



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dermott High School	
Mailing Address (Street, P.O. Box, City/Zip) 525 East Speedway P.O. Box 380 Dermott, Arkansas 71638	Starting Date 2011
Name, title and phone number of authorized contact person: Pam Stephenson, Federal Programs Coordinator 870-538-1007	Ending Date 2014
Amount of funds requested: \$1,265,900.00	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 4/7/2011 (Date).

Signature:
Superintendent of Schools AND
Signature:
School Board President

Date: 4/7/2011

Date: 4/7/2011

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
Dermott High School	05017000239	7-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Dermott High School

LEA #: 0901003

Context

1. Grade levels (e.g., 9-12): 7-12
2. Total Enrollment: 210
3. % Free/Reduced Lunch: 100%
4. % Special Education Students: .11%
5. % English Language Learners: .0.005%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.
 - 3.

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

The Dermott area is Delta in Southeast Arkansas. It has been in economic decline for some time. The district and surrounding area are agricultural and have been in population decline since in the mid 1970's. The racial make-up of the city is 25.4%White, 73.27% Black or Africian-American, 0.15% Native American, 0.30% Asian, 0.06% from other races, and 0.97% from two or more reaces, 9.76% of the population is Hispanic. About 25.9% of families and 32.5% of the population are below the poverty line, including 43.07% of those under 18 age and 22.4% of those age 65 or over, with 100% of students eligible for free lunch.

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
Dermott Elementary	K-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Terry Murry	BSE + Masters Dist.Admin P-12 SpEd Inst Spec. 04-12 Elem Admin K-09 Sec. Admin 05-12 Curr Spec K-12	9	4	11

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

The evaluation instrument used by Dermott School District has been in place for the past five years. It is school board approved and is in alignment with Arkansas Department of Education Administrator License Standards. The evaluation instrument is designed to measure all elements necessary to effective school leadership.

The evaluation system was developed to evaluate Dermott principals on four standards: Management Skills, Instructional Leadership, Professional Responsibilities, and Communication and Interpersonal Relations. Each standard is further defined by specific performance indicators which clearly establish the expected behavior for each indicator. There are 20 performance indicators within the four standards. Each performance indicator contains precisely defined duties that demonstrate the desired behaviors of outstanding administrative leadership

The superintendent uses the formal administrative evaluation tool plus a variety of other indicators to develop specific feedback for the principals. The main objective is to further each principal's professional growth. Principals are evaluated formally every year. The formal evaluation provides documentation for each standard and performance indicator. These are then used by the superintendent as a vehicle for discussing each principal's professional growth plan. These professional growth plans align with the immediate and identified needs of their schools based on current student data, scholastic audit information, and AYP status Targeted-Improvement (TI-3-CA). Principals share their evidence of progress and accomplishment with the superintendent at the formal evaluation conference.

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

The teaching staff at Dermott School district is evaluated every year with one formal observation. This includes a pre and post conference where teachers are able to dialogue with the principal about instructional processes, focus, and academic outcomes for their students. The process encourages teachers to develop confidence and feedback with their instructional delivery. Assessment processes are discussed with emphasis on data driven instruction.

The four domains for evaluation reflect the total competencies of skilled teaching. These domains are Personal and Professional Responsibility, Classroom Management Responsibility, Classroom Learning Atmosphere, and Instruction and Assessment. Each of the four domains have clear, explicit indicators for instructional success. These give teachers a focus for becoming master teachers. They also provide an observational focus for principals' feedback.

New teachers to the district participate in two formal observations each year. The instrument is the same and the cognitive coaching builds teaching efficacy for them. Probationary teachers are evaluated more than twice a year as the situation demands. Principals also visit classrooms daily for short walk throughs where teachers receive verbal feedback and coaching.

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

The primary interventions include:

Literacy First

1. The Literacy First Content provides a systemic research-based, comprehensive reform process that accelerates the reading achievement of all students. The instructional plan for all Content Areas refines every teacher's instructional skills. It provides teaching and learning strategies that assist students to a clearer and quicker understanding of content. Teachers' instructional skills are strengthened, regardless of content area and principal's instructional leadership skills and ability to provide an ongoing supportive growth are enriched. Consultant training (5 days) and supervision is an ongoing support process for teachers' continued improvement. The consultant meets with district level leaders to create a customized plan that meets the needs of students and teachers. The consulting day is designed to reinforce teachers' instructional practice through classroom observations and individual cognitive coaching for each teacher. Principals are also coached in instructional leadership practices that support student learning. Feedback is given with specific focus on the next area of need based on student data and observations..

2. The Literacy First Intensive Reading Process provides diagnostic assessments for struggling students to analyze areas of weakness. These ongoing assessments provide data to assist teachers trained in specific reading intervention strategies. Teachers selected to deliver the reading interventions receive 13 days of training throughout three years. A consultant from Literacy First provides the training, ongoing coaching and additional instructional strategies to meet individual students' needs. The Literacy First Comprehensive Reading Reform Process meets and exceeds all the criteria for professional development and implementation of reading programs established by No Child Left Behind/Reading First. The effectiveness of the systematic and explicit reading instruction is dependent upon the seven critical components of: leadership, assessment, curriculum, instruction, intervention processes, professional development and resource management. These are imbedded in the consultant's ongoing coaching sessions with the school district. Student data is the driving force for individualized instructional delivery by the trained teachers. Consultant cognitive coaching and modeling supports continued improvement.

CAPS

In summer of 2007, the Dermott School District and Cap for Success began a curriculum mapping cycle to plan, design, and implement curriculum for the school district. At this time, the teachers and Dr. Pat Weaver, President of Cap for Success met to map the curriculum for math, targeting the standards in the nine weeks pacing guides that would be measured on the district target tests. The District and Dr. Weaver

planned a curriculum development cycle that has been followed until all subjects in the district have been mapped following the same process. During the mapping process the teachers were trained to break the standards into objectives, create student focused activities using research-based instructional strategies (Marzano, xxx, et. al.) and assessments using formative assessments: rubrics, checklists, performances, products, etc.)

Following the mapping of the first subjects, Dr. Weaver and key personnel in the district designed a lesson plan format to reflect the standards on the district pacing guides, specifically stated objectives, student focused activities using hands –on activities culminating in formative assessments. The teachers were trained to place weekly lesson plans in shared folders. The lesson plans are monitored by Dr. Weaver and feedback given to the principals, teachers and key district personnel. Dr. Weaver designed a check list to measure the effectiveness of the lesson plans and a form to designate failure to submit plans. Lesson plans are monitored every other week by Dr. Weaver. Subject area specialists also check the lesson plans on the lesson plan checklist.

Dr. Pat Weaver, President of Cap for Success has been advising the Dermott School District since summer of 2007. She led the district in curriculum mapping during the summer months. During this time, she and key district personnel, realized that the teachers needed extensive training in ways to plan, design, and implement curriculum. Consequently, Dr. Weaver began an indepth effort to lead the teachers in curriculum development and lesson planning. Dr. Weaver also suggested that the district use shared folders on the intranet to monitor teachers lesson planning as well as sharing other information across the district.

As the curriculum was being developed, Dr. Weaver and key district personnel realized that the teachers needed indepth coaching and mentoring, so in the Spring of 2008 Dr. Weaver began embedded professional development. She comes into the district approximately four days per month and attends teachers classes each time she is on campus. Dr. Weaver gives the teachers written feedback on instructional practices, use of resources and class management techniques. She also models the teaching of writing for them.

Dr. Weaver meets with teachers and district personnel to examine data. She has encouraged all personnel in the district to have a quick turn around on target tests and to share the findings with the teachers. Based on the findings of the data, Dr. Weaver meets with teachers and administrators to plan interventions for those students needing additional instruction. Dr. Weaver also presents workshops for groups of teachers and all district personnel based on data findings and observations in the classrooms. She has presented workshops on using rubrics, differentiation of instruction, lesson planning, instructional strategies and 21st Century Learning and integrating technology in instruction. A major effort has been training in a writing process that Dr. Weaver developed. She trained the English teachers and then all teachers in Fall of 2009. In Fall of 2010, she will conduct additional training on the writing process. Dr. Weaver follows up this training by modeling the teaching of writing in classrooms.

Dr. Weaver works closely with the principals to encourage classroom monitoring. In Fall 2010, she conducted a workshop for the principals and discussed monitoring lesson plans, follow up with teachers on instructional practices. The workshop also included a discussion of what to look for in classroom walkthroughs. In this workshop, the principals and Dr. Weaver discussed ways to more closely monitor and encourage teachers to submit weekly plans and designed a means to assure weekly lesson planning. Dr. Weaver also attends leadership meetings to examine data, programs, and instructional strategies in the classrooms.

Under Efficiency- Twice a month the principals go into classes with Dr. Weaver for classroom walkthroughs. Then they meet immediately and discuss observations.

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	51% (7 th) 38% (8 th) 26% (11 th)	29% (7 th) 40% (8 th) 14%(11 th)	16% (7 th) 35%(8 th) 16%(11 th)	12%(7 th) 35% (8 th) 4% (11 th)	14%(7 th) 23%(8 th) 12%(11 th)
Mathematics	58%(7 th) 33% (8 th)	41%(7 th) 44% (8 th)	34%(7 th) 19% (8 th)	6%(7 th) 8% (8 th)	12%(7 th) 7% (8 th)
Science	13%(7 th) 25%(Biology)	6%(7 th) 6%(Biology)	n/a(7 th) 3%(Biology)	n/a(7 th) (Biology)	n/a(7 th) (Biology)
Social Studies	n/a	n/a	n/a	n/a	n/a
Writing	n/a	n/a	n/a	n/a	n/a
Algebra Geometry	54% 32%	41% 23%	48% 19%	18% 25%	38% 25%

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: 2010

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/ Language/ English	100 (7 th)	0 (7 th)	0 (7 th)	51 (7 th)	34 (7 th)	19 (7 th)	0 (7 th)	0 (7 th)	0 (7 th)	n/a	n/a	n/a	0 (7 th)	14 (7 th)	0 (7 th)
	33 (8 th)	0 (8 th)	100 (8 th)	39 (8 th)	45 (8 th)	34 (8 th)	0 (8 th)	0 (8 th)	0 (8 th)				0 (8 th)	0 (8 th)	0 (8 th)
	100 (11 th)	0 (11 th)	0 (11 th)	20 (11 th)	14 (11 th)	17 (11 th)	0 (11 th)	0 (11 th)	0 (11 th)				0 (11 th)	0 (11 th)	0 (11 th)
Mathematics	100 (7 th)	40 (7 th)	20 (7 th)	59 (7 th)	41 (7 th)	39 (7 th)	0 (7 th)	0 (7 th)	0 (7 th)	n/a	n/a	n/a	0 (7 th)	29 (7 th)	0 (7 th)
	33 (8 th)	0 (8 th)	0 (8 th)	32 (8 th)	51 (8 th)	19 (8 th)	0 (8 th)	0 (8 th)	0 (8 th)				0 (8 th)	0 (8 th)	0 (8 th)
Science	(7 th) 33 (Bio)	0 (7 th) (Bio)	n/a (7 th) (Bio)	(7 th) 4 (Bio)	3 (7 th) (Bio)	n/a (7 th) (Bio)	(7 th) 0 (Bio)	0 (7 th) (Bio)	n/a (7 th) (Bio)	na	na	na	(7 th) 0 (Bio)	0 (7 th) (Bio)	n/a (7 th) (Bio)
Social Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Algebra	40	100	0	64	41	50	0	0	0	n/a	n/a	n/a	33	0	0
Geometry	0	100	50	33	20	18	0	0	0				20	0	0

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

Test Year: 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	36	73	56	57	51	38				
Mathematics	52	79	38	39	58	33				
Science					13% 7 th 25% Bio					
Social Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Writing	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other Algebra	58									
Geometry	32									

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	42	54	51	49	29	40				
Mathematics	58	64	42	66	41	44				
Science					6% 7 th 6% Bio					

Social Studies										
Writing										
Other										
Algebra	41									
Geometry	23									

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	32	45	52	29	16	35				
Mathematics	41	45	57	41	34	19				
Science										
Social Studies					na 7 th 3% Bio					
Writing										
Other										
Algebra	48									
Geometry	19									

4. Average daily attendance percentage for the 2009-10 school year: 95.4%

5. Mobility rate for the 2009-10 school year: 13%

6. Graduation rate for all students for the 2009-10 school year: 81.9%_

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

	All Students
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2010	81.9
2009	81.9
2008	79.9

Key Questions

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

Analysis of students that score proficient on the Arkansas Augmented Benchmarks and End of Course Algebra, Geometry, and 11th Grade Literacy has been done for the different subgroups at Dermott High School. This will identify which subgroups of students are experiencing the lowest achievement in the areas of literacy and math.

Literacy Analysis:

For the 2010-11 school year Dermott High School is in state directed Targeted Improvement Corrective Action Year 3.

In reviewing literacy achievement on the state 11th grade End of Course Benchmark exam, the lowest sub-population was the African American student population with only 20% of the students in that group scoring proficient or higher. While there was an increase (12%) in the combined population score with 26% of the students scoring proficient or higher, the progress is significantly below the calculated annual expected performance level of 67.75% for the 2010-2011 school year.

