

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dollarway School Distict	
Mailing Address (Street, P.O. Box, City/Zip) 4900 Dollarway Road Pine Bluff, AR 71602	Starting Date April 2011
Name, title and phone number of authorized contact person: Dornetta Hobbs, Director of Special Programs 870-534-7003	Ending Date June 2014
Amount of funds requested: \$3,293,550.00	Number of schools to be served: 2

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

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

Date: 04/07/2011
Date: 04/07/2011

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
Dollarway High School	05054 10002 53	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Robert F. Morehead Middle School	05054 10002 52	6-8	<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"/>

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: Robert F. Morehead Middle School
LEA #: 3502009

Context

1. Grade levels (e.g., 9-12): 6-8
2. Total Enrollment: 368
3. % Free/Reduced Lunch: 88.25
4. % Special Education Students: 7.93
5. % English Language Learners: 0
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.
 - 2.
 - 3.

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

The Dollarway area neighborhood is located in the northwest part of Pine Bluff, Arkansas in Jefferson county. The enrollment area is somewhat limited in that the area is nestled in a city of not more than 55,000 people with three other public school districts, more than four private schools and one charter school. Robert F. Morehead Middle School, which had the distinction of being 147 out of 151 middle schools in Arkansas and designated as one of the 10 worst middle schools in the state, has a student population consisting of 96% Black or African American and 4% White or Caucasian with 99.2% economically disadvantaged. The student dropout rate is 6.4% as compared to the state average of 3.2%; however, it is lower than the district rate of 7.6%. The immediate area surrounding Robert F. Morehead Middle School (RFMMS) is adjacent to a residential area where there are no businesses. There are few homeowners; most of the housing is rental property, public housing apartments, or old motels that are now being lived in for extended periods of time. Entertainment for young adults and families does not exist in the enrollment area. There are a few bars like

establishments in the area as well as a number of churches. There are two feeder schools for RFMMS, one located across the street (Townsend Park Elementary) and the other is located in the town of Altheimer which likewise has very limited resources.

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
Alzheimer-Martin Elementary	K-5			
Townsend Park Elementary	2-5			
Dollarway High School	9-12			

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
Principal	Elementary Principal K-9 Certification/Elementary Teacher (see attached resume: ATT B)	0	0	18

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

The administrators in the Dollarway School District are evaluated annually by the Superintendent. Evaluations are based on a combination of scheduled and informal observations. During the scheduled meetings the Superintendent uses a rating form with descriptors. Each competency is discussed and the Superintendent rates the administrators. The findings are transferred to a Professional Growth Plan which allows administrators to receive job embedded professional development and tracking of progress and training. The administrator at Robert F. Morehead Middle School was also successfully coached and mentored by an Academic School Turnaround (AST) Executive Coach in an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies. The coach's suggestions were used in the development of the professional growth plan. The evaluation is completed in accordance with District Policy #3.2 and A.C.A. 6-17-1504.

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

The teachers in the Dollarway School District are evaluated frequently by the principal. Evaluations are based on a combination of scheduled and informal observations (one formal, two or more informal as needed). During the scheduled meetings, the principal uses a rating tool with competencies. Each competency is discussed and the teacher is rated by the principal. The findings are transferred to a Professional Growth Plan which allows teachers to receive relevant job embedded professional development that is specifically created based on the data of their students and tracks progress and training. The professional growth plan needs are also sent to the Director of Special Programs where they are utilized along with teacher requests and student achievement data to develop professional development activities. The evaluation is completed in accordance with District Policy #3.2 and A.C.A. 6-17-1504. classroom walkthroughs are done daily by the building principal.

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

Within the past five years, the RFMMS (formally Dollarway Middle School) faculty and staff have engaged in numerous reform and improvement efforts:

- *Teachers participated in relevant professional development
- *Teacher incorporated writing prompts that were in the context of their curriculum to provide practice for Benchmark and EOC examinations
- *Increased the rigor in the curriculum by offering Pre-Ap courses and Advanced Placement classes that offer high school credit
- *Contracted with the The Learning Institute of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess student improvement in literacy, math and science.
- *Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who are not meeting academic benchmarks.
- *Hired a Literacy and Math coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement.
- *Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, five high qualifies teachers and five highly qualified paraprofessionals will work with the targeted students.
- *Implemented the 45- Day class and JEDI lab for remediation
- *Teachers participated in professional development on using CRT test data, interim assessment data to improve instruction and student learning
- *Curriculum Maps were developed using a mapping tool from Collaborative Learning Inc. The maps were developed for all content area; those already in place were updated to be aligned with state frameworks.
- *Increased student clubs and activities -2007
- *We instituted a structured after-school program in 2008-2009 school year through the federally funded 21st Century Community Learning Centers grant, a 5 year grant that includes academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school. It also significantly increased community involvement of parents and other stakeholders.

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	47.15	28.88	22.03	25.10	23.40
Mathematics	43.70	35.00	25.25	14.50	13.70
Science	2.00	0.00	n/a	n/a	n/a
Social Studies					
Writing					
Algebra I	91.00	88.00	82.00	96.00	55.00

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

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/ Language/ English	47.1	46.2	n/a	44.6	28.0	23.6							11.3 0	9.10	n/a
Mathematics	50.0	50.0	n/a	51.2	38.8	28.5							7.50	14.5	n/a
Science		0	n/a		0										
Social Studies	n/a	n/a	n/a												
Algebra I	67.0	0.0	50.0	94.0	87.5	92.9									

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				43.0	31.0	35.0				
Mathematics				35.0	44.0	24.0				
Science					2.0					
Social Studies										
Writing										
Other Algebra I						91.0				

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				23.7	26.7	37.9				
Mathematics				38.6	43.1	25.2				
Science				1.7						
Social Studies										
Writing										
Other Algebra I						87.5				

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				20.5	22.8	25.2				
Mathematics				26.0	19.3	27.6				
Science					2.6					
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2009-10 school year: 94.78

5. Mobility rate for the 2009-10 school year: 25

6. Graduation rate for all students for the 2009-10 school year: N/A_

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

	All Students
2010	
2009	
2008	

Key Questions

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

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

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

Students are experiencing low achievement in Literacy, Math and Science. Students fall low in reading open-response, literacy content, writing style, reading multiple choice and reading practical passage. Students also experience difficulty working with numbers and operations, measure and data analysis and all areas of the science on the CRT.

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

The Dollarway School District is comprised of a student population that consists of 96% of African-american students and 4% Caucasian students. An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, underemployment, drugs, gangs, violence and a gamut of health related disparities. Because of these existing social conditions, many of our students are forced to subsist in single parent homes, blended family homes and even foster homes. Our students are endeavoring to thrive in atmospheres that lend very little to high expectations. This is largely due to the fact that the educational background of the parents of this district is very limited.

We work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on re-establishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals in hiring personnel and contracting with partners, seeking those that are experienced and motivated to work with high percentages of African-americans, special needs and economically disadvantaged students. The district and the Robert F. Morehead Middle School staff have strong administrative commitments to promote accessibility to all students, staff and the community.

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?

Public housing, rental units and assisted living housing are undoubtedly significant characteristics of the enrollment area of Dollarway School District. Because of this and other mitigating variables, the vicinity is deficient regarding optimal opportunities for professional interaction. A large percentage of our students live in single parent households or with extended family. There are very limited resources for enrichment activities in the immediate area. Although the enrollment community lacks sufficient businesses to increase economic satiety, Dollarway School District is neighbor to a four year institution-University of Arkansas at Pine Bluff.

