to 3 of the above sites: \$4,000
R.	(YEAR 1) Cost for tickets-- 130 (7th -8th) grade students to 3 of the above sites: \$2,600
S.	(YEAR 2) Cost to send 250 (7th -10th ) grade students to in-state educational sites similar to sites in ITEM O above:
T.	(YEAR 2) Cost to send 80 (11th – 12th) grade students to a regional education field trip site:

- U. (YEAR 2) Cost to send High School Staff to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale: 30 staff x \$600/each =
- V. (YEAR 3) Cost to send selected high school students to an Out of State education based leadership/team building activity
- Subtotal/Purchased Services \$587,327

Materials & Supplies

- A. Suggested reading books for Common Core State Standards: \$20,000
- B. Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 350 x 2 x \$50 = \$35,000
- C. Literacy Materials \$10,000
- D. Math Materials/Manipulatives \$10,000
- E. Science Materials \$10,000
- F. Books for READ 180 Lab \$3,000
- G. Registered Nurse Supplies \$5,000
- H. Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 350 x \$24 = \$8,400
- I. Technology—Purchase Ipads for Teachers and Students use in grades 9-12th grades: 180 x \$600 \$108,000
- J. Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—180 iPads x \$40/iPad \$7,200
- K. Provide shock-proof cover for iPads: 180 iPads x \$40/iPad \$7,200
- L. Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom: 25 x \$135 = \$3,375
- Subtotal/Materials & Supplies \$227,175

Equipment

- A. Purchase SMART boards for all high school classrooms: Year 1--20 x \$5,100 = \$102,000
- B. Purchase 15 computers to be placed in the READ 180/Accelerated Math Lab for student use: 15 computers x \$1200=\$18,500  
Printer for Lab = \$500

C. Purchase APPLE Pilot Program hardware for students to use in 12 core classrooms (Math, Literacy, Science, Social Studies): \$15,000/classroom  
 Year 1: 12 Core classrooms =  
 Year 2: 12 Non-core classrooms =  
 Year 3: 6 Non-core classrooms =  
 \$180,000

D. 2 File Servers for APPLE Lab and READ 180/Accelerated Math Lab @ \$6000 each \$12,000

E. Purchase additional security cameras for the high school building: 28 cameras x \$1300/camera (including wiring and installation) = \$36,400

Subtotal/Equipment \$348,900

YEAR 1 TOTAL \$1,859,705

CATEGORY Year 2

Employee Salaries

A.	Personnel		
1.	Parent Coordinator	\$51,250	
2.	Math Facilitator/Intervention Specialist		\$56,375
3.	Literacy Facilitator/Intervention Specialist		\$56,375
4.	Science Facilitator/Intervention Specialist		\$56,375
5.	Social Worker	\$41,000	
6.	Registered Nurse	\$46,125	
7.	Technology Coordinator	\$46,125	
8.	READ 180/ACC Math Lab Manager		\$46,125
	Subtotal/Salaries	\$399,750	

B. Teacher Stipends

1. Field trip sponsors: 4 trips/year x 6 teachers x \$200 = \$4,800

2. Saturday School: 36 three-hour sessions  
 8 teachers x \$40/hour x 3 hours x 36 sessions= \$34,560

- 3. After School Tutoring: 72 two-hour sessions: 10 teachers x \$40/hour x 2 hours x 72 sessions=\$57,600
  - 4. Mandatory Professional Development for all staff: 30 teachers x 5 days x \$200/day = \$30,000
  - 5. All Staff (certified) excellent attendance incentive: 30 staff x \$100 incentive x 4 quarters = \$12,000
  - 6. All Staff (certified) student academic performance incentive: 30 staff x \$200 x 4 quarters=\$24,000
  - 7. Professional Development/PLC Conference: 20 teachers x 3 days x \$200 = 10 staff \$6,000
- Subtotal/Stipends \$168,960

C. Fringe Benefits Year 2

- 1. Full Time Personnel--Salaries \$399,750
- FICA (7.65%) \$30,580
- Retirement (14%) \$55,565
- Workmen's Compensation (1.4%) \$5,556
- Health Insurance: 8 x \$140 = \$1,120
- 2. Stipend Personnel (7.65%+14%+1.4%) x \$174,960 (year 1); \$168,960 (year 2); \$165,960 (year 3)

\$38,945

Subtotal/Fringe Benefits \$131,766

Purchased Services

- A. Educators Consulting Services--ECS
- 1. External Provider (multiple staff members) \$148,500
- 2. Transition Specialist \$112,500
- 3. Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 20 days x \$1250/day 10 days

\$12,500

- 4. Summer PLC Conference (Registration)