In reviewing the 2009-2010 7th grade Benchmark examination results in Literacy, the lowest sub-population was the African American population with 51% of the students scoring proficient or higher. This was an increase of 23% above the previous testing year but still well below the calculated annual expected performance level of 67.6 % of the combined population in 2010-2011.

On the 8th grade 2009-2010 Benchmark examination in Literacy, the test results revealed that the lowest sub-population was also the African American population with 39% of the students scoring proficient or higher. These results revealed a 3% decrease from the previous year and placed the results 37.7 percentage points below the calculated annual expected performance level of 75.7 % of the combined population in 2010-2011.

Additional analysis of the subtest indicated a need to strengthen the following identified SLE's:

Eleventh Grade EOC Literacy

The lowest identified SLE's are:

Using literacy devices (20.9%)

Analyze style and diction to determine the author's purpose (23.3%) Drawing inferences (25.6%)

Seventh Grade Augmented Benchmarks

The lowest identified SLE's are:

Connecting background knowledge to make inferences (14.7%)

Identifying the main idea/supporting details (14.7%)

Using skimming, scanning, note taking, outlining (25.8%)

Understanding how word choice conveys an author's point of view (25.8%)

Eighth Grade Augmented Benchmarks

The lowest identified SLE's are:

Evaluate personal, social, and political issues (27.0%)

Determine useful and relevant words (33.3%)

Interpret poetry /noting poetic devices (35.1%)

Math Analysis:

Math performance on the end of course Benchmark exam for Algebra I in 2010 indicated that the lowest sub-population was the Economically Disadvantaged population with 58 % of the students scoring proficient or above. Test Data revealed that the combined population scored 58% at proficient or advanced, and the students had an increase of 17% over the previous school year.

Math performance on the end of course Benchmark exam for Geometry in 2010 indicated that the lowest sub-population was the Economically Disadvantaged population with 32% of the students scoring proficient or above. The calculated annual expected performance level for the combined population was 73.45%.

These results placed the results 41.45 percentage points below the AYP goal for the school year.

Seventh grade math performance results on the Augmented Benchmarks found that the lowest sub-population tested was the Economically Disadvantaged population with 58% of the students scoring at or above proficient. The 2009-2010 AYP goal for this grade was 64.55%.

Eighth grade math performance data on the Augmented Benchmark test revealed that the sub-population of African American student population had the lowest percentage of students scoring at or above proficient. These results placed the scores at 31.55 points below the 2009-2010 AYP goal of 63.55% for the combined population. (The 2010-2011 AYP goal is 73.41% for the 8th grade students.) Additional analysis of the subtest indicated a need to strengthen the following cluster areas:

Algebra I End of Course Exam

The lowest identified cluster areas are:

Non linear functions (33.3%)

Solving equations and inequalities (33.3%)

Data interpretation and probability (47.2%)

Geometry End of Course Exam

The lowest identified cluster areas are:

Measurement (23.6%)

Measurement (27.3%)
Measurement (30.9%)

Seventh Grade Augmented Benchmarks

The lowest identified cluster areas are:

Measurement (12.9%)

Geometry (16.1%)

Algebra (19.4%)

Eighth Grade Augmented Benchmarks

The lowest identified cluster areas are:

Data Analysis and Probability (8.1%) Number and Operations (8.1%) Measurement (13.5%)

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

The African-American males are the population of students experiencing the lowest graduation rate.

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

A trend analysis of students that score proficient on the Arkansas Augmented Benchmarks and End of Course Benchmark exams in Literacy, Math, Algebra I, and Geometry reveals that student success in both literacy and math is very limited. Literacy proficiency scores are lower than those of mathematics.

Eleventh grade Literacy EOC test data indicates that the test scores increased by 12% from 2009 until 2010. However, the combined population is still at 26% proficient or above. This is 41.75% below the AYP goal for this year.

In the seventh grade, the scores increased by 23% from the Spring of 2009 until the Spring of 2010. These scores are still 16.6% lower than the AYP goal for the seventh grade.

The eighth grade literacy scores decreased from 2009 until 2010 by 3%. The 2010-2011 AYP goal for eighth grade is 75.7%. The students will have to increase the percentage of students scoring at or above proficient by 37.7%, in order to achieve their AYP goals.

Mathematics test data indicates that Algebra I test scores increased by 17% from the Spring of 2009 until the Spring of 2010. Geometry scores increased by 15% over the year. Seventh grade math scores also increased 17% from 2009 until 2010. Eighth grade math scores had a decrease of 11% during that time frame. Students at Dermott consistently score below the state calculated annual performance level in both literacy and math.

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

The characteristics of the student demographics that should be taken into account in selecting a model and external provider include a careful examination of the subgroups served by the school. An extreme high percentage (100%) of the students qualify for free lunch. The provider for Dermott must have extensive expertise in working with a high-poverty student population. They will assist teachers and staff with innovative strategies that acknowledge and address the daily disruptions caused by student misbehavior, neighborhood crises, very little parental involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at high standards and help motivate teachers to teach in dramatically different ways rather than the typical teaching style that have failed students in the past.

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?

Dermott High School is in the Delta in Southeast Arkansas. The provider should have expertise in rural education issues and experience in working in rural schools.

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.

Scholastic Audit Summary Report
Dermott High School
Dermott School District

11/16/2008 - 11/21/2008

Summary Findings in: Academic Performance

Standard 1 Curriculum

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 1 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 7 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

1.1a There is evidence that the curriculum is aligned with the Arkansas Academic Content Standards and Student Learning Expectations.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of Lesson Plans

Review of ACSIP

Interviews with Administrators and Staff

Observations of Classrooms

Efforts have been initiated to align the curriculum with the Arkansas Academic Content Standards and Student Learning Expectations. Math, literacy, science, and social studies have documents that include Student Learning Expectations, objectives, activities, assessments, materials, and resources.

The written curriculum is age and developmentally appropriate. The curriculum maps in math, literacy, 7th grade science, and biology serve as the basis for instruction. Target Tests are administered to assess proficiency. Disciplines outside the core have not been aligned. Other subjects such as Spanish I, II, and III, have pacing guides that identify what standards should be taught quarterly. Most teachers include the Student Learning Expectation in their electronic lesson plans. Few teachers have developed connections within or among content areas.

1.1b The district/school initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (K-12).

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of Master Schedule

Review of ACSIP

Interviews with Administrators and Staff

A process has been initiated for vertical and horizontal articulation of curriculum expectations across math, literacy, science, and social studies.

District leadership contracts with Dr. Pat Weaver, from Henderson State University, to facilitate these curriculum work sessions. During these work sessions, content teachers collaborate with others both vertically and

horizontally. The primary focus of this work is in the summer. Seventh and 8th grade teachers have common planning time. Most teachers do not use this time for collaboration to develop curriculum or lesson plans. There is no collaboration time set aside for other teachers.

1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of ACSIP

Review of District Policy Manual

Interviews with Administrators and Staff

The local school board has adopted a curriculum policy stating, "The Board desires that unnecessary duplication of work among the various grades and school be eliminated and that courses of study and their corresponding content guides be coordinated effectively." The policy also requires each school to review curriculum annually. The district has developed a process based on state and local standards to eliminate curriculum overlaps. The district brings teachers together for two weeks in the summer to review and revise the curriculum for math, science, literacy, and social studies. There is no formal monitoring process of the curriculum during the school year.

District leadership analyzes ACTAAP data to determine the effectiveness of the implemented curriculum and share this information with teachers.

1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of Master Schedule

Review of School Calendar

Interviews with Administrators and Staff

The district facilitates discussions within and between schools during the two weeks of summer professional development focused on K-12 curriculum alignment. There are few other opportunities to allow for vertical communication between the transition points of elementary school and high school. Sixth grade students visit the high school campus before enrolling in 7th grade. Students are taken on a walkthrough of the building. The principal also has a brief orientation assembly with them outlining his expectations for the upcoming school year.

1.1e The school curriculum provides specific links to continuing education, life and career options.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Lesson Plans

Review of Master Schedule

Interviews with Administrators and Staff

Observations of Common Areas

Some opportunities exist for application of skills or specific links to continuing education or career options. Few classes use cooperative learning that involves students in organized problem-solving and the explanation of their efforts. Certain subjects provide opportunities for investigation of career choices. These classes include Office Management, Introduction to Medical Profession, and concurrent classes that provide college credit courses offered through Early College High School. KUDER tests are administered to 8th grade students. Students have individual graduation plans that were filed in the 7th grade. The high school counselor has a table set up outside her office with pamphlets and information on concurrent classes, a form for requests of transcripts, applications to various universities, ACT prep, and information on the Arkansas National Guard.

1.1f In place is a systematic process for monitoring, evaluating and reviewing the curriculum.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of District Policy Manual

Interviews with Administrators and Staff

The district has a process for review and revision of the implemented curriculum. The local school board adopted a policy that requires each school to “review curriculum content annually to address its continued relevancy and effectiveness.” There is a district curriculum committee that guides the process for monitoring, evaluating, and making revisions to the curriculum. The school does not have a curriculum committee.

1.1g The curriculum provides access to an academic core for all students.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Professional Development Documents Review of Master Schedule

Interviews with Administrators and Staff

All students have access to the core academic curriculum. The core curriculum, as implemented, is not always challenging. Student Learning Expectations are identified and communicated to students in most classes either verbally or in written form. Expectations for high academic performance are not consistent. The implemented curriculum is teacher-centered and revolves around lectures and textbooks. Most teachers do not engage students in authentic application of higher-order thinking skills in independent practice or problem solving. Students are assigned to a remediation program if they scored basic or below basic on the most recent administration of the Benchmark and End-of-Course exams. Teachers have a copy of the Academic Improvement Plans developed for students performing basic or below basic on the last state exam. Advanced Placement courses, as defined by the College Board, are offered to students in calculus, English language, English literature, American history, Spanish, and biology. Students will never have access to a challenging curriculum until school leadership and teachers establish and maintain consistent expectations for high academic

performance. Therefore, school leadership and teachers should create a culture of high expectations for staff and students. Leadership and teachers should communicate to stakeholders this expectation for high academic performance for all students, regardless of disability, economic status, or ethnicity. Academic goals should be clearly communicated and monitored.

Common planning time should be created to enable staff to conduct discussions among all teachers that will ensure horizontal and vertical alignment of curriculum. Teams should be designed to include all teachers across content areas and grade levels. Meetings should be held weekly and monitored by school leadership. Minutes and agendas should be maintained. This meeting time should be utilized for curriculum revisions, assessment development, rubric creation, and analysis of student work. Cross-curricular units of study and common assessments of these units should also be developed during these meetings. The units should incorporate the use of multiple Student Learning Expectations across curriculum content areas and should not be primarily textbook driven.

The results of Target Tests, Benchmark exams, the 11th Grade Literacy Exam, and End-of-Course exams should be used to drive curriculum revision. As curriculum is revised, higher-level thinking skills and problem-solving opportunities should be incorporated into a challenging curriculum for all students. Leadership should ensure that the written curriculum and the implemented curriculum are the same. Research-based strategies should be used to help communicate to students the curriculum standards and create an understanding of expectations for all assigned tasks. Books that might help include "Total Instructional Alignment: From Standards to Student Success" by Lisa Carter and "So Each May Learn: Integrating Learning Styles and Multiple Intelligences" by Harvey Silver and Richard Strong.

Summary Findings in: Academic Performance

Standard 2 Classroom Evaluation/Assessment

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 2 there were 3 indicators (38%) evaluated as "Evaluation Category 1," 4 indicators (49%) evaluated as "Evaluation Category 2," 1 indicator (13%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating3

2.1g Implementation of the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) is coordinated by school and district leadership.

Finding For This Indicator is Based On:

Review of Test Schedule

Review of Individual Education Plans

Review of 504 Plans

Review of Testing Meeting Agendas, Sign-In Sheets, and Handouts Review of District Policy Manual

Interviews with Administrators and Staff

Test administrators are trained in administrative and ethics procedures to

conduct the state assessment program according to ADE regulations. Local school board policy addresses operational procedures related to the state's assessment and accountability system. A testing schedule has been developed. General information regarding the testing schedule is provided. Assessment accommodations for individual students follow state regulations.

2.1a Classroom assessments of student learning are frequent, rigorous and aligned with the Arkansas' Academic Core Content Standards.

Finding For This Indicator is Based On:

Review of Classroom Assessments

Review of Student Work

Review of District Policy Manual

Review of Target Test Data

Review of Lesson Plans

Interviews with Administrators, Staff, and Students

There is no local board policy addressing classroom assessment. Most assessment tasks are textbook based with minimal alignment to Arkansas Academic Content Standards. Few teachers use project-based learning or student presentations with rubrics as formative assessments to measure student proficiency. Few teacher-designed assessments are rigorous or authentic. Most teacher-created classroom assessments do not require higher-order thinking skills. Target Test assessments are administered in literacy, math, biology, and 7th grade science. Target Test assessments are aligned with the Arkansas Academic Content Standards and parallel the format of the ACTAAP exams. Target Test data is disaggregated by the external provider at the item-analysis level for each student and supplied to the district. Few teachers modify instructional practices based on student learning deficiencies identified in the Target Test data.