Many students from the Pine Bluff, Arkansas community have an additional challenge to overcome and are struggling to learn by traditional methodology. With a poverty rate among students of more than 90%, as indicated by free and reduced lunch eligibility,

Dollarway School District is one of the poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. According to research, poverty directly relates to the students' ability to learn. In selecting a model, the external provider must have had extensive experience working with Title I schools and familiarity with the culture of poverty and low expectations. They must be skilled in mobilizing and motivating community involvement and personally invested in the success of the students.

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.

Robert F. Morehead Middle School will implement the Scholastic Audit recommendations in the areas of School Culture and Leadership. Supporting Data:
 1. The Arkansas Department of Education conducted a Scholastic Audit of Robert F. Morehead Middle School using the following Scholastic Audit Performance levels

Level 4: Exemplary level of development and implementation
 Level 3: Fully functional and operational level of development and implementation
 Level 2: Limited development or partial implementation
 Level 1: Little or no development and implementation

The level of performance for each of the nine standards for school improvement for Robert F. Morehead Middle School are as follows:

Standard 1: Curriculum - Level 4 = 0%, Level 3 = 0%, Level 2 = 100%, Level 1 = 0%

Standard 2: Classroom Evaluation/Assessment - Level 4 = 0%, Level 3 = 0%, Level 2 = 38%, Level 1 = 62%

Standard 3: Instruction - Level 4 = 0%, Level 3 = 0%, Level 2 = 75%, Level 1 = 25%

Standard 4: School Culture - Level 4 = 0%, Level 3 = 0%. Level 2 = 82%, Level 1 = 18%

Standard 5: Student, Family and Community Support - Level 4 = 0%, Level 3 = 20%, Level 2 = 80%, Level 1 = 0%

Standard 6: Professional Growth, Development and Evaluation - Level 4 = 0%, Level 3 = 05, Level 2 = 58%, Level 1 = 42%

Standard 7: Leadership - Level 4 = 0%, Level 3 = 0%, Level 2 = 82%, Level 1 = 18%

Standard 8: School Organization and Fiscal Resources - Level 4 = 0%, Level 3 = 10%, Level 2 = 70%, Level 1 = 20%

Standard 9: Comprehensive and Effective Planning - Level 4 = 0%, Level 3 = 0%, Level 2 = 50%, Level 1 = 50% (2010-2011)

2. Standard 4: School Culture:

School leadership should promote the belief that all students can learn at high levels by establishing a culture of high academic and behavioral expectations for all students.

School leadership will incorporate teaming to provide opportunities for teachers to have effective dialogue about teaching and learning to create a culture that all staff must accept responsibility for student learning and achievement.

An academic learning culture will be developed by showcasing student work throughout the school.

School leadership should begin to implement and use multiple communication strategies to disseminate information to parents and makes frequent contacts concerning student progress.(2010-2011)

3. Standard 7: Leadership:

The mission and belief statements should provide the guidance for decision-making about all aspects of the school.

The Individual Professional Growth plan of the school leadership must address professional needs based on district and state approved leadership standards, goals identified in the ACSIP and professional needs of the individual.

Common planning time should be used for collaboration, collegial work and the study of research-based best practices.

The district's personnel evaluation process must be used as a tool to guide and monitor the level of implementation of researched-based best practices and their impact on student achievement.(2010-2011)

Goal Robert Morehead will provide a learning environment that encourages student engagement for the promotion of academic achievement. Benchmark Robert Morehead Middle School will increase student motivation to improve benchmark scores.

Intervention: Provide a safe, orderly and equitable learning environment for all students. Scientific Based Research: "Advisor/Mentoring Programs," Southern Region Education Board model at www.sreb.org

Actions	Person Responsible	Timeline	Resources	Source of Funds
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Students will wear ID badges at all times. (4.1a)

Action Type: ADE Scholastic Audit

Action Type: Equity Teachers and Staff Start: 07/01/2010

End: 06/30/2011 • Administrative Staff

• Teachers

Teachers will be present in the hallways and outside of classrooms during transition times. (4.1a)

Action Type: ADE Scholastic Audit

Action Type: Collaboration

Action Type: Equity Faculty & Staff Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Teachers and administration will work to minimize disruptions to the learning environment. (4.1a)

Action Type: ADE Scholastic Audit

Action Type: Collaboration

Action Type: Equity Principal Prim & Dean of Students Mays Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Leadership will create experiences that motivate the staff, improve student learning, and foster the belief that all children can learn at high levels.(4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Equity Y. Prim, Principal Start: 08/19/2010

End: 06/01/2011

Teachers will use high yield instructional strategies, authentic assessments and questioning techniques to improve student learning and engagement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Collaboration Literacy Coach, Math Coach, Department Heads Start: 08/19/2010

End: 06/01/2011

Teachers will create more student-centered classrooms and activities and less textbook-driven and teacher driven activities. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Alignment

Action Type: Collaboration Principal and Academic Coaches Start: 08/19/2010

End: 06/01/2011

The administration will utilize the district evaluation tool to assess growth of teachers which will result in high student achievement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Program Evaluation Y. Prim, Principal Start: 08/19/2010

End: 06/01/2011

The administration will utilize the district evaluation tool to assess growth of teachers which will result in high student achievement. (4.1b)

Action Type: ADE Scholastic Audit

Action Type: Program Evaluation Y. Prim, Principal Start: 08/19/2010

End: 06/01/2011

Teacher's lesson plans will reflect more rigorous instructional strategies and assessments. (4.1c)

Action Type: ADE Scholastic Audit

Action Type: Equity Department Heads Start: 08/19/2010

End: 06/01/2011 • Performance Assessments
• Teachers

Teachers will hold high learning expectations for all students by using methods and materials to address all types of learning styles. (4.1c)

Action Type: ADE Scholastic Audit
Action Type: Equity Principal Prim Start: 08/19/2010
End: 06/01/2011 • Teachers

The leadership team will communicate its efforts with the entire staff via memos and meetings (4.1d)

Action Type: ADE Scholastic Audit
Action Type: Collaboration
Action Type: Equity Principal Prim Start: 08/19/2010
End: 06/01/2011 • Administrative Staff

Departments will meet regularly to plan curriculum and activities for their content area. (4.1e)

Action Type: ADE Scholastic Audit
Action Type: Alignment Department Heads Start: 08/19/2010
End: 06/01/2011 • Administrative Staff
• Teachers

Job-embedded professional development will be developed for all faculty and staff. (4.1f)

Action Type: ADE Scholastic Audit
Action Type: Professional Development Principal Prim Start: 08/19/2010
End: 06/01/2011 • Administrative Staff
• Outside Consultants
• Teachers

Teachers will display student work with grading rubrics throughout the school building. (4.1j)

Action Type: ADE Scholastic Audit
Action Type: Alignment
Action Type: Parental Engagement Teachers, Dept. Heads Start: 08/19/2010
End: 06/01/2011 • Teachers

Increase and document the use of differentiated instruction to engage all students. (4.1k)

Action Type: ADE Scholastic Audit

Action Type: Equity Principal Prim Start: 08/19/2010
End: 06/01/2011 • Administrative Staff
• Teachers

Establish "Students of the Month" to inspire all students to achieve academically and be good citizens striving for excellence.

Action Type: ADE Scholastic Audit

Action Type: Equity Laura Gately, Teacher Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Goal Robert Morehead Middle School will provide research-based, results driven professional development for staff and implement performance evaluations to improve teaching and student learning. Benchmark Sustainability will be identified through lesson plans, amount of participation in professional development and professional development evaluations.

Intervention: To support the professional learning needs of the administration, faculty and staff.