20 teachers x \$420/person = 10 staff

\$4,200

- B. Transportation to Professional Learning Communities Conference –July 12-14 in Hot Springs, AR: (travel, motel, and per diem) 10 persons (carpooling) x (\$130 + \$120) + 10 x \$40 per diem) =

- \$2,900
- C. AAIMS Professional Development and site level support
- \$30,000
- D. Professional Development Technology (training) for:
  - 1. iPads: 3 days @ \$1500 = \$4500
  - 2. READ 180: 4 days @ \$2000 = \$8000
  - 3. Accelerated Math: 2 days @\$1500=\$3000
  - 4. SMART Board: 4 days @\$2000 = \$8000

subtotal \$23,500
- E. Tuition and expenses for 5 certified staff members to obtain National Board Certification 2 x \$5,000  
2 staff \$10,000
- F. Student Transportation for Saturday School Tutoring—2 buses x 36 days x \$150/bus \$10,800
- G. Student Transportation for After School Tutoring—3 buses x 100 days x \$150/bus \$45,000
- H. Student Transportation for college site visits (CAP program), cultural activities—Field Trip Rate: 18 trips  
@\$200/trip \$4,500
- I. Student Meals—Tutoring Programs
  - i. Saturday School: 200 students x 36 days x \$3.00 = \$21,600
  - ii. After School Program: 200 students x 72 days x \$1.50 = \$21,600
  - iii. Meals for college visits: 20 students x 18 trips x \$3.00=\$1080
  - iv. Meals for field trips: 200 kids x 12 trips x \$3.00/meal = \$7200

subtotal \$51,480
- J. Provide transportation to parents to attend at-school meetings: 2 buses x 36 trips x \$150/trip \$10,800
- K. Provide child care for parents with pre-school age children: 36 days x 2 persons x \$15/hour \$1080
- L. Refreshments for Family Night Activities, Parent Teacher Conferences, and other after-school  
activities: 12 nights x \$200 \$2,400
- M. Purchase Common Core Resource Guides from The Learning Institute = \$5000
- N. Purchase Global Scholars Pinnacle Gradebook : \$900 set up + \$4.25/student x 350 =\$2,387
- O. (YEAR 1) Cost to send 100 (11th and 12th) grade students to the ROAPS Course Team Building  
Program at CA Vines 4-H Camp at Ferndale:  
100 students x \$ 400
- P. TRIPS to increase Academic/Cultural/Building Background Knowledge for students in Earle HS:

- 1. Parker Homestead (Whitehall)
- 2. Memphis Zoo (Memphis)
- 3. Clinton Presidential Museum (LR)
- 4. Civil Rights Museum (Memphis)
- 5. Black History Festival (Memphis)
- 6. Historical Museum (Memphis)
- Q. (YEAR 1) Cost for tickets-- 200 (9th-12th ) grade students to 3 of the above sites:
- R. (YEAR 1) Cost for tickets-- 130 (7th -8th) grade students to 3 of the above sites:
- S. (YEAR 2) Cost to send 250 (7th -10th ) grade students to in-state educational sites similar to sites in ITEM O above:

\$6,000

- T. (YEAR 2) Cost to send 80 (11th – 12th) grade students to a regional education field trip site:

\$8,000

- U. (YEAR 2) Cost to send High School Staff to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale: 30 staff x \$600/each = \$18,000
- V. (YEAR 3) Cost to send selected high school students to an Out of State education based leadership/team building activity

Subtotal/Purchased Services                      \$491,047

**Materials & Supplies**

- A. Suggested reading books for Common Core State Standards: \$10,000
- B. Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 350 x 2 x \$50 = \$35,000
- C. Literacy Materials                      \$10,000
- D. Math Materials/Manipulatives                      \$10,000
- E. Science Materials                      \$10,000
- F. Books for READ 180 Lab                      \$2,000
- G. Registered Nurse Supplies                      \$2,000

- H. Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 350 x \$24 =
- I. Technology—Purchase Ipads for Teachers and Students use in grades 9-12th grades: 180 x \$600  
5 iPads \$3,000
- J. Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—180 iPads x \$40/iPad \$7,200
- K. Provide shock-proof cover for iPads: 180 iPads x \$40/iPad
- L. Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom: 25 x \$135 =  
5 Calculators\$675
- Subtotal/Materials & Supplies \$89,875