2.1d Test scores are used to identify curriculum gaps.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Assessment Data

Review of Target Test Data

Review of Pathway to Proficiency Data

Review of Meeting Agendas and Minutes

Review of Professional Development Calendar Interviews with Administrators and Staff

District leadership, school leadership, and school staff members review results from Benchmark, End-of-Course, and 11th Grade Literacy exams to determine goals for ACSIP, to identify student performance gaps among sub-populations, and to determine "lowest identified areas" on math and literacy exams in terms of meeting Adequate Yearly Progress. ACTAAP results serve as the primary source of data for district leadership to annually assess the impact on student learning of the implemented curriculum. Target Test data and Pathway to Proficiency data is collected and analyzed throughout the school year. Few teachers interpret this disaggregated data to make adjustments in the curriculum or to modify instructional strategies to meet the diverse learning needs of students.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Assessments

Review of Student Work

Review of Lesson Plans

Review of Rubrics

Review of Individual Education Plans

Review of 504 Plans

Interviews with Administrators, Staff, and Students Observations of Classrooms

Few teachers provide opportunities for students to choose from a variety of assessments to demonstrate proficiency based on multiple intelligences and students' preferred learning styles. Most classroom assessment tasks are textbook based. There is limited variety in the types of assessments used in most classrooms. Teachers and students report that whole classes take the same assessments unless Individual Education Plans or 504 Plans mandate modifications for some students. Results from classroom assessments are analyzed on a limited basis to determine necessary instructional modifications that will impact future student learning. Teachers provide minimal meaningful feedback on assessments that will improve future student performance.

Teacher-assigned grades are the primary source for students to determine their proficiency level on classroom assessments.

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Assessments

Review of Assessment Data

Review of Student Work

Review of Lesson Plans

Review of Communication Logs

Review of Rubrics

Interviews with Administrators, Staff, and Students Observations of Classrooms

Few teachers use performance standards and performance-level descriptions in the development of clearly-defined, task-specific rubrics to measure student performance on assessment tasks. Many teacher-designed rubrics do not include clearly-defined criteria and content standards. The rubrics serve more as a checklist that indicates point value deductions for mistakes on an assignment. There is limited use of task-specific student performance and teacher-made examples to clarify assessment tasks and to serve as a model for students to attain proficiency on the task. Strategies for improving student performance are seldom identified and discussed. Most classroom assessment tasks are not designed to allow students to demonstrate characteristics of rigorous work. Many classroom assessment tasks are designed at the knowledge and comprehension levels of Bloom's Taxonomy.

Teachers communicate with parents through the use of parent-teacher conferences, written notes, phone calls, e-mails, EdLine, interim reports, and progress reports. School leadership requires documented parent contacts. This practice is implemented on a limited basis. There is no formal process for school leadership to measure the effectiveness of teacher communication with families.

Summary Findings in: Academic Performance
Standard 2 Classroom Evaluation/Assessment
Performance Rating 1

2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

Finding For This Indicator is Based On:

Review of Lesson Plans

Review of Classroom Assessments

Review of Meeting Agendas and Minutes

Interviews with Administrators, Staff, and Students

Teacher collaboration to design authentic assessment tasks that are rigorous and relevant is neither frequent nor consistent. Most assessment tasks are textbook based with minimal alignment to the Arkansas Academic Content Standards. Few assessment tasks are designed as a valid, appropriate demonstration of what students know and are able to do. Students are seldom given a choice in forms of assessment to demonstrate proficiency based on multiple intelligences or their preferred individual learning styles. There is no systematic process to support teacher collaboration in the design of authentic assessment tasks. Seventh and 8th grade teachers have a common planning time within the daily school schedule. This time is not utilized to collaboratively develop authentic assessments and rubrics, or to analyze student work. School leadership does not review teacher-designed assessment tasks for alignment with Arkansas Academic Content Standards or for inclusion of rigor, relevance, or higher-order thinking skills. Teachers are required to submit summative semester exams to school leadership prior to administration of the exams. There is no process for school leadership to provide meaningful feedback to teachers regarding submitted exams.

2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

Finding For This Indicator is Based On:

Review of Assessments

Review of Lesson Plans

Review of Student Work

Review of Meeting Agendas and Minutes

Interviews with Administrators, Staff, and Students Observations of Classrooms

Few teachers design task-specific rubrics that clearly define content and performance expectations for students. Most students are not able to describe the expectations required to be proficient. Teacher-assigned grades are the primary source for students to determine their proficiency level on

classroom assessments. Students are seldom given the opportunity to reflect upon or evaluate their own work.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Assessments

Review of Student Work

Review of Lesson Plans

Review of Rubrics

Review of Professional Development Calendar Review of Student Portfolios

Interviews with Administrators, Staff, and Students Observations of Classrooms

District professional development offerings have not included training in

protocols for analyzing student work. A few teachers report they have

received training in protocols for analyzing student work through external

professional development sources. Individual teachers score their students'

work. The results of students' work do not impact teaching and learning.

Most student work and assessment tasks serve the purpose of recording

grades. Most teachers do not analyze student work as a reflective

component in the self-evaluation of instructional practice effectiveness. There is

minimal collaboration among teachers to analyze student work for the

purpose of revising curriculum or instructional strategies. Some teachers

collect student work in a portfolio-type manner that serves a repository for

student papers. Few portfolios contain student work samples that exhibit the

entire process from initial concept to revision to final product that allow a

measurement of student growth over time.

School leadership should provide training for all teachers in the design of rigorous,

relevant assessments that engage students in authentic tasks that are not teacher

centered and textbook based. Training should include how to create authentic tasks

that provide students a variety of assessment choices to demonstrate what they

know and are able to do. This training should include how to interpret the results

from assessment tasks to make necessary changes in instructional practice to

support future student academic success. Initial training should be followed by job-

embedded, ongoing support to ensure successful implementation and should be one

of the focuses of Classroom Walkthroughs. School leadership should develop a

process to monitor, review, and provide meaningful feedback to teachers regarding

teacher-created, authentic assessment tasks. School leadership should pursue

professional development training to acquire the skills necessary to constructively

review and provide meaningful feedback to teachers. A resource to support this

training process includes, "Classroom Assessment FOR Student Learning: Doing It

Right—Using It Well" by Rick Stiggins, Judith A. Arter, Jan Chappuis, and Stephen

Chappuis.

School leadership should provide training for all teachers in how to create task-

specific rubrics with clearly-defined criteria. Training should address how rubrics are

used to inform student progress throughout the assessment task, and how teachers

analyze student work in such a way to provide meaningful feedback to students. A possible resource is "Creating & Recognizing Quality Rubrics" by Judith A. Arter and Jan Chappuis.

School leadership should develop a master schedule that will provide time for the creation of professional learning communities in which teachers collaboratively design authentic assessment tasks aligned with Arkansas Academic Content Standards. School leadership should provide training for all teachers on how to maximize the impact of professional learning communities. School leadership must ensure goals of weekly meetings are clearly stated and focused on addressing improvement of instructional practices that will lead to increases in student learning and student achievement. Collaboration should center on using data to review the curriculum, developing common authentic assessment tasks, creating task-specific rubrics with clearly-defined criteria, and analyzing student work samples for the purpose of modifying and improving instructional practices. Teachers should also create multiple assessments for specific student learning expectations to provide students with a variety of choices to demonstrate what they know and are able to do. Agendas, sign-in sheets, and minutes of all meetings should be maintained. School leadership should prioritize their schedule to accommodate attendance at weekly collaboration meetings. A resource to support this process includes, "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement" by Richard DuFour and Robert Eaker.

A policy addressing classroom assessments should be adopted by the local school board. The policy should be developed by representatives from all stakeholder groups, including administrators, staff, students, parents, and community members, and should emphasize the use of teacher-developed formative and summative authentic classroom assessments that are standards-based, frequent, rigorous, relevant, and not textbook driven. A monitoring component should be included in the policy that stipulates school leadership will consistently and frequently ensure teacher-made assessments meet the criteria listed above as the school attempts to close the achievement gap and increase student learning and achievement. The policy should be developed in such a manner that it can be presented to the local school board for adoption and implementation no later than the beginning of the 2009-2010 school year.

Summary Findings in: Academic Performance Standard 3 Instruction

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 3 there were 2 indicators (25%) evaluated as "Evaluation Category 1," 6 indicators (75%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating2

3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Lesson Plans

Review of Curriculum Documents

Interviews with Administrators, Staff, and Students Observations of Classrooms

The district curriculum maps do not identify instructional strategies that are aligned to state standards. Some learning activities require students to complete assessment tasks similar to those on state exams, such as open response questions.

3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Lesson Plans

Review of Professional Development Documents Review of Classroom Walkthroughs

Interviews with Administrators and Staff

District and school leadership review electronically-submitted lesson plans and observe instruction by using classroom walkthroughs. School leadership completes formal and informal observations required by local school board policy. Quality feedback to teachers is not always provided that would assist them in improving their instructional skills. Most instructional strategies are not responsive to the learning styles and learning needs of a diverse student population.

3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

Finding For This Indicator is Based On:

Review of Teacher Certifications

Review of Individual Professional Growth Plans Review of Student Work

Review of Professional Development Documents Review of Media Center Inventory

Interviews with Administrators and Staff

Teachers participate in the required hours of professional development. The training does not meet the individual needs of all staff. Professional development does not always update content knowledge and current professional practices to challenge and motivate students to high-levels of learning. District and school leadership attempt to recruit highly-qualified, licensed personnel. All teachers are licensed. One teacher is currently working under an ADE sanctioned Additional Licensure Plan. Parents have been notified of this teacher's status.

3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

Finding For This Indicator is Based On:

Review of Master Schedule

Review of Curriculum Documents

Review of Lesson Plans

Review of District Technology Plan

Interviews with Administrators, Staff, and Students Observations of Classrooms

Many teachers use technology as a part of instruction. Technology is not integrated into instruction across all content areas. Some teachers reserve the computer lab in the media center for classroom projects. Some teachers check out a set of laptop computers from the media center in order to complete assignments in the classrooms. Most classrooms are equipped with an Elmo, an interactive white board, an LCD projector, and a computer. All 7th graders are required to take keyboarding. Other students take computer classes in the two computer labs. The district has a technology plan. Principals expect teachers to use technology for instructional purposes. School leadership seldom monitors the effective use of technology.

3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Lesson Plans

Review of Classroom Walkthrough Data

Review of Media Center Inventory

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms and Common Areas

Most teachers report that instructional materials and resources are adequate. Textbooks are the primary resource in most classrooms. A limited variety of current instructional resources are available to supplement instruction and learning. The media specialist collaborates with teachers to provide age and developmentally-appropriate materials to support a culturally-diverse curriculum.

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Lesson Plans

Review of Student/Parent Handbook

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms

The local school board has adopted a homework policy. The homework policy is also included in the student handbook. Few teachers assign homework. Some students can articulate the purpose of homework.

Summary Findings in: Academic Performance

Standard 3 Instruction

Performance Rating 1

3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Lesson Plans

Review of Student Work

Interviews with Staff and Students

Observations of Classrooms

Teacher-directed instructional strategies are the primary method of instruction in most classrooms. Few teachers use research-based instructional strategies that accommodate various learning styles and multiple intelligences. Students are seldom required to use higher-order thinking and problem-solving skills. A limited number of teachers include culturally-responsive lessons in their curriculum.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

Finding For This Indicator is Based On:

Review of Curriculum Documents

Review of Lesson Plans

Review of Classroom Walkthrough Data

Review of Master Schedule

Review of Department Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, and Students
Observations of Classrooms

Most teachers have not received training in protocols for analyzing student work. Seventh and 8th grade teachers have a common planning period. This common planning time is not utilized to collaboratively examine and discuss student work. Other teachers do not have common planning periods.

Teachers score their students' work individually. School leadership does not assist teachers in the process of analyzing student work to inform instructional practices.

Teachers should receive training in protocols for analyzing student data. School leadership should meet with teachers regularly to collaboratively examine and discuss student work. Common planning time should include the analysis of student work across all content areas to identify individual strengths and needs, and to inform instructional decisions. Teachers should collaboratively analyze released ACTAAP items and develop interdisciplinary open-response prompts to inform instructional practice and improve student performance. School leadership should provide assistance through mentoring and coaching.

All teachers should be trained in the effective use of high-yield instructional strategies. Research-based instructional strategies most likely to affect student learning include identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypothesis, and questions, cues, and advance organizers. A resource is the book "Classroom Instruction that Works" by Robert Marzano. A free, interactive web-based resource is <http://ideas.aetn.org>. Log-in information for classroom teachers is available via APSCN using their state identification number. Professional development on the 2.0 version of Classroom Walkthrough should be provided to school leadership to enable them to take an active role in the Classroom Walkthrough action outlined in the current ACSIP. School leadership should collect

Classroom Walkthrough data. During faculty meetings, content and grade-level groups of teachers should collaborate with school leadership to analyze Classroom Walkthrough data to determine trends and patterns over time. School leadership should also utilize results of formal and informal observations to provide feedback that is specific enough for teachers to replicate exemplary instruction.