Scientific Based Research: Eaker, DuFour & DuFour, "Getting Started: Reculturing Schools to Become Professional Learning Communities," ASCD, 2007. Marzano, Robert. "Building Academic Background Knowledge for Academic Achievement: Research on What Works in Schools," ASCD, 2005. Payne, Ruby. "A Framework for Understanding Poverty," ASCD, 2006.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Develop a faculty committee to identify professional development topics and recommendations for presenters. (6.1b)				

Action Type: ADE Scholastic Audit

Action Type: Collaboration Principal Prim Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Train teachers on the requirements for professional development and how to appropriately evaluate it. (6.1b)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Donna Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Central Office

Provide training for the faculty to develop effective Individual Improvement Plans that address individual needs. (6.1c)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Dornetta Hobbs, Director of Special Programs and Curriculum Start: 08/19/2010
End: 06/01/2011 • Administrative Staff
• Central Office

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

Train teachers to disaggregate and effectively use Benchmark data.(6.1f)

Action Type: ADE Scholastic Audit

Action Type: Professional Development Andrea Mixon, Counselor, Academic Coaches, Co-Op Academic Coaches Start: 08/19/2010

End: 06/01/2011 • Administrative Staff

• Teachers

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).

Despite efforts, RFMMS is identified as a Tier I school for failing to meet Adequate Yearly Progress (AYP). The following First Steps were taken by the middle school and reflect the recommendations of the scholastic audit.

1. Meaningful feedback regarding instructional practice will be provided to teachers on a consistent and timely basis. : Observations and conferences with teachers will provide opportunities for reflection and professional growth and will become the norm for the principal. The principal will immediately begin to make in-depth observations of individual classroom teaching and then to facilitate conversations with individual teachers about improving their instructional practices and increasing student achievement.
2. Research-based, high-yield instructional strategies will be observed in all middle school classroom: The Principal will immediately begin consistently monitoring all classrooms to determine the frequency of use of high yield, research based instructional strategies and the impact those strategies will have on student achievement
3. Assessments and Testing will be used by teachers primarily as a tool for reporting grades. The leadership and teachers must begin immediately utilizing classroom assessments as a means of determining instructional effectiveness. Professional development will be provided to teachers in the analysis of student work as a method of informing the teacher of the necessary implementation needed to move all students toward proficiency.
4. Individual Professional Growth Plans for Teachers and Administrators will be based on the identified needs of the individual. The leadership of Robert F. Morehead Middle School will immediately begin the process of identifying individual professional growth needs of each teacher and administrator in collaboration with the individual. The identification of needs will be based on observable actions of the teacher or administration and determined through a collaborative process of self-reflection.
5. Teacher efficacy will be evident in all classrooms at Robert F. Morehead Middle School. The principal will begin the process of facilitating discussions, involving all stakeholders to determine ways to increase student achievement and faculty ownership of the problem. Disengaged students, failure to complete assignments, absenteeism, apathy, lack of parental support, and other factors, which have been cited for lack of student proficiency, will be viewed as areas of continuous observation.
6. Common team planning time will improve professional practice and raise student achievement. To ensure all members of each team is present at team meetings, the leadership from the Middle School will attend and make it mandatory for all involved to attend. Pre-planned agendas, sign-in sheets, and minutes will be kept. The focus of

the meetings each week will be specific research-based best practice, model it for the team and integrate it into their classroom instruction.

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

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).

Stakeholders Perceptin Survey. This allowed for students, parents, staff and community to rate academic performance, learning environment, and efficiency. It allowed discussion about curriculum overlaps and gaps. Students were provided experiences related to career options. Meaningful assessment procedures are implemented to monitor student progress.

Another data source used was Performance Series Diagnostic Assessment from Scantron provided by Academic School Turnaround in our after-school program. It is a computer adaptive test that allowed us to quickly pinpoint the proficiency level of our students in Literacy and Math directly correlated specifically to Arkansas state standards. This provided for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. With this information we were able to see evidence of strong instructional staff capacity as well as determine which sub-groups of students were experiencing low-performance.

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?

Within the past five years, the RFMMS (formally Dollarway Middle School) faculty and staff have engaged in numerous reform and improvement efforts:

- *Teachers participated in relevant professional development
- *Teacher incorporated writing prompts that were in the context of their curriculum to provide practice for Benchmark and EOC examinations
- *Increased the rigor in the curriculum by offering Pre-Ap courses and Advanced Placement classes that offer high school credit
- *Contracted with the The Learning Institute of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess student improvement in literacy, math and science.
- *Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who are not meeting academic benchmarks.
- *Hired a Literacy and Math coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement.
- *Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, five high qualifies teachers and five highly qualified paraprofessionals will work with the targeted students.
- *Implemented the 45- Day class and JEDI lab for remediation
- *Teachers participated in professional development on using CRT test data, interim assessment data to improve instruction and student learning
- *Curriculum Maps were developed using a mapping tool from Collaborative Learning Inc. The maps were developed for all content area; those already in place were updated to be aligned with state frameworks.
- *Increased student clubs and activities -2007
- *We instituted a structured after-school program in 2008-2009 school year through the federally funded 21st Century Community Learning Centers grant, a 5 year grant that includes academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school. It also significantly increased community involvement of parents and other stakeholders.

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. YES
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? NO
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? YES
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. currently be revised
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 school district works with local and surrounding universities to recruit teachers
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.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

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

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

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

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

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

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has

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

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

State statutes and policies strongly support transformation through funding initiatives and provisions for access to relevant data and resources to direct transformation initiatives.

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

There are no district policies that create barriers to transformation or limit its implementation. All district resources are aligned to support improvement in teaching and learning. This is evidenced by the expediency of contracting with Academic School Turnaround (AST) to work with district principals, teachers and students in an effort to improve student outcomes. That partnership has paid dividends and confirms the district commitment to the success of the students at RFMMS.

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

There is no collective bargaining thus transformation is not affected.

Turnaround

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

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

State statutes and policies support Turnaround and provides very few barriers to its implementation. However there may be limitations when it comes to replacing 50% of the teaching staff because a lack of available qualified teaching resources to fill vacant positions.

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

While district policies do not limit or create barriers for turnaround and all attempts by the district indicate support, they are also constrained by the lack of available teaching resources dictated by the 50% replacement of teaching personnel that characterizes the turnaround model.

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

There is no collective bargaining thus turnaround is not affected.

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:

Since state statutes and policies make provisions for restart, it has to be concluded that there is support for these measures. Funding and technical assistance is provided and state resources are available should a school or district decide to take advantage of this option.

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

While district policies may support the formation of charter schools, any limitations or barriers may come from community stakeholders or the school board. This approach has not been discussed seriously as an option but intelligent debate and proper justifications would have to be viewed with potential if other viable approaches prove ineffective.

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

There is no collective bargaining thus restart is not directly affected, however it is not known at this time how contractual agreements with the teaching staff or school board would be affected by the takeover by a CMO or EMO.

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:

EMOs and CMO exist now in the state so it would follow that support for them is also in place. The circumstances and policies associated with these entities as they relate to schools that select this option to correct leadership and instructional inadequacies provides for no limitations.

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:

White district policies may support contracting with an EMO, any limitations or barriers may come from community stakeholders or the school board. This approach has not been discussed seriously as an option but intelligent debate and proper justifications would have to be viewed with potential if other viable approaches prove ineffective.

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:

There is no collective bargaining thus restart is not directly affected, however it is not know at this time how contractual agreements with the teaching staff or school board would be affected by the takeover by a CMO or EMO.