#### Equipment

- A. Purchase SMART boards for all high school classrooms:  
Year 1--20 x \$5,100 =  
Year 2—10 x \$5,100 = \$51,000
- B. Purchase 15 computers to be placed in the READ 180/Accelerated Math Lab for student use: 15 computers x \$1200=  
Printer for Lab =
- C. Purchase APPLE Pilot Program hardware for students to use in 12 core classrooms (Math, Literacy, Science, Social Studies):  
\$15,000/classroom  
Year 1: 12 Core classrooms =  
Year 2: 12 Non-core classrooms =  
Year 3: 6 Non-core classrooms =
- D. 2 File Servers for APPLE Lab and READ 180/Accelerated Math Lab @ \$6000 each
- E. Purchase additional security cameras for the high school building: 28 cameras x \$1300/camera (including wiring and installation) =
- Subtotal/Equipment \$231,000

YEAR 2 TOTAL \$1,512,398



CATEGORY Year 3

Employee Salaries

A.	Personnel		
1.	Parent Coordinator	\$52,500	
2.	Math Facilitator/Intervention Specialist		\$57,750
3.	Literacy Facilitator/Intervention Specialist		\$57,750
4.	Science Facilitator/Intervention Specialist		\$57,750
5.	Social Worker	\$42,000	
6.	Registered Nurse	\$47,250	
7.	Technology Coordinator	\$47,250	
8.	READ 180/ACC Math Lab Manager		\$47,250
	Subtotal/Salaries	\$409,500	

B. Teacher Stipends

1.	Field trip sponsors: 4 trips/year x 6 teachers x \$200 =	\$4,800
2.	Saturday School: 36 three-hour sessions 8 teachers x \$40/hour x 3 hours x 36 sessions=	\$34,560
3.	After School Tutoring: 72 two-hour sessions: 10 teachers x \$40/hour x 2 hours x 72 sessions=	\$57,600
4.	Mandatory Professional Development for all staff: 30 teachers x 5 days x \$200/day =	\$30,000
5.	All Staff (certified) excellent attendance incentive: 30 staff x \$100 incentive x 4 quarters =	\$12,000
6.	All Staff (certified) student academic performance incentive: 30 staff x \$200 x 4 quarters=	\$24,000
7.	Professional Development/PLC Conference: 20 teachers x 3 days x \$200 = 5 staff	\$3,000
	Subtotal/Stipends	\$165,960

C. Fringe Benefits Year 3

1.	Full Time Personnel--Salaries	\$409,500
	FICA (7.65%)	\$31,330
	Retirement (14%)	\$57,330
	Workmen's Compensation (1.4%)	\$5,733
	Health Insurance: 8 x \$140 =	\$1,120
2.	Stipend Personnel (7.65%+14%+1.4%) x \$174,960 (year 1); \$168,960 (year 2); \$165,960 (year 3)	

\$38,254

Subtotal/Fringe Benefits

\$133,767

Purchased Services

- A. Educators Consulting Services--ECS
  - 1. External Provider (multiple staff members) \$148,500
  - 2. Transition Specialist \$112,500
  - 3. Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 20 days x \$1250/day 10 days \$12,500
  - 4. Summer PLC Conference (Registration)  
20 teachers x \$420/person = 5 staff \$2,100
- B. Transportation to Professional Learning Communities Conference –July 12-14 in Hot Springs, AR:  
(travel, motel, and per diem) 10 persons (carpooling) x (\$130 + \$120) + 10 x \$40 per diem) = \$2,900
- C. AAIMS Professional Development and site level support \$45,000
- D. Professional Development Technology (training) for:
  - 1. iPads: 3 days @ \$1500 = \$4500
  - 2. READ 180: 4 days @ \$2000 = \$8000
  - 3. Accelerated Math: 2 days @\$1500=\$3000
  - 4. SMART Board: 4 days @\$2000 = \$8000

subtotal \$23,500
- E. Tuition and expenses for 5 certified staff members to obtain National Board Certification 2 x \$5,000  
2 staff \$10,000
- F. Student Transportation for Saturday School Tutoring—2 buses x 36 days x \$150/bus \$10,800
- G. Student Transportation for After School Tutoring—3 buses x 100 days x \$150/bus \$45,000
- H. Student Transportation for college site visits (CAP program), cultural activities—Field Trip Rate: 18 trips  
@\$200/trip \$4,500
- I. Student Meals—Tutoring Programs
  - i. Saturday School: 200 students x 36 days x \$3.00 = \$21,600
  - ii. After School Program: 200 students x 72 days x \$1.50 = \$21,600
  - iii. Meals for college visits: 20 students x 18 trips x \$3.00=\$1080
  - iv. Meals for field trips: 200 kids x 12 trips x \$3.00/meal = \$7200

subtotal \$51,480
- J. Provide transportation to parents to attend at-school meetings: 2 buses x 36 trips x \$150/trip \$10,800