Summary Findings in: Learning Environment

Standard 4 School Culture

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 4 there was 1 indicator (9%) evaluated as "Evaluation Category 1," 10 indicators (91%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

4.1a There is leadership support for a safe, orderly and equitable learning environment.

Finding For This Indicator is Based On:

Review of Student/Parent Handbook

Review of Discipline Data

Review of Fire Drill Reports

Review of Crisis Plan

Interviews with Administrators, Staff, Parents, and Students

Observations of the Classrooms, Common Areas, and Exterior Facilities

School leadership has established procedures to support a safe, orderly, and equitable environment. The primary instructional facilities for 7th and 8th grade students are separated from 9th through 12th grade students.

Students have a common lunch period, are supervised by school leadership, and move to either the 7th and 8th grades' area or 9th through 12th grades' pavilion after leaving the cafeteria. The gym, band room, and cafeteria are in adjoining buildings. School leadership and duty teachers monitor the halls and walkways during transitions. School leadership is able to monitor activity inside and outside the building through security camera video. An intercom system was installed in most classrooms in the 7th and 8th grade wing in the last few weeks. Crisis, fire, tornado, and other emergency drills are held. The crisis management and evacuation plans are posted in all classrooms. The local school board has a discipline policy. Behavior standards are well defined, clearly communicated to students. As of 10/31/2008, two of seven students suspended from high school were identified with special needs and four of 15 students suspended in grades 7-9 were identified with special needs. Individual teacher expectations and Dermott High School Rules are posted in the classrooms. Sixty-two students with disciplinary infractions have been recorded. Of these, 17 are high school students and 45 are 7th and 8th graders. Disciplinary actions include: seven bus suspensions, 22 out-of-school suspensions, and 33 in-school suspensions or detentions. Six students are assigned to Alternative Learning Environment. The Alternative Learning Environment teacher accesses lesson plans through the shared

folder, makes assignments, and sends the work to the classroom teacher for grading. Some classroom teachers provide additional help when Alternative Learning Environment students need assistance. Few teachers post academic expectations. The school leadership has established procedures to minimize disruptions with announcements at the beginning of the school day. Phones are available in classrooms. The buildings are not handicapped accessible. There is no formal process for collecting and analyzing learning environment data.

4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

Finding For This Indicator is Based On:

Review of Mission and Vision Statements

Review of Perception Surveys

Review of Lesson Plans

Review of Student/Parent Handbook

Review of Academic Improvement Plans

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms and Common Areas

School leadership voices a commitment to high academic expectations for all students. Mission and vision statement posters are displayed in hallways, classrooms, and offices. An extended time class period is scheduled for daily literacy and math remediation or enrichment. Students and Teachers

Responsibly Integrating Vocational Education classes are offered four times during the instructional day. School leadership contacts stakeholders through traditional venues such as open house, parent night, Fall Festival, and parent teacher conferences. Seventh and 8th grade teachers have common planning time. Other teachers who share information concerning instructional practice or student achievement meet informally during lunch or outside the school day, "talk in the hall," or catch each other "on the run." Faculty meetings are not scheduled on a regular basis. District and school leadership conduct classroom walkthroughs. Few teachers receive feedback.

4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.

Finding For This Indicator is Based On:

Review of Survey Monkey Surveys

Review of District Policy Manual

Review of Classroom Walkthrough Data

Review of Lesson Plans

Review of Student/Parent Handbook

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms and Common Area

Most teachers state they hold high expectations for their students. Survey results indicate 91 percent of teachers report that they set high academic expectations for students. Forty-seven percent of parents agreed. Students

were not surveyed. Some teachers do not assign homework because they believe students will not complete the work. Most instructional practice, lesson plans, and classroom walkthrough data demonstrate that teachers seldom move instruction beyond the lower levels of Bloom's Taxonomy. These practices do not indicate high expectations for student learning. Standards of student behavior are part of district policy and are clearly communicated to staff, parents, and students. Administrators and some teachers are present in the hallways during class changes. Individual classroom rules or Dermott High School Rules are posted.

4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Interviews with Administrators and Staff

Observations in Classrooms and Common Areas

Most staff members are aware of the school's mission and vision statements posted in classrooms and in hallways. Staff members were not involved in writing either statement. The mission and vision statement posters in the hallways were created by students. Structures and systems are not in place to promote and implement collaboration for all teachers. Some classified staff state that their ideas or viewpoints are not solicited.

4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.

Finding For This Indicator is Based On:

Review of Master Schedule

Review of District Policy Manual

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms

The school leadership considers a teacher's evaluation and certification areas when determining staffing assignments. Local school board policy recognizes the diversity of student needs. Students have equitable access to most classes. Some student groupings are based on remediation needs. The school complies with state student-teacher ratio standards. The local school board does not have a policy requiring a flexible master schedule.

4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of District Technology Plan

Review of Student/Parent Handbook

Review of Progress Report, Report Card, Ram Pride Postcards Review of Class Syllabi

Interviews with Administrators, Staff, Parents, and Students

The local school board policy requires communication between school and home concerning student progress. The policy requires progress reports to

be sent home to parents of all students at the end of each 4 ½ - week of the nine-weeks grading period during the first and second semester. Parents attending parent-teacher conferences were given Edline access codes. Few teachers report interactions with parents through Edline. Students take the progress report sheet to each class and each teacher records the grade. The counselor keeps a copy of the progress reports. Some parents call the counselor for grade updates. Parent-teacher conferences are held the first and third nine weeks. Students were given extra credit points if their parents toured the Parent Center. A few teachers report that they communicate using Ram Pride postcards, phone calls, parent conferences, and a class syllabus with required parent signature.

4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

Finding For This Indicator is Based On:

Review of Perception Surveys

Review of Survey Monkey Results

Interviews with Administrators, Staff, Parents, and Students Observations of Common Areas

Staff members have attempted to establish a nurturing environment for students. In one survey, 100 percent of teachers surveyed report that they care about students. Fifty percent of surveyed parents agree. Students were not surveyed. In a second, online survey, 100 percent of administrators and 94.5 and of teachers say the environment is safe and supportive. Some classified staff encourage students to do their best and attempt to redirect their misbehavior. There is no formal student advocacy program. Composite pictures of each class of graduates from 1995-1996 to 2007-2008 are hung near the high school office. Newspaper clippings from the "Chicot Spectator" and "McGehee Times" show individual or group achievements and are displayed outside the high school office. Students who scored proficient or advanced in testing in grades 7-11 are pictured on a bulletin board labeled "Benchmark All Stars." These students are allowed to go to the "front of the lunch line" when they wear their star t-shirt. Posted near the junior high office and the media center are lists of Accelerated Reader top point earners, ball game pass winners, and a \$25 gift card winner. Trophy cases, located at the entrance to the junior high, outside the high school office, and in the gym, are used to display awards in athletics, cheerleading, Foreign Language Festival, General Cooperative Education Clubs, and Special Olympics. Band plaques and a trophy are displayed in the band room and director's office. Quiz Bowl trophies are displayed in the gifted and talented teacher's classroom. Banners honoring football and basketball teams with winning seasons and two retired jerseys hang in the gym.

4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Finding For This Indicator is Based On:

Review of District Web Page

Review of High School Web Page

Interviews with Administrators, Staff, Parents, and Students

The school does not have a formal communication plan. Parents attending parent-teacher conferences were given Edline access codes. Few teachers report interactions with parents through Edline. A few teachers report difficulty contacting parents by phone due to incorrect numbers. Student achievements are featured in "School Matters," "Chicot Spectator," and "McGehee Times." On the high school's web page, stakeholders find a list of faculty, staff, and support service personnel, as well as library media links and EAST lab project information. A 20-item math attitude survey and a 16-item literacy survey for students are available. A parental involvement survey is available on the district web page.

4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

Finding For This Indicator is Based On:

Review of School Newspaper

Interviews with Administrators, Staff, Parents, and Students

Observations of Classrooms and Common Areas

School leadership has some procedures in place for recognizing and celebrating student academic accomplishments. At the Fall Festival students scoring proficient or above on state tests were honored and given star t-shirts. Wearing the t-shirt allows them to move to the front of the lunch line. Proceeds from the Fall Festival go to the Benchmark Incentive Fund for grades 7-12. A bulletin board, "Benchmark All Stars," features each student's picture and competency area. Student accomplishments are honored at an awards assembly at the end of the year. Some students' academic success is honored by individual teachers. For example, eight current and former students' ACT test score sheets are displayed with the heading "ACT-UP" Club. Student art work is displayed in the media center. Student work from several content areas is displayed in the hall and in most classrooms. There are few accompanying scoring rubrics.

4.1k The district/school provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Student/Parent Handbook

Interviews with Staff and Parents

Observations of Classrooms and Common Areas

The local school board has a policy that recognizes the diversity of needs among students. The staff recognizes cultural diversity in a limited way. Multicultural literature is available in the media center and visuals are posted in a few classrooms. Some teachers and the media specialist collaborate in selecting instructional and reading materials. At the high school, the Pledge of Allegiance was repeated in Spanish this week.

Summary Findings in: Learning Environment

Standard 4 School Culture

Performance Rating 1

4.1e Teachers recognize and accept their professional role in student success and failure.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Lesson Plans

Interviews with Administrators, Staff, Parents, and Students Observations of Classrooms

The district does not have a policy linking teacher efficacy and student performance. Some teachers do not recognize and accept their role in student success and failure. Most teachers believe that their current instructional practices are adequate. Most teachers believe low student performance occurs because of a lack of parental support. A few teachers have allowed students to evaluate their instructional performance. Those teachers report they changed behaviors in response to this feedback.

The school leadership should establish an encourager or mentor program which would provide adult support for at-risk students. Staff and community members should use innovative strategies to provide regular, personal contact. Some examples are weekly lunch at school and frequent academic tutoring through the school's Parent Center. School leadership should seek assistance from the school's classified staff, parents, grandparents, retired teachers, area churches, community service organizations, and University of Arkansas at Monticello student organizations. Resources to develop a program plan include Big Brothers Big Sisters of Central Arkansas at www.bbbsca.org, and WatchD.O.G. Dads at <http://www.fathers.com>.

Teachers must recognize, acknowledge, and accept their professional role in student success and failure by regularly reflecting on their instructional effectiveness and changing their classroom practices as necessary. School leadership and teachers should schedule and conduct two meetings per grading period to review and revise instructional practices based on student performance. Prior to each meeting, teachers should: 1) Identify three low-performing students and three high-performing students in one class; 2) List the instructional strategies used during that grading period; 3) Reflect on student performance; and 4) Record teacher reflections. During the meeting, teachers should discuss their reflections in groups of three or four. After discussion, each teacher should create a plan to work with low performing and high performing students. Resources include "Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn" by Richard DuFour, "Understanding a Framework of Poverty" by Dr. Ruby Payne, and "Classroom Instruction that Works" by Dr. Robert Marzano.

School leadership should develop a plan to expand recognition activities and reward student academic improvement or achievement throughout the school year. The plan should include recognition activities in the school and in the community each nine weeks. Some examples are awards assemblies; honor rolls published in the school newspaper, in area newspapers, and on the school web page; and

recognition at meetings of the local school board, community clubs, and Dermott Area Chamber of Commerce. Incentives should be similar to those traditionally offered by band and athletic booster clubs. Some examples are scholarships, field trips, rings, letter jackets, jerseys, and certificates. School leadership should seek assistance from students, staff members, parents, grandparents, and community members.

School leadership should involve classified staff in the school decision-making process by including them on appropriate school committees where their individual strengths and perspectives would be of value to the committee.

Summary Findings in: Learning Environment

Standard 5 Student, Family and Community Support

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 5 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 4 indicators (80%) evaluated as "Evaluation Category 2," 1 indicator (20%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating3

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

Finding For This Indicator is Based On:

Review of Student Academic Records

Review of Individual Graduation Plans

Review of Transcripts

Interviews with Administrators, Staff, and Students

The school maintains cumulative student records that provide a profile of each student's academic performance accomplishments. Relevant, current, and accurate data from multiple sources are included in the cumulative records. Cumulative student records are well organized and appropriately controlled. Sufficient technology resources provide support for sustaining an accurate student record system and efficient data management practices for school, classroom, and individual student level.

Summary Findings in: Learning Environment

Standard 5 Student, Family and Community Support

Performance Rating2

5.1a Families and community members are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of ACSIP

Review of Class Syllabi

Review of Parental Involvement Plan

Review of School-to-Home Communication Samples

Interviews of Administrators, Staff, Parents, and Students Observations of Classrooms and Parent Center

The local school board has adopted a Parental Involvement Plan. Review of the plan indicates that revision of the plan was made on October 1, 2008. No staff, parents, or community members were involved in the development of this plan. Staff can neither describe what is included in the plan nor attest to how it is implemented. Few families are involved in student learning. Most of those involved are families of successful students. Many teachers communicate with parents. Various forms of school-to-home communication include phone contact logs, required parent signatures on returned core class syllabi, Edline, interim academic progress reports, and Ram postcards. Most communication is reactive, addressing disciplinary infractions and poor academic performance of students. School leadership, district leadership, and staff seldom encourage parent involvement.