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:

Although state statutes and policies may address and support the closure model, there are severe limitations due to availability of viable options, especially since there are no other schools in the LEA higher achieving or otherwise to accommodate this option.

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

There are certainly limitations and barriers to the implementation of this option as stated previously. Dollarway is a small district with only one middle school. There is no place for students to go so closure is not an option.

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

Not applicable, not an option.

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

Not applicable, not an option.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Academic School Turnaround (AST)	N	Y	AST provides an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies. Services will include and not limited to- orientation and implementation, coaching, job embedded professional development, leadership training, data	

			analysis/data use, diagnostic and formative assessment coordination, reporting and evaluation. The Services will include approximately 30 or more visits by AST	

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)

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)

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)

Step 3: Determine Best-Fit Model and Partners

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

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/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				✓
1.	Community Capacity				
B	<input type="checkbox"/> Strong community commitments to school	✓	✓		✓
a	<input type="checkbox"/> Supply of external partners/providers				✓
s	<input type="checkbox"/> Other higher performing schools in district				
e					
d					

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

The Transformation Model

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

The LEA selected an experienced educator and the former 4th and 5th grade principal in the district. This had the effect of the principal following the students that were formally in that principal's school. The principal is familiar with all of the students as are the students familiar with the principal. With that previous experience and the experience and leadership training the principal will receive

from the AST Executive Coach, the LEA can be assured of the success of the Transformational Model.

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

The LEA enable the new leader to make strategic staff replacements by providing an experienced AST turnaround coach to support and guide strategic staffing decisions based of analysis of teacher effectiveness data and resource allocation priorities.

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

The LEA will provide 100% support to the implementation of the transformation model at RFMMS and give the new leader/principal autonomous control and flexibility under the careful and experienced guidance of an AST Executive Coach.

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

The LEA must provide the new principal with greater flexibility in budgeting, staffing and scheduling if the district is to succeed in transforming the school. The principal is the instructional leader and will require that kind of support from the LEA. A new dynamic approach must be implemented in order to continue to correct existing deficiencies in the current instructional approach and to develop Sustainable Systems of Practice (SSP). LEA must trust the decision making capacity of the principal and allow the relationship between the principal and the AST Executive to develop and thrive in order to produce the desired results. The coach will provide an environment of trust, transparency and confidentiality. The LEA must support this as a policy of understanding.

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 LEA must support the new leader as they put forth their vision and message, as well as needed operational changes tempered by the close support and guidance from the experienced AST Executive coach. Determinations for improved classroom instruction will be the joint collaboration of the coach, principal and AST Pedagogical Facilitators. These are master teachers in Literacy, Math and Science. Principals will continue to identify and implement Sustained Systems of Practice to insure that gains will be sustainable. Also the alignment of afterschool tutoring with classroom instruction and availability of data to inform instruction are key components that will require LEA support.

The Turnaround Model

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

This is a daunting challenge for any LEA in many of Arkansas small and rural districts. This is why the turnaround model for RFMMS, although selected as the second best option, presents problems associated with the lack of a pipeline of available teaching resources.

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?

If this were the model selected it would follow the same process as the transformational model, i.e., The LEA selected an experienced educator and the former 4th and 5th grade principal in the district. This had the effect of the principal following the students that were formally in that principal's school. The principal is familiar with all of the students as are the students familiar with the principal. With that previous experience and the experience and leadership training the principal will receive from the AST Executive Coach, the LEA can be assured of the success of the Transformational Model.

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

The LEA will need to examine the salary scale and education trainings of the professional growth plans. They will also need to take a look at implementing a technology academic.

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

N/A

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

Collective bargaining is not a process currently used in this district.

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

There is only one middle school and high school in this district.

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

The LEA only hires teachers when needed. The LEA can not afford to hire teachers if there is no need.

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?

Of course as a district/LEA, we have the capacity to execute both the transformational model or the turnaround model should that be the only option, however at this time, the most viable option is the transformational model.

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?

N/A

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

The Turnaround model was not an option.

The Restart Model

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

School Closure Model

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	Technical Asst. with SIG/ASCIP and Scholastic Audit
Local Education Agency	ARESC, Support and Resources for intervention model
Internal Partner (LEA staff)	Instructional Leadership resources needed for teacher and student success.
Lead Partner	
Support Partner	External Provider-Partnership
Support Partner	Model best practices and facilitate professional development
Principal	Instructional Leader, Partner with external provider (AST) to ensure teacher and student success.
School Staff	Meet weekly, peer review/support and evaluation.
Parents and Community	Provide volunteers in classes for activities.

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

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

(iv) AST will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the schools comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. There are also continual visits to the school by the Pedagogical Facilitators. These are master teachers in Literacy, Math and Science that provide job embedded professional development.

Diagnostic Assessment:

(vi) AST will use data to identify and implement an instructional program that is research-based

and vertically aligned from one grade to the next as well as aligned with State academic standards.

All students will be screened 3 times a year to identify those who are not making expected

academic progress. Screening measures will be brief, reliable, valid, and appropriately identify

those students who require more intense interventions. At the start of the program a diagnostic

assessment is given to the students to provide the most current data to work with and AST

provides a Data/Technology Facilitator to assist with the aggregating and disaggregating of data

for use in informing the instructional approach.

Data analysis:

(vii) AST will promote the continuous use of student data (Such as from formative, interim, and

summative assessments) to inform and differentiate instruction in order to meet the academic needs of

individual students. Research indicates that improving learning depends greatly on how the data is

applied. The use of data depends on data-gathering coupled with mechanisms for acting on the

data. J\ST will ensure that a "range" of data is collected - qualitative as well as quantitative

(ii) J\ST will support the use of locally adopted competencies to measure the effectiveness of staff who can work within the transformation environment to meet the needs of students. Review all possible causes to the effects. Hold bi-monthly sessions between Leadership Coach, Principal, Teacher and Pedagogic Facilitator to create "Teacher Effectiveness Plans" for their coaching review, setting measurable goals for improvement in order to improve high-need student achievements

During the course of the transformation, professional development and training needs are addressed by AST's professional development team DESTINY with workshops directed at teacher effectiveness training. Those workshops cover topics like Differentiated Instruction, Classroom Management, Rigor, Instructional Strategies and conflict resolution. (RFMMS teacher surveys indicated a high interest in classroom management and student discipline issues.)

(ix) Provide appropriate social-emotional and community-oriented services and supports for students. As part of this comprehensive and intense approach, the existing afterschool tutoring program is being directed and implemented by Quality After-School Programs (QAP), another Learning4Today company.

and students objectively that could be blocking student academic achievement.