- K. Provide child care for parents with pre-school age children: 36 days x 2 persons x \$15/hour \$1080
  - L. Refreshments for Family Night Activities, Parent Teacher Conferences, and other after-school activities: 12 nights x \$200 \$2,400
  - M. Purchase Common Core Resource Guides from The Learning Institute = \$5000
  - N. Purchase Global Scholars Pinnacle Gradebook : \$900 set up + \$4.25/student x 350 = \$2,387
  - O. (YEAR 1) Cost to send 100 (11th and 12th) grade students to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale:  
100 students x \$ 400
  - P. TRIPS to increase Academic/Cultural/Building Background Knowledge for students in Earle HS:
    - 1. Parker Homestead (Whitehall)
    - 2. Memphis Zoo (Memphis)
    - 3. Clinton Presidential Museum (LR)
    - 4. Civil Rights Museum (Memphis)
    - 5. Black History Festival (Memphis)
    - 6. Historical Museum (Memphis)
  - Q. (YEAR 1) Cost for tickets-- 200 (9th-12th ) grade students to 3 of the above sites:
  - R. (YEAR 1) Cost for tickets-- 130 (7th -8th) grade students to 3 of the above sites:
  - S. (YEAR 2) Cost to send 250 (7th -10th ) grade students to in-state educational sites similar to sites in ITEM O above:
  - T. (YEAR 2) Cost to send 80 (11th – 12th) grade students to a regional education field trip site:
  - U. (YEAR 2) Cost to send High School Staff to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale: 30 staff x \$600/each =
  - V. (YEAR 3) Cost to send selected high school students to an Out of State education based leadership/team building activity \$35,000
- Subtotal/Purchased Services \$506,947

Materials & Supplies

- A. Suggested reading books for Common Core State Standards: \$10,000
- B. Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 350 x 2 x \$50 = \$35,000
- C. Literacy Materials \$10,000

D.	Math Materials/Manipulatives	\$10,000
E.	Science Materials	\$10,000
F.	Books for READ 180 Lab	\$2,000
G.	Registered Nurse Supplies	\$2,000
H.	Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 350 x \$24	
=		

I. Technology—Purchase Ipads for Teachers and Students use in grades 9-12th grades: 180 x \$6  
5 iPads \$3,000

J. Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—180 iPads x \$40/iPad \$7,200

K. Provide shock-proof cover for iPads: 180 iPads x \$40/iPad

L. Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom: 25 x \$135 =  
5 Calculators \$675

Subtotal/Materials & Supplies \$89,875

#### Equipment

A. Purchase SMART boards for all high school classrooms:

Year 1--20 x \$5,100 =

Year 2—10 x \$5,100 =

B. Purchase 15 computers to be placed in the READ 180/Accelerated Math Lab for student use: 15  
computers x \$1200=

Printer for Lab = \$500

C. Purchase APPLE Pilot Program hardware for students to use in 12 core classrooms (Math, Literacy,  
Science, Social Studies):

\$15,000/classroom

Year 1: 12 Core classrooms =

Year 2: 12 Non-core classrooms =

Year 3: 6 Non-core classrooms = \$90,000

D. 2 File Servers for APPLE Lab and READ 180/Accelerated Math Lab @ \$6000 each

E. Purchase additional security cameras for the high school building: 28 cameras x \$1300/camera  
(including wiring and installation) =

Subtotal/Equipment                      \$90,000

YEAR 1 TOTAL

YEAR 2 TOTAL

YEAR 3 TOTAL                      \$1,396,049

GRAND TOTAL

\$4,716,672

## D. ASSURANCES

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

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

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold 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 agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

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

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

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

Superintendent's Signature

4/7/11  
Date

Rickey Nicks  
Superintendent's Printed Name

SECTION E:

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

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

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

- To allow the State to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014.
- 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 2011-2012 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

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

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

School Name: Earle School District

LEA #: 1802-000

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

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

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

\_\_\_\_\_                      Develop a Profile of the School's Performance

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

   Develop Profiles of Available Partners

   Determine Best-Fit Model and Partners

   Define Roles and Develop Contracts

   Forge Working Relationships

   Intervention Model Needs Assessment Review Committee

SECTION B, PART 3  
    Annual Goals

SECTION B, PART 4  
    Proposed Activities

SECTION B, PART 5  
    Timeline



SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

## Additional Resources

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

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

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

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

Council of Chief State School Officers  
Adolescent Literacy toolkit available at  
[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)  
  
Content Area Literacy Guide available at  
[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

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

The National Center for Education Evaluation and Regional Assistance  
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)  
  
Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at  
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>