5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, supplemental or remedial instruction).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Technology Plan

Review of Student/Parent Handbook

Review of Remediation Procedures and Data

Review of Master Schedule

Review of Course Selection Sheets

Interviews with Administrators, Staff, Students, and Dayspring Behavioral Health Services Staff

Pathway to Proficiency is used to provide remediation to students who do not score proficient or advanced on the state assessments. Supplemental Improvement Program, an instructional assistance tutorial, is available from 7:30 a.m.-8:00 a.m. for all students participating in extracurricular activities whose grade point average has fallen below the required 2.0 by the Arkansas Activities Association Handbook and academic requirements printed in the Student/Parent Handbook. After-school tutoring is available for all students who choose to attend. An extended time period has been implemented within the school schedule for students to receive remediation or enrichment services. There is a process for students to exit the extended time remediation program upon successful completion of remedial modules. The school guidance counselor has coordinated services with Dayspring Behavioral Health Services to remove barriers for students who have been identified as at-risk. Most classrooms have computers for student use. The incorporation of this technology to assist with instructional planning and academic success is limited. The district has a policy stating that all students have equal access to the curriculum. This policy is not fully implemented. For example, some students cannot take a full year of EAST Lab due to a conflict with the required semester of health.

5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Technology Plan

Review of Lesson Plans

Review of Health Records

Interviews with Administrators, Staff, School Nurse, and Dayspring Behavioral Health Services Staff

Observations of Classrooms

Teachers have access to a variety of instructional materials and resources to promote active learning for academic success, such as science instructional kits, interactive white boards, classroom computers for student use, multicultural literature to support instructional activities, LCD Projectors, and online teacher resources. Teachers have received some training to utilize these materials and resources. Textbooks remain the primary instructional material used in the classrooms. Staff members do not institute differentiated instruction to address student needs. For example, one student who scored proficient on the required state assessment has been scheduled in a pre-advanced English placement class with students who scored below proficient. Instruction has not been modified to address his specific academic needs. Students with special needs are enrolled in the general curriculum setting with limited professional development for staff regarding the Co-Teaching Instructional Model for ensuring continuous academic success of these students. The school collaborates with an outside agency, Dayspring Behavioral Health Services, in planning actions to assist with reducing barriers for students who are at-risk. Student referrals to this agency occur on an as-needed basis.

5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning beyond the initial classroom instruction.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Remediation Procedures and Data

Review of Supplemental Improvement Program

Interviews with Administrators, Staff, and Students

Students requiring additional assistance beyond initial classroom instruction have opportunities to receive assistance through extended time remediation, after-school tutoring, and computerized instructional programs, such as Jedi and Math Navigator. Collaboration between remediation teachers and

classroom teachers seldom occurs. After-school tutoring is accessible to all students who choose to enroll. The school provides limited opportunities for service learning.

Students who are enrolled in EAST Lab can earn service learning points through participation in a fundraising activity to purchase a Wii gaming system for the local nursing home facility.

School leadership should revisit the Parental Involvement Plan and establish a committee, including parents, students, teachers, administrators, and community members for increased parental involvement. School leadership and the newly-formed Parental Involvement Committee should ensure that actions outlined in the ACSIP are implemented. A process should be developed by the committee to implement, monitor, and evaluate the effectiveness of the plan and its impact on

student achievement. An online resource to assist with the formation of the Parental Involvement Committee is the National Parent Teacher Association at www.pta.org. In order to fully assist students in remediation, school leadership should create a master schedule that provides time and structure for collaboration between classroom teachers and remediation teachers. This collaboration should be ongoing to address academic deficits and aid in student academic performance. Data on each student should be analyzed and Academic Improvement Plans should reflect specific goals and strategies for each student. These goals will be reviewed bi-weekly and modified as needed. The ultimate goal is to move the student from remediation to proficiency on the ACTAAP exams.

The academic success of students with special needs in the general curriculum setting is an essential component for continued school improvement. To address this component, school leadership should provide professional development training regarding the Co-Teaching Instructional Model for current staff and paraprofessionals who offer instructional support to general curriculum educators. Training should be provided for any new employees as needed. Educational resources for successful implementation include Rose Merry Kirkpatrick or Pamela Lambert from the ADE. Rose Merry may be contacted at rosemary.kirkpatrick@arkansas.gov or 501-835-3330. Pamela may be contacted at Pamela.J.Lambert@arkansas.gov or 501-682-4222. Additional information is available at <http://arksped.k12.ar.us/sections/spd/CoTeachingProject.htm>

Summary Findings in: Learning Environment

Standard 6 Professional Growth, Development, and Evaluation

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 6 there was 1 indicator (8%) evaluated as "Evaluation Category 1," 11 indicators (92%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Interviews with Administrators and Staff

Professional development is planned annually. A variety of professional development activities are offered through the district to meet the ADE Professional Development Requirements. Professional development is planned yearly based on the most current test scores. There are professional development opportunities offered to some staff that support the enhancement of leadership abilities such as participating in the Math and Science Consortium training. There is limited time provided for follow up during the school year to determine if professional development is effective in meeting specific building needs.

6.1b The school has an intentional plan for building instructional capacity through

on-going professional development.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Interviews with Administrators and Staff

The professional development focus on improving math and literacy scores has produced a disparity between the school's needs and meeting the needs of all staff members. Math and literacy teachers receive content-specific professional development such as MathLINKS offered by Southeast Education Cooperative and English Best Practice Days offered by the University of Arkansas at Monticello. Teachers of other courses do not receive content-specific professional development. Decisions regarding professional development offerings are made by district administration. State test data and the content of the ACSIP are used to determine appropriate professional development activities for the district. There is no formal process to receive teacher input on the professional development calendar.

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Review of Individual Professional Growth Plans Review of Teacher Survey Data

Interviews with Administrators and Staff

Most professional development offerings focus on the ACSIP priorities of improving math and literacy. There is no clear connection between those professional development offerings and the Individual Professional Growth Plans developed by teachers. The Individual Professional Growth Plans of most teachers are not aligned to the needs indicated by student data.

Individual Professional Growth Plans are not developed collaboratively. Not all Individual Professional Growth Plans have an administrator's signature.

Data from a recent teacher survey revealed that 33 percent of teachers state they usually use the feedback given by administrators in the classroom walkthroughs to determine their growth areas.

6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Interviews with Administrators and Staff

Some professional development opportunities update content knowledge and professional practice. Professional development is provided on a district level. Some teachers have exceeded the required hours of professional development. There is no process in place to conduct an annual professional development needs assessment. There is little school-level professional development. The primary focus for professional development is to update and revise the curriculum documents for core content areas and examine test data.

6.1e Professional development is on-going and job-embedded.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Review of Master Schedule

Interviews with Administrators and Staff

Follow up to professional development is not consistent and does not always ensure implementation of the acquired skills. Common planning time is not provided for all teachers. There is limited use of nontraditional avenues to provide professional development. There is little job-embedded professional development. Some professional development, such as revision of curriculum documents, is on-going.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

Finding For This Indicator is Based On:

Review of Professional Development Documents Review of ACSIP

Interviews with Administrators and Staff

Professional development does not always address the learning needs of all students. District-mandated professional development is provided for teachers to review state assessment data. Most professional development is not ongoing or job-embedded. Student achievement data is analyzed at a district level and used to make decisions regarding professional development.

6.2a The school/district provides a clearly defined evaluation process.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Evaluation Documents

Interviews with Administrators and Staff

The local school board has adopted a policy, Professional Evaluation Plan, that explains the philosophy and procedures for the evaluation of licensed personnel. The policy meets state requirements and includes Core Competencies for Teachers that address personal/professional responsibility, classroom management responsibility, classroom learning atmosphere, and instruction and assessment. The evaluation instrument does not link teacher performance to the student learning goals of the ACSIP. School leadership implements the evaluation process as outlined in the policy. Evaluators explain the evaluation process to teachers at the beginning of the school year and provide them with the required forms.

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of licensed staff based on identified needs.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Budget Documents

Review of Professional Development Documents Review of Individual Professional Growth Plans Review of Teacher Self-Assessment Surveys Review of District Policy Manual

Interviews with Administrators and Staff

Available fiscal resources are not maximized to provide support and follow up for professional growth. For example, teacher self-assessment results indicate a need to provide time for reflection, practice, and follow-up

activities. The local school board has adopted three policies related to professional development; Two of the policies were adopted in 2002, and the most recent policy was adopted in 2004 that includes a list of required professional development activities.

6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Individual Professional Growth Plans Review of Evaluation Documents

Review of District Policy Manual

Interviews with Administrators and Staff

Most licensed staff members view the evaluation process as a necessary part of individual growth and improvement as professional educators. Teachers develop their Individual Professional Growth Plans independently and submit them to their building administrator for review. Professional growth goals seldom correlate with instructional needs of students or ACSIP goals. The format for documenting goals, methods, and progress toward the achievement of professional growth, does not encourage time for reflection and refinement of professional practice. Individual Professional Growth Plans are discussed during annual summative evaluation conferences.

6.2d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.

Finding For This Indicator is Based On:

Review of Evaluation Documents

Review of District Policy Manual

Review of Individual Professional Growth Plans Interviews with Administrators and Staff

School leadership implements the district policy for evaluating licensed staff members as required by state regulations. The evaluation process includes the development and review of an Individual Professional Growth Plan, informal and formal observations by school administrators in which feedback regarding performance is provided, and a Written Annual Appraisal of Performance. The written evaluation summary does not always provide connections between teaching practices and student achievement.

6.2e The school/district improvement plan identifies specific instructional needs and has strategies to address them.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Individual Professional Growth Plans Review of Professional Development Documents Interviews with Administrators

The ACSIP is based on analysis of ACTAAP data. The principals are listed as the persons responsible for over half of the action steps in the ACSIP.

None of those actions address instructional leadership needs. School administrators select professional development activities that should enable them to reach the identified goals on their Individual Professional Growth Plans.

Summary Findings in: Learning Environment
Standard 6 Professional Growth, Development, and Evaluation
Performance Rating 1

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.

Finding For This Indicator is Based On:

Review of Evaluation Documents

Review of Professional Development Documents Review of Individual Professional Growth Plans Interviews with Administrators and Staff

Individual Professional Growth Plans of teachers are part of the evaluation process. The plans are not collaboratively developed with the evaluator.

Teachers submit their plans to their building administrator for review. The written evaluation summary focuses on Core Competencies for Teachers and does not specifically address the effective use of research-based instructional strategies that impact student achievement. School administrators provide limited feedback to teachers and seldom challenge teachers to reflect on their instructional practice.

Minimal follow-up is offered to support the implementation of professional development initiatives.

School leadership should establish a professional development committee to review, plan, and provide opportunities for long-term professional growth. The committee should keep attendance records, agendas, and minutes. The committee should conduct a needs assessment survey for all staff. Survey results should be collected. Survey results as well as data from Benchmark, End-of-Course exams, SAT-10, and Target Tests should be analyzed, disaggregated and used to inform long-term and short-term professional development needs of all staff members.

Professional development opportunities must be prioritized to address comprehensive needs of professional staff that directly impact student achievement. School leadership should initiate intensive training focused on dealing with children in poverty. The professional development committee should explore schools with similar demographics that are experiencing success in meeting the needs of all students. This exploration can be done via the internet by visiting web sites such as www.leadandlearn.com, looking at 90/90/90 schools; www.leadered.com, discussing model schools across the country; and www.just4kids.org. Some additional resources include “Bridges out of Poverty” by Ruby Payne; “Classroom Instruction that Works” by Robert Marzano; “What Works in School - Toolkit,” developed by the Association for Supervision and Curriculum Development, John Brown and others. Research-based training should be provided on high-yield strategies to support all learning styles, including graphic organizers, note taking, and cooperative learning. School leadership should develop a collaborative approach to implement the evaluation process. Principals and teachers should work together to develop, then review and evaluate, Individual Professional Growth Plans throughout the year to measure progress toward reaching stated goals, and to determine their impact on instructional practice and student achievement. Post-observation conferences following formal and informal classroom observations should provide opportunities for the principal and teacher to collaboratively identify specific areas for growth and determine professional development activities to address these areas. Quality professional development opportunities may include peer observations, modeling,

and coaching provided by building and district leadership. Time for purposeful reflection and refinement of instructional practice must be included in the evaluation process in order to personalize professional growth and improve teacher proficiency. Feedback must be continuous and directly related to improving instruction by learning and implementing a variety of research-based instructional strategies that meet the unique learning needs of all students and close the achievement gap among sub-populations.