Review all possible causes to the effects. Hold bi-monthly sessions between Leadership Coach, Principal, Teacher and Pedagogic Facilitator to create "Teacher Effectiveness Plans" for their coaching review, setting measurable goals for improvement in order to improve high-need student achievements

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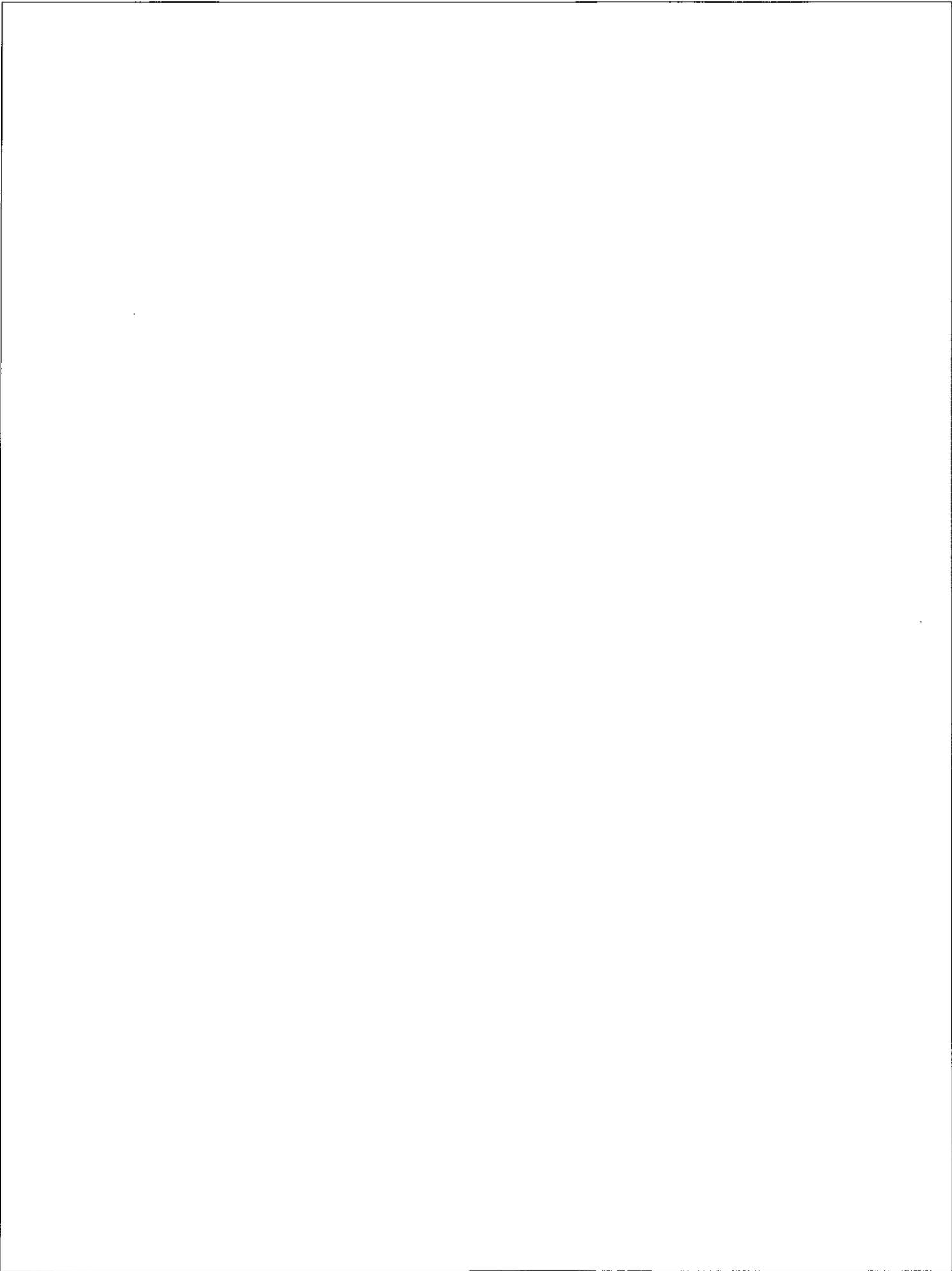
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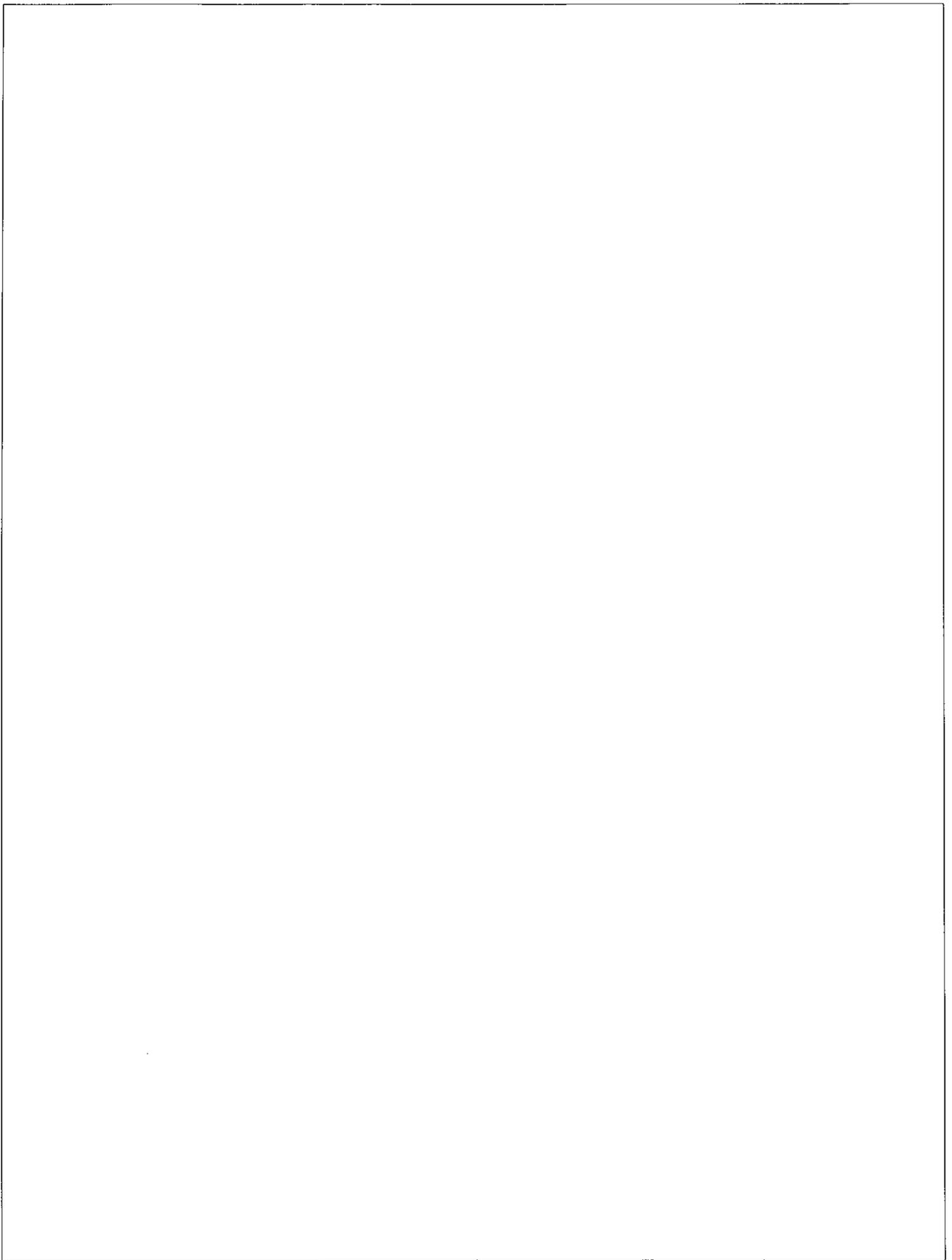
(ix) Provide appropriate social-emotional and community-oriented services and supports for students. As part of this comprehensive and intense approach, the existing afterschool tutoring program is being directed and implemented by Quality After-School Programs (QAP), another Learning4Today company.



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

The LEA will monitor the implementation of the intervention model by using the CRWT's (Classroom Walk-Throughs), classroom observations and discussions and professional development needs, other issues and render all information in a series of reports that will keep all personnel involved and informed about progress of the intervention. Continuous monitoring of the contents stated in the contract through discussions and observation. The principal will work closely with the external provider and partners to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement.