Summary Findings in: Efficiency

Standard 7 Leadership

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 7 there were 0 indicators (0%) evaluated as "Evaluation Category 1," 11 indicators (100%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation

Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

7.1a Leadership has developed and sustained a shared vision.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of Faculty Meeting Agendas and Minutes

Review of ACTAAP Data

Review of Student Handbook

Interviews with Administrators, Staff, Parents, Students, School Board Members, and Community Members

Observations of Classrooms and Common Areas

The school mission and vision statements were revised during the development of the current ACSIP. The ACSIP chairperson collaborated with the ADE School Improvement Specialist assigned to the school to simplify the statements. The ACSIP committee approved the revisions. No belief statements have been developed. Members of the School Culture Committee commissioned students to create mission statement posters that are displayed throughout the hallways. Vision and mission statements are posted in classrooms, offices, and common areas. The school mission statement is not included in the student handbook. Decisions regarding teaching and learning are based upon ACSIP goals for student academic achievement. School leadership measures progress toward accomplishing the mission by reviewing ACTAAP data to determine Adequate Yearly Progress. School leadership provides ACTAAP data updates during staff development activities, local school board meetings, and the annual report to the public.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Finding For This Indicator is Based On:

Review of ACTAAP Data

Review of Target Test Data

Review of Remediation Class Rosters

Review of Professional Development Documents Interviews with Administrators and Staff

District leadership analyzes state assessment data and shares scores with school leadership and staff. The data is used to determine ACSIP goals and benchmarks and to measure progress toward meeting Adequate Yearly Progress. A one-day training on disaggregated state assessment data is provided to staff during pre-school professional development activities.

Target Tests are administered at the end of each academic quarter in math, literacy, seventh-grade science, and biology classes. Most of these content-area teachers use the results to plan for reteaching. Pre-tests included in the Pathway to Proficiency program are administered to students who failed to score proficient or advanced on Benchmark exams, End-of-Course tests, and the 11th Grade Literacy exam. The results of these assessments are used to assign students to remediation groups, based on their academic needs.

Program-specific assessments are administered at the end of each instructional module to determine future remediation program needs.

7.1c There is evidence that all administrators have an individual professional growth plan focused on the development of effective leadership skills.

Finding For This Indicator is Based On:

Review of Individual Professional Growth Plans Review of ACSIP

Review of Professional Development Documents Interviews with Administrators

Both principals have written Individual Professional Growth Plans for the current school year. The goals for each principal focus on leading instructional growth for staff members through such initiatives as classroom walkthroughs and the development of professional learning communities. The superintendent is not involved in the development, implementation, or review and revision of the plans.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACTAAP Data

Interviews with Administrators, Staff, and Local School Board Member

School leadership reviews ACTAAP data to identify academic achievement goals and benchmarks for math and literacy priorities in the ACSIP. Pathway to Proficiency assessment results are used by the counselor to schedule students in remediation classes that address their individual academic needs. Most math, literacy, and science teachers review Target Test results to plan for reteaching. Population subgroups reflect the uniformity of the school population. For example; of the 44 ninth-grade students who took the SAT-10 Test in the spring of 2008, 41 were African American, three were Caucasian, and all 44 were identified as economically disadvantaged.

Actions to improve overall student achievement are included in the ACSIP. No specific actions or timelines for reducing achievement gaps among subpopulation groups by ethnicity are included in the ACSIP.

7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the student learning expectations for Arkansas public schools.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Curriculum Documents

Review of Professional Development Documents Review of Lesson Plans

Interviews with Administrators and Staff

Observations of Classrooms and Common Areas

School leadership provides staff members with access to the Arkansas Academic Content Standards. District leadership has initiated a curriculum cycle in which teachers vertically align the implemented curriculum with state standards, develop units of study, research best practices, identify resources, and create assessments to design curriculum maps and pacing guides for each core content area. Professional development has been provided to staff members regarding the development and use of curriculum-related materials and resources to accomplish this task. No building leadership team has been established to build internal training capacity on a standards-based curriculum.

7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Student Handbook

Review of Master Schedule

Review of Classroom Walkthrough Data

Interviews with Administrators, Staff, and Students Observations of Classrooms

The school board has adopted a policy to protect instructional time. School leadership provides limited structure for staff members to use time as a resource to provide quality instruction and impact student learning. Students make daily announcements over the intercom at the beginning of first period. Each of the eight class periods lasts 45 minutes. The master schedule does not allow flexibility to provide additional time for such learning activities as science labs or project development. Seventh and 8th grade teachers share common planning time during fourth period. This time is seldom used to collaborate on curricular and instructional issues. Few teachers engage students in bell-to-bell instruction during each class period.

7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

Finding For This Indicator is Based On:

Review of ACSIP

Review of School Mission Statement

Review of School Vision Statement

Review of Employee Positions

Review of Financial Documents

Interviews with Administrators, Staff, and Local School Board Member

Fiscal resources such as Title I, Title II-A, and National School Lunch Act are designated to provide materials and supplies, remedial programs, professional development, consultants' fees and some employees' salaries to improve the school program and meet ACSIP goals. Two building administrators have been hired to serve approximately 245 students in grades 7-12. Teacher-pupil ratios in most classrooms do not exceed 1 to 15. District patrons approved a 5-mill increase in the last election in order to upgrade and repair the physical plant, including replacing a roof. District leadership monitors and modifies the instructional programs and physical facilities of the school.

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

Finding For This Indicator is Based On:

Review of ACSIP

Review of District Policy Manual

Review of Perception Surveys

Interviews with Administrators, Staff, Parents, Students, and Local School Board Member Observations of School Plant

The local school board has adopted a policy for the provision of a safe, healthy, orderly, and equitable environment for students and staff. Staff members' low expectations for students' success fail to ensure an effective learning environment. ACSIP priorities include providing equitable consequences for behavior infractions by special-needs students and support for making healthy lifestyle choices among all students. The facilities are maintained to reduce health and safety hazards. Resources have been allocated to provide technology, such as computers, calculators, computer-based instructional programs, Elmos, and interactive white boards to support the learning environment.

7.1i Leadership provides a process for the development and the implementation of district policy based on anticipated needs.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of School Board Meeting Agendas and Minutes Review of Perception Surveys

Interviews with Administrators, Staff, Parents, Students, Local School Board Member, and Community Members

The local school board has adopted policies required by state statute and ADE regulations. One complete hardcopy of the District Policy Manual is shared among the district employees and patrons and is housed in the administration office. Local school board policies that were revised or adopted since 2002 are available on the district web site. District policy is updated when required for compliance. Policies that address laws, rules, and regulations that are no longer in effect have not been removed from the

hardcopy policy manual. Most staff members have limited knowledge of existing policy. There is no formal process to provide feedback to the local school board concerning the impact of policies on teaching and learning.

7.1j There is evidence that the local school board of education and the school have an intentional focus on student academic performance.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of ACSIP

Review of Mission and Vision Statements

Review of ACTAAP Data

Review of School Board Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, Local School Board Member, and Community Members

The school reviews student achievement data to determine priorities, goals, and benchmarks in the ACSIP. ACTAAP data is used to measure progress toward reaching Adequate Yearly Progress. Actions outlined in the ACSIP do not specifically address the closing of achievement gaps among sub-populations. Actions of the local school board indicate their support of a safe school environment. Few actions taken by the local school board have a direct impact on student academic performance.

7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

Finding For This Indicator is Based On:

Review of School Leader's Self-Assessment Surveys Review of Faculty Meeting Agendas and Minutes Review of Professional Development Documents Review of Perception Surveys

Review of Evaluation Documents

Review of Classroom Walkthrough Data

Review of Faculty Meeting Agendas and Minutes

Interviews with Administrators, Staff, Parents, Students, Local School Board Member, and Community Members

The principals implement district policy as required by law. The principals are not viewed as instructional leaders of the school. They seldom engage staff members or students in conversations on student academic performance.

Most teachers look to district instructional staff for guidance and direction related to instructional issues. Most interaction between administrators and students is related to behavior issues. Faculty meetings are called when the principals determine they are necessary. Topics are limited to compliance concerns such as the development of the ACSIP and preparation for Scholastic Audit. The principals conduct informal and formal observations as required by district policy. Feedback is provided within the timeframe outlined in the policy. Most comments are general and do not provide teachers with direction to improve their instructional practice. The principals work with staff members to provide a safe and orderly learning environment. Most staff members demonstrate low expectations for student success. The principals provide a limited number of experiences for staff that foster the belief that all

students can learn at high levels. Few opportunities to develop distributed leadership capacity are available to staff. Resources, including a budget of approximately \$4.2 million, two building principals, and low teacher-pupil ratios, are not maximized to support high student and staff performances.

Standard 7

Summary of recommendations in: Efficiency

Leadership

The principals must become the instructional experts of the school. They should work collaboratively and function as a leadership team that guides and supports the school's academic program for grades seven through 12. Steps to take to develop instructional leadership skills should include: 1) Develop Individual Professional Growth Plans collaboratively with the superintendent and federal programs coordinator; 2) Include specific professional growth goals that will have a direct impact on student achievement and professional development activities that support the goals of becoming instructional experts; 3) Provide coaching and mentoring for principals by district instructional staff, as well as follow-up and support that includes meaningful feedback, and time for purposeful reflection and refinement of effective leadership skills; and 4) Hold principals accountable for achieving the goals outlined in their Individual Professional Growth Plans. Resources to aid in the development of instructional leadership include "Accountability for Learning - How Teachers and School Leaders Can Take Charge" by Douglas B. Reeves and "Seven Steps to Effective Instructional Leadership" by Elaine K. McEwan.

District leadership should develop a leadership team to ensure collaboration among instructional leaders to plan, implement, and evaluate research-based strategies that focus on teaching and learning that result in improved student achievement. This team should consist of the superintendent, the two building principals, the federal programs coordinator, the director of curriculum and technology, the math facilitator, and the local education agency supervisor. The leadership team should meet at least once a week to discuss current issues related to teaching and learning. For example, the superintendent and building principals should be included in the analysis of teacher perception survey results on the Standards Assessment Inventory. All members of the leadership team should participate in data-driven decision making regarding the use of resources, including fiscal, human, and time resources, to most effectively increase student achievement. Principals should collaboratively participate in developing the budget for their building and be accountable for expenditures. Education consultants who are contracted by the district should consistently share information with the leadership team, outlining the implementation levels of strategies and interventions, and evaluating their impact on teaching and learning. For example, data collected by Dr. Pat Weaver should be shared with the leadership team at least once a month. Consistent communication in between team meetings, via campus visits or e-mail, should ensure that instructional leaders work in partnership to meet the goals of the school. The work of Richard DuFour, et.al, provides research-based resources for developing leadership teams and includes "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement."

School leadership should collaboratively plan weekly faculty meetings that focus on teaching and learning. Topics should include vertical and horizontal curriculum

alignment, effective instructional strategies and learning experiences, protocols for the collaborative analysis of student work, interdisciplinary connections, and implementation of school improvement initiatives.

Summary Findings in: Efficiency

Standard 8 School Organization and Fiscal Resources

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 8 there was 1 indicator (10%) evaluated as "Evaluation Category 1," 9 indicators (90%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of ACSIP

Interviews with Administrators and Staff

The school has no formal process to maximize the allocation of resources to support the needs of all students. No standing committees have been appointed to assist administration with the development of the budget. There is little input from stakeholder groups regarding the allocation of available funds. The ACSIP does not include funding sources to support all of the plan actions. Resources are not always channeled to impact high student and staff performance. For example, ACTAAP data indicates that the low teacher-pupil ratios have little positive impact on student achievement. The school utilizes compressed interactive video to provide instruction by licensed teachers in such areas as advanced placement biology and advanced placement Spanish. Credit from the Early College High School program is available through the University of Arkansas at Monticello so that students may earn concurrent college credits.

8.1b The master class schedule reflects all students have access to all of the curriculum (Smart Core).

Finding For This Indicator is Based On:

Review of Master Schedule

Review of District Policy Manual

Review of Individual Education Plans

Interviews with Administrators, Staff, Parents, and Students

The local school board has adopted a policy requiring equitable access to the curriculum. This policy is not fully implemented. Most students have equitable access to all course offerings. Course offerings are sufficient to address the Arkansas Academic Content Standards. Conflicts exist between some required and elective courses. For example, some students cannot take a full year of EAST lab due to a conflict with the required semester of health.

8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of Master Schedule

Review of Individual Education Plans

Interviews with Administrators and Staff

Observations of Classrooms and Common Areas

The local school board has adopted a policy that addresses assigning teachers based on student needs. All teachers are licensed. One teacher has an Additional Licensure Plan that has been approved by the Licensure Division of the ADE. Classroom assignments are not conducive to collaboration among teachers. Most teachers do not have a common planning time. Instructional assistants are assigned to facilitate courses provided through the compressed interactive video labs. Three paraprofessionals have been hired to work in the special services department. Two paraprofessionals provide individual assistance and personal care for students as outlined in their Individual Education Plans. One provides support for special education students in the general education setting.

8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

Finding For This Indicator is Based On:

Review of Master Schedule

Review of District Policy Manual

Interviews with Administrators, Staff, and Students Observations of Classrooms

The local school board has adopted a policy that protects instructional time.