Persons responsible for the implementation of the intervention model will be the AST specialist on the project that will work directly with the principal through engagement usually spending two or three days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Other AST specialist will work with the teachers and other instructional staff, supporting, coaching and identifying further professional development



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 LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the school are closely aligned with the work of the school and the external provider. The money spent will be closely monitored and used for the activities stated and ensure they are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with AST to create a culture and climate conducive to learning, implement a guaranteed essential curriculum and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of consultants' work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

In addition the school will work harder to create a strong parent/community support system for the school.

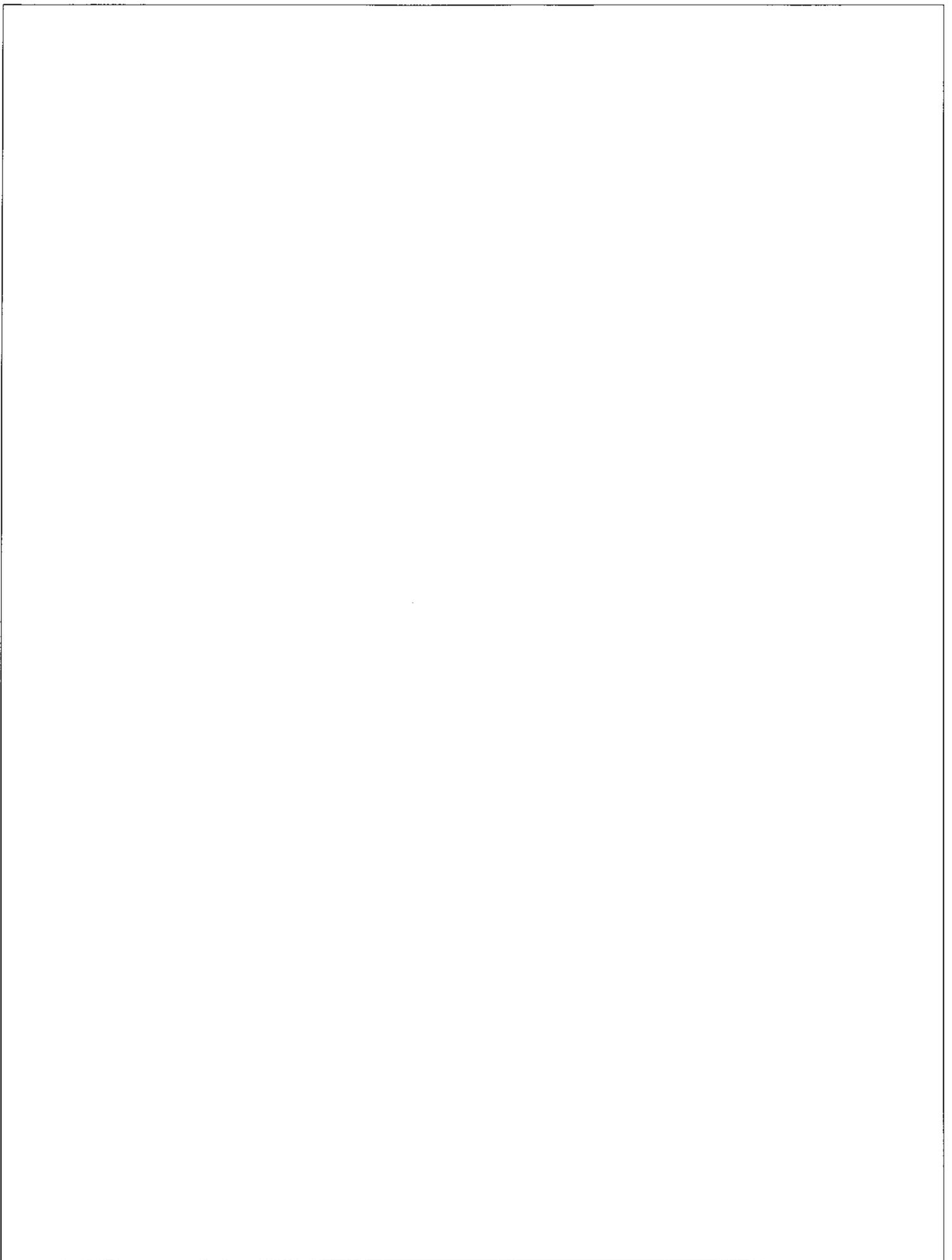
Parent and Community Involvement is necessary to ensure that parents become involved in their children's academic, physical and social growth at school. It important to remember that the school will be working with parents who often do not know how to help their students and lack computer access at home.

The main goals are to help parents stay informed on student progress; explain state mandated benchmark assessments; inform parents about methods/tools available to improve student achievement

The principal will plan periodic meetings throughout the school year to provide information and leadership to the parents on how they must support their students'

attendance, school work and activities to help them be successful. The content shared in the meetings will vary depending upon grade level and school needs. Specific explanations of the benchmark assessment will be provided. These meetings and parent surveys will be used to identify parental needs and resources.

The school will hold an annual "Parents Involvement: night; annual Open House; Parent-Teacher conferences each nine weeks; Awards Assembly; 8th grade graduation and 8th grade Prom. These activities encourage parental involvement. The school has an active PTSO organization and willingly has an open-door policy. All parents sign a Parent Compact which states their commitment to their student's education. The Parent Center is open during school hours with extended hours available at various dates. The Parent Center is open during school hours with extended hours available at various dates. The Parent Center has computers, DVDs, literature and other resources beneficial to parents.



Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Yolanda Prim	Principal	Booker Mays	Dean of Students
Andrea Mixon	Counselor	Charles Cunningham	Math Coach
Mrs. Bush	Parent	LaTonya James	ParPro
Mrs.Mchgee	Math Teacher	Delores Hawkins	Resource
Mr. Edwards	East	Greg Lancelin	CSH Coord.
Betty Wesson	Libriana	Jada Jones	Teacher
Calvin Johnson	university	Levi Thomas	UFS
Elaine Davis	Child Care Links	Flora Gipson	Parent
Kammie Knowlton	Parpro	Dr. Roberts	Admin
Joyce Wilkes	Consumer Science	Stacy Lockett	Lt. Coach

Meetings

Location	Date	Location	Date
RFMS	2/28/2011	UAPB	2/28/2011
UFS	3/7/2011	RFMS	3/17/2011
RFMS	3/22/2011	RFMS	
Child Care Links	3/25/2011	RFMS	4/5/2011

Step 7: Sustainability

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

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

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

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

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: All students will attain 10% growth per the Arkansas Growth Model in literacy skills and strategies on the Benchmark in the short term with the long term goal being to obtain AYP.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>All students will demonstrate measureable growth in literacy with emphasis on open-response writing across the curriculum and in reading comprehension strategies with an emphasis on content and practical passage.</p> <p>Full implementation of common planning time with vertical teaming to collaborate on strategies</p>	<p>Increase number of students scoring proficient or above by 10% per the AR Growth model.</p> <p>Pre-Post Test from Ed Performance Interim Assessment will show student growth in identified areas</p>	<p>progressive increase of scores from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute and Benchmark.</p> <p>Increased participation after-school program.</p> <p>Reduction in absenteeism and discipline reports for staff and students</p>	<p>August 2011</p> <p>Sept. 2011</p> <p>August 2011</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	<p>District</p> <p>School</p> <p>Partner</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 #1: continued	Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
effective use of Struggling Learner Coach effective use of Data Instructional and Technology Specialist Effective use of Pedagogical Facilitator Effective use of Executive Coach	successful completion of academic improvement in Science					

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

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: All students will attain 10% growth per the Arkansas Growth Model in math skills and strategies on the Benchmark in the short term with the long term goal being to obtain AYP

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>All students will improve math scores in computation and concepts.</p> <p>To improve math skills and strategies with an emphasis on problem-solving measurement and open-response</p> <p>Full implementation of common planning time with vertical teaming to collaborate on strategies.</p>	<p>Increase number of students scoring proficient or above by 10% per the AR Growth model.</p> <p>Pre-Post Test from Ed Performance Interim Assessment will show student growth in identified areas</p>	<p>progressive increase of scores from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute and Benchmark.</p> <p>Increased participation after-school program.</p> <p>Reduction in absenteeism and discipline reports for staff and students</p>	<p>August 2011</p> <p>Sept. 2011</p> <p>August 2011</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	<p>District</p> <p>School</p> <p>Partner</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 #2 continued

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
effective use of Struggling Learner Coach effective use of Data Instructional and Technology Specialist Effective use of Pedagogical Facilitator Effective use of Executive Coach	successful completion of academic improvement in Science				

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: All students will attain 10% growth per the Arkansas Growth Model in Science skills and strategies on the Benchmark in the short term with the long term goal being to obtain AYP

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>All students will improve Science scores in Application of Scientific principles.</p> <p>To improve all scientific strategies</p> <p>Full implementation of common planning time with vertical teaming to collaborate on strategies.</p>	<p>Increase number of students scoring proficient or above by 10% per the AR Growth model.</p> <p>Pre-Post Test from Ed Performance Interim Assessment will show student growth in identified areas</p>	<p>Progressive increase of scores from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute and Benchmark.</p> <p>Increased participation after-school program.</p> <p>Reduction in absenteeism and discipline reports for staff and students</p>	<p>August 2011</p> <p>Sept. 2011</p> <p>August 2011</p>	<p>May 2012</p> <p>May 2012</p> <p>May 2012</p>	<p>District</p> <p>School</p> <p>Partner</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 continued

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
effective use of Struggling Learner Coach effective use of Data Instructional and Technology Specialist Effective use of Pedagogical Facilitator Effective use of Executive Coach	successful completion of academic improvement in Science				

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.

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	Reviewing SIG; Principal and leadership team will review and inform faculty and staff of SIG
May	AST Evaluation and reports; Plan the Rising 6th Graders Get Ready Summer Camp; determine staff needs'
June	Implement Rising 6th Graders Get Ready Summer Camp; End of Yer Principal CAP's conferences "Learning from Leaders"; determine staff assignments; order necessary materials for implementation for the next year; outline and discuss Year One-Lessons Learned and implementation adjustments with stakeholders,

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.

July	AST Coach, Data Instructional and Technology Specialist and Principal will disaggregate data, diagnose and barriers and prescribe specific solutions for goal/target attainment;
August	AST Orientation Conference CAPS (Community of Action Practices) with principal; develop Professional Learning Communities; Develop Vision with staff; Data analysis and instructional planning; DESTINY professional development "Teacher Effectiveness Series"; implement teacher incentive pay; outline student incentives; Share School Improvement Grant and implementation plan with faculty and at first PTO meeting
September	AST Coach/Principal session (2); L4T Student Assessments (Performance Series); Start of QAP 21 st CCLC After School program; Pedagogical Facilitators ELA session (4); Pedagogical Facilitators Math Session (8); Principal and teachers set teacher goals; teacher conferences with students and set goals/targets; begin classroom walk-through visits; provide professional development support as needed for instructional support to insure goal attainment; begin District Interim Assessments; Data Instructional and Technology Specialist gather assessment data, classroom data, Interim Assessment and correlate with Benchmark assessment; review diagnostic assessment tool; begin Professional Learning Communities (Collaborative Meetings); Identify target/laser students; provide professional development for teachers on focused planning, formative assessments and targeted instruction as needed; Principal participate in weekly instructional planning meetings/sessions with teachers and instructional leaders; begin data walls; principal begins classroom walk-through visits with AST coach
October	AST Coach/Principal session (2); QAP 21 st CCLC conference; L4T Student Assessments (Performance Series); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math Session (8); DESTINY Professional development "Teacher Effectiveness Series"; District Interim Assessment begin after school program; begin Saturday school; classroom observations weekly; data instructional and technology Specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark assessment; data analysis and instructional planning; utilize instructional assessment chart for targeted instruction with target student; maintain and monitor student achievement targets by updating database; classroom walk-through visit with coach/principal and debrief findings; build skills of Math and ELA teachers
November	AST Coach/Principal session (2); L4T Student Assessments (Performance Series); Pedagogical Facilitators ELA session (4); Pedagogical Facilitators Math session (8); District Interim Assessments; Data Instructional and Technology Specialist gather assessment data, classroom data; Interim assessment and correlate with Benchmark assessment; deepen collaborative work of teachers within

December	<p>the professional learning communities</p> <p>AST Coach/Principal (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); District Interim Assessments; Data instructional and technology specialist gather assessment data, classroom data, Interim Assessments and correlate with Benchmark Assessment; Data Instructional and Technology Specialist gather assessment data, classroom data, Interim assessment and correlate with Benchmark Assessment; deepen collaborative work of teachers within the professional learning communities</p>
January	<p>AST midyear Principal CAPS "Next Steps" conference; AST Coach/Principal session (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); DESTINY Professional development "Teacher Effectiveness Series"; District Interim Assessments; Data Instructional and Technology Specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; deepen collaborative work of teachers within the professional learning communities; update Data Walls; review data to see how far we are from hitting the goal attainment; make specific data driven instructional changes</p>
February	<p>AST Coach/Principal (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); After School Coordinator "testing readiness"; deepen collaborative work of teachers within the professional learning communities; district interim assessments; data instructional and technology specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; streamline instructional cohorts/group and conduct individual student goal setting conference to review data and plan of action; deepen collaborative work within the professional learning communities</p>
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May	<p>AST Evaluation and reports; Plan the Rising 6th Graders Get Ready Summer Camp; determine staff needs'</p>
June	<p>implement Rising 6th Graders Get Ready Summer Camp; End of Yer Principal CAP's conferences "Learning from Leaders"; determine staff assignments; oder necessary materials for implementation for</p>

	the next year; outline and discuss Year One-Lessons Learned and implementation adjustments with stakeholders,
July	

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.

July	AST Coach, Data Instructional and Technology Specialist and Principal will disaggregate data, diagnose and barriers and prescribe specific solutions for goal/target attainment;
August	AST Orientation Conference CAPS (Community of Action Practices) with principal; develop Professional Learning Communities; Develop Vision with staff; Data analysis and instructional planning; DESTINY professional development "Teacher Effectiveness Series"; implement teacher incentive pay; outline student incentives; Share School Improvement Grant and implementation plan with faculty and at first PTO meeting
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May	<p>AST Evaluation and reports; Plan the Rising 6th Graders Get Ready Summer Camp; determine staff needs'</p>
June	<p>implement Rising 6th Graders Get Ready Summer Camp; End of Yer Principal CAP's conferences "Learning from Leaders"; determine staff assignments; oder necessary materials for implementation for</p>

the next year; outline and discuss Year Two -Lessons Learned and implementation adjustments with stakeholders,

July

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.