The policy is not fully implemented. Classroom management and instructional practices are not structured to ensure that instructional time is maximized. Some students report late to class. Some teachers supervise hallways between classes and encourage students to get to class on time. Many classrooms have low levels of student engagement, limited time on task, and frequent disruptions. There is no provision for adjusting the bell schedule to vary class length to meet instructional needs. Few assembly programs occur during instructional time. Field trips are limited to club competitions such as Future Teachers of America and Future Business Leaders of America.

8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time and integrated units).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Review of Shared Folders

Interviews with Administrators and Staff

Observations of Classrooms

Teachers in grades 9-12 do not have common planning time. Seventh and

8th grade core teachers have common planning time. This time is seldom utilized to collaboratively address instructional concerns. Resources to support teacher collaboration and team planning are limited. School leadership does not provide opportunities for teachers to meet together to address such issues as classroom instructional practice, horizontal and vertical curriculum alignment, and student performance. Technology enables teachers and administrators to share such documents as lesson plans, curriculum maps and pacing guides, assessment data, and rubrics in shared folders. School leadership seldom monitors the use of shared folders and evaluates its impact on student performance.

8.2a The school/district provides a clearly defined process to provide equitable and consistent use of fiscal resources.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Budget Documents

Review of District Policy Manual

Interviews with Administrators, Staff, and Local School Board Member

The local school board adopted a budget policy in 1984 that outlines the use of state and federal aid revenues. District leadership has established budgetary procedures to allocate categorical and discretionary funds to meet identified student needs outlined in the ACSIP. Teachers have opportunities each spring to request discretionary funds to purchase supplies, materials, and equipment in preparation for the next school year. Building leadership refines teacher requests and submits them to district leadership for consideration. District leadership assists building-level staff in obtaining external sources of funding to augment school allocations. For example, the Trio program at the University of Arkansas at Little Rock provides funding for the after-school tutoring program.

8.2b The district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

Finding For This Indicator is Based On:

Review of District Policy Manual

Review of ACSIP

Review of Budget Documents

Interviews with Administrators and Staff

Distribution of discretionary funds is addressed by a local school board policy. Most expenditures of discretionary funds support the mission of the school and are aligned to student needs outlined in the ACSIP. District leadership considers building-level requests for instructional materials, supplies, and equipment, and review ACSIP actions for budget planning. Budget planning is limited in scope and involves few people beyond the district level.

8.2c District staff and local board of education analyze funding and other resource

requests to ensure the requests are tied to the school's plan and identified priority needs.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Budget Documents

Review of District Policy Manual

Interviews with Administrators and Staff

The ACSIP does not include specified funding amounts to support all of the identified actions in the plan. Most budget decisions are aligned with the action components of the ACSIP and student achievement data disaggregation. The operating budget for the district is approximately \$3.5 million, which is based on such statistics as student enrollment, free and reduced meal participants, and federal programs. Expenditures are not regularly monitored or adjusted to meet changing student needs.

8.2d State and federal program resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, NSLA, ALE, ELL, and Professional Development) to address student needs identified by the school/district.

Finding For This Indicator is Based On:

Review of ACSIP

Review of Budget Documents

Review of District Policy Manual

Interviews with Administrators and Staff

Categorical funds are budgeted to support student needs identified in the ACSIP. The expenditure of categorical funds is monitored throughout the school year. Strategies to implement program initiatives are seldom revised during the fiscal year. Revenue from various resources is not always integrated to maximize student achievement.

Summary Findings in: Efficiency

Standard 8 School Organization and Fiscal Resources

Performance Rating 1

8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

Finding For This Indicator is Based On:

Review of ACSIP

Review of Master Schedule

Interviews with Administrators, Staff, and Students Observations of Classrooms

Few teachers provide bell-to-bell instruction during each 45-minute class period. The use of research-based teaching and learning strategies is inconsistent across the curriculum. Most instruction is teacher-centered, textbook-driven, and focused on knowledge and comprehension of content. The developmental needs of students are seldom considered in the creation of their class schedules. Remediation and enrichment classes are offered fifth period every day. After-school math tutoring is available to all students who choose to enroll. Students are not required to attend.

School leadership should include representatives from all stakeholder groups to

develop a set of operational procedures governing the allocation and expenditure of resources. The allocation and expenditure of resources should be directly and intentionally aligned with the ACSIP. The results of the expenditures should be evaluated for effectiveness and revised as needed. All staff members should be involved in the allocation, expenditures, and evaluation of the use of school resources to maximize their effect on student learning. The school budget should reflect the allocation of funds to specific high-need areas as identified in the ACSIP. School leadership should immediately develop a process to monitor the effective delivery of classroom instruction. It is imperative that each teacher in each classroom teach bell-to-bell and utilize every minute of instructional time. With the Classroom Walkthrough model in place, school administrators must consistently conduct weekly visits in all classrooms. During these visits, school leadership should identify the degree to which research-based instructional strategies are being implemented and provide teachers with substantive written and verbal feedback, including recommendations for improved practice. School administrators should use the School Level Performance Descriptors found in the Arkansas Standards and Indicators for School Improvement as a means to develop an understanding of what to look for during classroom visits. This document can be found at http://arkansased.org/scholastic_audit/index.html.

The school's master schedule should include common planning time, with first priority given to teachers of core academic content areas. Planning time should be used to share lesson plans, analyze student work, and align curriculum, instruction, and assessments with ACSIP goals and Arkansas Academic Content Standards. Teachers' classroom location assignments should cluster teachers by content areas to further facilitate opportunities for collaboration.

Summary Findings in: Efficiency

Standard 9 Comprehensive and Effective Planning

Based on interviews conducted by the Scholastic Audit Team members and their inspections of pertinent documents and materials, it was concluded that in Standard 9 there was 1 indicator (6%) evaluated as "Evaluation Category 1," 15 indicators (94%) evaluated as "Evaluation Category 2," 0 indicators (0%) evaluated as "Evaluation Category 3," 0 indicators (0%) evaluated as "Evaluation Category 4." A brief description of the evaluation of the indicators follows.

Performance Rating 2

9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data Interviews with Administrators and Staff

The school's mission statement and the district's vision statement are included in the school's ACSIP. The school's mission statement was last revised during the ACSIP revision process in the spring of 2008. The ACSIP chairperson collaborated with the ADE School Improvement Specialist assigned to the school to simplify the mission statement. The ACSIP committee approved the revisions. Other stakeholder groups were not

represented during the revision process. The mission statement was not presented to the general public for review and commentary.

9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Triand Data

Interviews with Administrators and Staff

There is a process for collecting, managing, and analyzing data to determine areas of strength and limitation. The process is not formalized. Data from Augmented Benchmarks, End-of-Course algebra and geometry exams, and 11th grade literacy exams have been collected and disaggregated to indicate overall student performance. Lowest identified areas are listed in the Priority 1 and Priority 2 goal statements. Discipline, graduation, attendance, and body-mass index data are included in the ACSIP. The ACSIP is reviewed on a monthly basis. The ACSIP Chairperson Team conducts an annual review of the effectiveness of the ACSIP based on student achievement data. No formal data management system is in place.

9.2b The school/district uses data for school improvement planning.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Triand Data

Interviews with Administrators and Staff

Data is used to identify and prioritize school-wide areas of need. Data from Benchmark, End-of-Course, and 11th grade literacy assessments have been disaggregated at the school, sub-population, classroom, and individual student levels. A technology survey, teacher self-assessment survey, and administrator survey were conducted in the spring of 2008. Technology survey results were used in the ACSIP planning process. The ACSIP Chairperson Team used results from the teacher self-assessment and administrator surveys on a limited basis. Not all actions in the ACSIP are specific to the areas of deficiency identified throughout the supporting data in the ACSIP.

9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Research Articles

Interviews with Administrators and Staff

Some educational research has been reviewed as part of planning for the ACSIP. The research review is not comprehensive. Not all actions are

aligned with, or based on, research cited in the ACSIP. There is a disconnect between some of the research cited in the ACSIP and the school's demographics. For example, this small rural district used multiple references to the report, "Refining Remediation: Support Strategies for At-Risk School Students in Three Urban Districts." This report stems from research detailing remediation efforts in the three largest districts in Massachusetts. State standards were reviewed on a limited basis to determine the goals and objectives of the ACSIP.

9.3b The school/district analyzes their students' unique learning needs.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACTAAP Data

Review of Triand Data

Review of Pathway to Proficiency Data

Interviews with Administrators and Staff

There has been limited collection of stakeholder perception surveys to determine school strengths and weaknesses. A technology survey, teacher self-assessment survey, and administrator survey were conducted in the spring of 2008. The school has not conducted formal student or parent perception surveys. Perception survey data is not consistently analyzed as a key data source for ACSIP planning. The ACSIP includes actions to survey parents, teachers, and students regarding a variety of programs used during the school year. The school has used assessment data from Benchmark, End-of-Course, and 11th grade literacy exams to identify school-wide strengths and weaknesses. Target Test data and Pathway to Proficiency data is disaggregated to the student level for remediation purposes. The implications of data results have not been fully explored.

9.3c The desired results for student learning are defined.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Interviews with Administrators and Staff

The desired results for student learning are stated in terms of meeting Adequate Yearly Progress targets in math and literacy, decreasing the number of special education students being suspended or expelled, and improving student wellness. The desired goal for math Benchmark and End-of-Course exams is to have 55.75 percent of students proficient or advanced on the exams. The desired goal for literacy Benchmark and 11th grade literacy exams is to have 59.69 percent of students proficient or advanced on the exams. The learning goals established for students are limited to the areas of literacy and math. The school reviews discipline data on an annual basis. Student Body Mass Index data is collected and analyzed annually by the use of routine student screenings. All staff members do not share a sense of responsibility for achieving the goals outlined in the ACSIP. Not all classified staff is aware of the ACSIP goals and objectives.

9.4a Perceived strengths and limitations of the school/district instructional and

organizational effectiveness are identified using the collected data.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Perception Data

Interviews with Administrators and Staff

A technology survey, teacher self-assessment survey, and administrator survey were conducted in the spring of 2008. The school has not conducted formal student or parent perception surveys. Perception survey data is not consistently analyzed as a key data source for ACSIP planning. The ACSIP includes actions to survey students, teachers, and parents. The data collected and analyzed by some staff members are focused on student performance on various assessments and do not inform the school about stakeholders' perceptions. Data analysis is not always sufficient to validate perceived strengths and limitations in the organizational and instructional domains of the school.

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Interviews with Administrators and Staff

The ACSIP goals for math and literacy are stated in clear, measurable terms.

Each goal is accompanied by a benchmark statement that focuses on the Adequate Yearly Progress targets for the 2008-2009 school year. School improvement goals do not focus on building instructional and organizational capacity.

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of Research

Articles

Interviews with Administrators and Staff

There is no intentional focus on closing achievement gaps among identified sub-population groups outlined in all ACSIP actions. Not all of the actions in the ACSIP are aligned with the goals. Some of the actions are based on research cited in the ACSIP. Some educational research has been reviewed as part of planning for the ACSIP. Few actions in the ACSIP are grounded in current educational research.

9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes
Review of ACTAAP Data
Interviews with Administrators and Staff

Timelines, some resources, and persons responsible have been identified in the ACSIP. Most timeline dates reference the beginning and end of the school year. Few actions include intermediate dates for measuring progress toward the goals and impacting student performance. Financial resources in the form of Title I, Title II-A, and National Student Lunch Act funds are allocated to some ACSIP actions. Resources have not been allocated for all actions requiring funding. For example, the ACSIP outlines a plan to “build a first-class professional library of books, teaching videos, tapes, and professional journals.” No funding is allocated for this action. The ACSIP lists persons responsible for implementing specific actions in the ACSIP. School administrators are responsible for implementing over half of the actions outlined in the ACSIP. Not all staff members share a sense of responsibility for achieving the goals outlined in the ACSIP.

9.5c The means for evaluating the effectiveness of the ACSIP is established.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes
Review of ACTAAP Data
Interviews with Administrators and Staff

There is not a formalized, systematic process for evaluating the effectiveness of the actions outlined in the ACSIP. The ACSIP indicates teachers, parents, and administrators evaluate the effectiveness of the ACSIP annually. The ACSIP Chairperson Team meets monthly to review the ACSIP. The evaluation components contained in the ACSIP serve as the primary source for evaluating effectiveness. Modifications to the ACSIP during the year are primarily limited to finance-related adjustments.

9.5d The ACSIP is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes
Review of ACTAAP Data
Review of Vision and Mission Statements
Interviews with Administrators and Staff

Some actions in the ACSIP are aligned with the school's mission statement and desired results for student learning. For example, open-response items have been designated as one of the “lowest identified areas” in mathematics. The ACSIP includes an action stipulating, “All teachers will include at least one open-response question in homework or test assessment regularly.”

There are few actions that focus on specified sub-populations or closing the achievement gaps as identified by the data. Few actions support building instructional and organizational capacity.