July	AST Coach, Data Instructional and Technology Specialist and Principal will disaggregate data, diagnose and barriers and prescribe specific solutions for goal/target attainment;
August	AST Orientation Conference CAPS (Community of Action Practices) with principal; develop Professional Learning Communities; Develop Vision with staff; Data analysis and instructional planning; DESTINY professional development "Teacher Effectiveness Series"; implement teacher incentive pay; outline student incentives; Share School Improvement Grant and implementation plan with faculty and at first PTO meeting
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January	<p>AST midyear Principal CAPS "Next Steps" conference; AST Coach/Principal session (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); DESTINY Professional development "Teacher Effectiveness Series"; District Interim Assessments; Data Instructional and Technology Specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; deepen collaborative work of teachers within the professional learning communities; update Data Walls; review data to see how far we are from hitting the goal attainment; make specific data driven instructional changes</p>
February	<p>AST Coach/Principal (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); After School Coordinator "testing readiness"; deepen collaborative work of teachers within the professional learning communities; district interim assessments; data instructional and technology specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; streamline instructional cohorts/group and conduct individual student goal setting conference to review data and plan of action; deepen collaborative work within the professional learning communities</p>
March	<p>AST Coach/Principal (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); DESTINY professional development "Teacher Effectiveness Series"; district interim assessments; deepen collaborative work of teachers within the professional learning communities; data instructional and technology specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark Assessment; Projection of end of year Assessment based on overall assessments; provide professional development session support teachers based on findings from daily facilitative classroom walk-through visits.</p>

April	AST Coach/Principal (2); Pedagogical Facilitators ELA Session (4); Pedagogical Facilitators Math session (8); District Interim Assessments; Projection of End of Year Assessment, based on overall assessments; Data Instructional and Technology Specialist gather assessment data, classroom data, interim assessment and correlate with Benchmark assessment
May	AST Evaluation and reports; Plan the Rising 6th Graders Get Ready Summer Camp; determine staff needs'
June	implement Rising 6th Graders Get Ready Summer Camp; End of Year Principal CAP's conferences "Learning from Leaders"; determine staff assignments: order necessary materials for implementation for the next year; outline and discuss Year Three -Lessons Learned and implementation adjustments with stakeholders,
July	

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: Dollarway /Robert F. Morehead Middle School

Tier 1

Total 3-Year Budget \$3,293,550.00

Pre-Implementation:

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

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 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"/>			

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

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff		175000.00	175000.00	175000.00

<input type="checkbox"/>	Select new staff						
<input type="checkbox"/>	Replace staff deemed ineffective						
<input type="checkbox"/>	Negotiate collective bargaining agreements						
<input type="checkbox"/>	Support for staff being reassigned						
<input type="checkbox"/>	Retaining surplus staff						
<input checked="" type="checkbox"/>	Create partnerships to support transformation model	7500.00	15000.00	15000.00	15000.00	15000.00	15000.00
<input type="checkbox"/>	Change decision-making policies and mechanisms around infusion of human capital						
<input type="checkbox"/>	Adopt a new governance structure						
<input type="checkbox"/>	High-quality, job-embedded professional development		494550.00		353250.00		353250.00
<input type="checkbox"/>	Implementing data collection and analysis structures		30000.00		30000.00		30000.00
<input type="checkbox"/>	Increase learning team (extended day, week, and/or year)	15000.00		15000.00	15000.00		15000.00
<input type="checkbox"/>	Student supports (emotional, social, and community-based)		84000.00		84000.00		84000.00
	Additional options (specify) Any of the required and permissible activities under the transformational of new school model						
<input checked="" type="checkbox"/>	DESTINY Teacher Effectiveness workshops		8000.00		8000.00		8000.00
<input checked="" type="checkbox"/>	Diagnostic Assessment and Instructional Software		22200.00		22200.00		22200.00
<input checked="" type="checkbox"/>	Community of Active Practices (CAPS) conferences		6000.00		6000.00		6000.00
	LEA-activities designed to support implementation of the transformation model						
	Teacher incentive program tied to attendance and performance		100000.00		100000.00		100000.00
	Student Incentive program tied to attendance and performance		14800.00		14800.00		14800.00
	Tablet PC's for students and staff Educational Technology Program	10000.00			200000.00		200000.00
	Total	32500.00	1,214,550.00		1,023,250.00		1,023,250.00

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

Year 1 Pre-Imp

\$7500.00---(35 times \$ 214) Principal and leadership will work to inform and educate all staff members on the transformational model and what is to be expected. Incentive will be given to certified staff members during an extended day during April, May and June. Family and community engagement.

\$15000.00-----for providers to come in for training with Math and Literacy teachers and provide remediation and enrichment to schools that will bring the transformational model at the beginning of the 2011-2012 school year through programs with evidence of raising achievement scores in Math and Literacy

\$10000.00 --will be used for teacher and student training with Tablet PC's

SUB-TOTAL \$32500.00

YEAR 1

\$175,000.00 to hire and recruit a 6th grade Math teacher and a Reading/Literacy Struggling Learners Coach
\$15,000.00 training with partners to support transitional model
\$494,550.00 high-quality, job embedded professional development
\$30,000.00 Data and Instructional Technology specialist. Data support, assessment, disaggregation of data, designing instruction using data, technical assistance
\$15,000.00 continued support and training with teachers for the after school program
\$84,000.00 student support through Summer camps; family and community engagement, rigorous review of external providers
\$8,000.00 DESTINY Teacher Effectiveness workshops
\$22,200.00 Scantron Performance Series Diagnostic Assessment for 370 students in Reading ELA, and Math @20.00 per student.and Passkey Learning Instructional software subscription for Reading and Math (370 students)
\$6,000.00 CAPS conferences (Community of Active Practices) 3 principal conferences, Orientation in the summer, "Next Steps" (midyear) and "Learning from Leaders: (June)
\$100,000.00 TeacherStaff incentives for 60 members tied to attendance and performance. \$100.00 per nine week if only one day missed and an additional \$100.00 if perfect attendance for the semester.
\$14,800.00 370 students, \$40.00 per student. Student incentive tied to student attendance, behavior and performance
\$250,000.00 purchase of Tablet PCs for 6th grade Literach and Math classes

SUB-TOTAL for YEAR 1 \$1,214,550.00

YEAR 2 and 3
 \$350,000.00 to hire and recruit a 6th grade Math teacher and a Reading/Literacy Struggling Learners Coach
 \$30,000.00 training with partners to support transformational model
 \$706,500.00 high-quality, job embedded professional development
 \$60,000.00 Data and Instructional Technology specialist. Data support, assessment, disaggregation of data, designing instruction using data, technical assistance
 \$30,000.00 continued support and training with teachers for the after school program
 \$168,000.00 student support through Summer camps
 \$16,000.00 DESTINY Teacher Effectiveness workshops
 \$44,400.00 Scantron Performance Series Diagnostic Assessment for 370 students in Reading ELA, and Math @20.00 per student.and Passkey Learning Instructional software subscription for Reading and Math (370 students)
 \$12,000.00 CAPS conferences (Community of Active Practices) 3 principal conferences, Orientation in the summer, "Next Steps" (midyear) and "Learning from Leaders: (June)
 \$200,000.00 TeacherStaff incentives for 60 members tied to attendance and performance. \$100.00 per nine week if only one day missed and an additional \$100.00 if perfect attendance for the semester.
 \$29,600.00 370 students, \$40.00 per student. Student incentive tied to student attendance, behavior and performance
 \$400,000.00 purchase of Tablet PCs for 6th grade Literach and Math classes

SUB-TOTAL FOR YEAR 2 and 3 \$2,079,000.00

Total for three years \$3,293,550.00

D. ASSURANCES

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

By the signature of the Superintendent of Dollarway School District
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

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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: Robert F. Morehead Middle School

LEA #: 35-02-009

SECTION A, Part 1 General Information

LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1 Needs Assessment

Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel
Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

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

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

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