9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Pathway to Proficiency Data

Interviews with Administrators and Staff

Benchmark and End-of-Course test data is collected annually and is the primary measure for evaluating the degree to which the goals of the ACSIP plan are achieved. Target Test data is collected on a quarterly basis. District-level instructional staff record Benchmark, End-of-Course, and Target Test data for each student in the Remediation Program on a data analysis chart. Data is collected through the use of Pathway to Proficiency pre-tests and post-tests to determine student progress within the confines of the Remediation Program.

9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Review of Classroom Walkthrough Data

Review of Survey Data

Interviews with Administrators and Staff

Student achievement data is collected and analyzed in the areas of math and literacy targeted by the ACSIP. Student performance data is collected at periodic intervals. The data collected is not used to evaluate the impact of ACSIP actions on classroom instructional practices.

9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Review of ACTAAP Data

Interviews with Administrators, Staff and Students

Observations of Hallways and Common Areas

School leadership reviews the school's progress in achieving goals of the ACSIP. Feedback from all stakeholder groups has not been collected.

Perception data that has been collected from teachers and administrators is not always used to modify future goals in the plan. School leadership provides school improvement reports during staff professional development and the annual report to the public. Students scoring proficient or advanced on the Benchmark, End-of-Course, or 11th grade literacy exams are recognized as "Benchmark All-Stars." These students receive a t-shirt and plaque during an awards assembly and their pictures and accomplishments are displayed in the front entrance to the school.

Summary Findings in: Efficiency

Standard 9 Comprehensive and Effective Planning

Performance Rating 1

9.6a The ACSIP is implemented as developed.

Finding For This Indicator is Based On:

Review of ACSIP

Review of ACSIP Committee Meeting Agendas and Minutes Interviews with Administrators and Staff

School leadership provides minimal direction and support for the implementation of the ACSIP. The ACSIP lacks well-defined evaluation components designed to guide school leadership in making informed decisions about programs and practices. Some of the program evaluation components are not aligned with the interventions and actions outlined in the ACSIP. Not all staff members have sufficient knowledge of the ACSIP goals and objectives.

Summary of recommendations in: Efficiency

Standard 9 Comprehensive and Effective Planning

School leadership should facilitate a collaborative effort, including administration, staff, classified staff, parents, students, and community members, to create schoolspecific vision and mission statements. Belief statements should also be collaboratively developed and aligned with the vision and mission statements. Open public meetings should be held to review drafts of these statements and to encourage community input before final adoption. Membership of the ACSIP Chairperson Team should be expanded to include representatives from other stakeholder groups, such as classified instructional staff, custodians, food service workers, parents, and students.

School leadership should take a more active role in providing direction and support to ensure that the implementation of ACSIP actions impact student learning and achievement. School leadership should collaborate with an expanded membership ACSIP Chairperson Team (outlined above) to revise the program evaluation components for all interventions to more effectively evaluate implementation of ACSIP actions and their impact on student performance and classroom practice.

This can be accomplished by: 1) Reviewing each action to determine if it is aligned with the stated goal; 2) Defining how improvements will be measured for each goal, not just the intervention as a whole; 3) Expanding the current data collection spreadsheet to include Pathway to Proficiency data for students in the remediation program; 4) Comparing scores to determine increases in achievement for students in remediation versus scores by students not in the formal remediation program; and 5) Collecting frequent Classroom Walkthrough data and analyzing the data monthly to determine the degree to which ACSIP actions are impacting classroom practice. Results from analyzed data should determine the academic and instructional focus of monthly faculty meetings and weekly professional learning community meetings. School leadership should make greater use of existing data, and expand the sources of data, to help determine strengths and limitations of the school. The school should better utilize data from interim Target Test and Pathway to Proficiency assessments to evaluate the impact ACSIP actions are having on student performance and instructional practice throughout the school year. Based on the data, the school should make intermittent adjustments to ACSIP actions as needed. Perception surveys should be conducted to obtain feedback from students, parents, and community members to help identify areas that should be targeted in future ACSIP revisions.

Summary of Next Steps:

A culture of high expectations for all students should permeate Dermott High School.

Academic

goals must be clearly communicated and monitored. All staff must consistently engage students in higher-order thinking skills. The expectation must be that all students can achieve.

District leadership should create a leadership team that consists of the superintendent, the two

building principals, the federal programs coordinator, the director of curriculum and technology, the math facilitator, and the local education agency supervisor. The leadership team should meet at least once a week to plan, implement, and evaluate research-based strategies and initiatives that focus on teaching and learning.

All teachers should establish and implement classroom procedures that provide bell-to-bell

instruction. Administrators should monitor teachers' use of instructional strategies.

Professional

development in these areas should be provided for teachers who need help or request assistance.

A collaborative group of school stakeholders should develop a classroom assessment policy to be

adopted and implemented no later than the beginning of the 2009-2010 school year.

The policy

should emphasize the use of teacher-developed authentic assessment tasks. The policy should also include a monitoring component that will help school leadership ensure assessments are standardsbased, frequent, rigorous, and relevant.

The school should establish a parental involvement committee involving all stakeholders. The

purpose of this committee should be to ensure implementation of the actions outlined in the ACSIP and Parental Involvement Plan to increase student achievement.

School Audit Executive Summary

Dermott High School

Dermott School District

11/16/2008 - 11/21/2008

Terry Murry, Bobby Brown, Principal

The Arkansas Department of Education (ADE) conducted a scholastic audit of Dermott High School during the period of 11/16/08-11/21/08. This school's last performance rating identified its classification as being in school improvement year 3. Here are the most relevant facts and next step recommendations from the ADE audit.

School Deficiencies and Next Steps

1. Deficiency School leaders and staff members do not demonstrate a commitment to high academic expectations for all students.

Next Steps A culture of high expectations for all students should

permeate Dermott High School. Academic goals must be clearly communicated and monitored. All staff must consistently engage students in higher-order thinking skills. The expectation must be that all students can achieve.

District Action

Steps to

Overcoming

Obstacles

Timeline/Person

Responsible

2. Deficiency Building principals are not included in planning, implementing, and evaluating school improvement initiatives to impact instructional practices and increase student achievement.

Next Steps District leadership should create a leadership team that consists of the superintendent, the two building principals, the federal programs coordinator, the director of curriculum and technology, the math facilitator, and the local education agency supervisor. The leadership team should meet at least once a week to plan, implement, and evaluate research-based strategies and initiatives that focus on teaching and learning.

District Action

Steps to

Overcoming

Obstacles

Timeline/Person

Responsible

3. Deficiency Teachers do not consistently and effectively engage students with bell-to-bell instruction.

Next Steps All teachers should establish and implement classroom procedures that provide bell-to-bell instruction. Administrators should monitor teachers' use of instructional strategies.

Professional development in these areas should be provided for teachers who need help or request assistance.

District Action

Steps to

Overcoming

Obstacles

Timeline/Person

Responsible

4. Deficiency Few teacher-developed authentic tasks are used to assess student learning.

Next Steps A collaborative group of school stakeholders should develop a classroom assessment policy to be adopted and implemented no later than the beginning of the 2009-2010 school year.

The policy should emphasize the use of teacher-developed authentic assessment tasks. The policy should also include a

monitoring component that will help school leadership ensure assessments are standards-based, frequent, rigorous, and relevant.

District Action

Steps to
Overcoming
Obstacles

Timeline/Person
Responsible

5. Deficiency Parent and community members are not active partners in the education process.

Next Steps The school should establish a parental involvement committee involving all stakeholders. The purpose of this committee should be to ensure implementation of the actions outlined in the ACSIP and Parental Involvement Plan to increase student achievement.

District Action

Steps to
Overcoming
Obstacles

Timeline/Person
Responsible

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

The LEA hires external consultants to provide high quality, on-going job-embedded, differentiated professional development. These external consultants view lesson plans, monitor classes, give teachers immediate feedback in use of best practices. LEA provides opportunities for teachers to visit other classes to observe instructional strategies. LEA also provides adequate time for collaboration by examining the master schedule and scheduling common planning time among subjects and grades whenever possible. The LEA funds and provides stipends for teachers to attend workshops, seminars and curriculum planning.

LEA monitors the extent to which the professional development has changed instructional practices by focusing on changing the school culture. To achieve this change the LEA provides professional development to move teachers from teacher-directed instruction to student hands-on participation and student-focused learning. The LEA continues to monitor lesson plans and classes to assure teachers are moving instruction to the 21st Century.

The LEA assists school leaders and teachers in networking with educational partners, e.g. educational cooperatives, the university and other community organizations.

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

The school administrator attends or presents workshops and planning sessions at the beginning of the school year. Throughout the year, they meet with teachers individually and collectively to:

Set clear goals;

Communicate the message of change;

Act on data;

Discontinue failing strategies;

Monitor each administration of the target test;

Use data from benchmarks and target tests to adjust curriculum;

Implement a plan to communicate feedback to the community or stakeholders.

The school administrator is expected to take the role of change agent in her school.

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).

The LEA is a Tier One school and as such uses several data sources to supplement the needs assessment and the selection of an appropriate intervention model. The data include the scholastic audit, parent and student surveys, technology surveys and professional development and curriculum development plans.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

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

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? The LEA has focused on curriculum and instruction as an improvement initiative. Beginning in summer of 2007, the district in partnership with CAP for Success began a school improvement initiative. A summer curriculum academy was begun to align each subject at each grade level with the Arkansas frameworks. Although the maps, have been completed, the teachers and the CAP for Success consultant meet to revise the maps based on the results of target tests and augmented benchmark tests. The improvement initiative also includes extensive training via workshops in lesson planning, teaching writing, assessment, and research based strategies (e.g., Marzano, Tomlinson, Jacobs). The effectiveness of the initiative is monitored by analyzing target tests and benchmark scores and by extensive classroom visits with immediate teacher feedback. Lesson plans, housed on the district server, are monitored and teachers are given very specific feedback on whether they are using best practices in instruction and assessment. In the fall of 2009, the district added Literacy First at the secondary level to provide additional support for classroom strategies and planning. Based on benchmark scores, classroom observations, and analysis of data in leadership team meetings, the curriculum and lesson planning is almost fully in place. Classroom strategies are improving. There are more signs of hands on learning in classroom.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The LEA, school board, school staff, and stakeholders fully support the intervention model. The school and community want to work together to assure that all students reach their full potential.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? The school does have a school improvement specialist. Dr. Pat Weaver of CAP for Success has been working with the LEA for three years. Dr. Weaver and the district met and determined a curriculum/instructional focus for the district. This focus is maintained and all improvement efforts support the focus. The LEA has fully supported the school improvement efforts. A report is filed after each visit and administrators from the district meet with the school improvement specialist to debrief and plan for the next visit.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? The LEA has, from the beginning of the initiative, included all teachers and administrators K-12. The school improvement

specialist spends an equal time in each school during each visit. The visit reports reflect this equity.

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The Dermott High School staff is composed of the following: Grades 9-12 is made up of 2-Language Arts, 2-Math, 2-Science, 2-Social Studies, 1-Special Education, 11-Suport Staff, 2-Paraprofessionals. All instructors are certified in subject(s) areas they are currently teaching. All staff have participated in the required professional development, as well as other training in their area. Documenttion is on file in the central office of all instructors being Highly Qualified in their area. The paraprofessionals meet the criteria for Highly Qualified and also participate in necessary training. All the staff at Dermott High School are veteran teachers. Grades 7-8 is composed of the following: 4 core teachers, 1 CTE, 1 sp. ed. All the staff in 7-8 are certified and highly qualified..
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 Dermott School District has developed a Minority Recruitment Plan based on the belief that a culturally diverse faculty and staff have educational benefits for all students in the district. The district can only succeed as greater attention is given to recruitment of minority teachers and administrators. We recognize that an ethnically diverse teaching force will bring stability to the staff of our schools, provide role models for our students, and add cultural insights to the educational environment for all students. The recruitment plan identifies several short-term and long-term goals in order to increase the number of minorities in the application process. Long-Term Goals: To increase the number of minority teachers and administrators in the district. To develop a potential source of minority teachers. To encourage minority students to enter into the teaching profession. To increase the number of non-certified employees in the district. Short-Term Goals: To better inform minorities of possible vacancies. To contact more colleges and universities for placement services. To provide packets for prospective employees. To continue participating in the Recruitment Retention Program through the Arkansas Department of Education.
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. The plan to allocate the necessary resources and funds to effectively implement the chosen model will be outlined in the gaols and objectives. The plan will be to implement programs, professional development (etc.) as aligned with the objectives and within the given timeline.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. The Dermott area is Delta in Southeast Arkansas. It has been in economic decline for some time. The district and surrounding area are agricultural and have been in population decline since in the mid 1970's. The racial make-up of the city is 25.4%White, 73.27% Black or Africian-American, 0.15% Native American, 0.30% Asian, 0.06% from other races, and 0.97% from two or more reaces, 9.76% of the population is Hispanic. About 25.9% of families and 32.5% of the population are below the poverty line, including 43.07% of those under 18 age and 22.4% of those age 65 or over, with

100% of students eligible for free lunch. The decline in the rural area impacts the schools, thus resulting in loss of funding 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:

Act 35 of the Second Extraordinary Session of 2003 (see Especially A.C.A. 6-15-401 et seq.), Arkansas Standards and Indicators of Schol Improvement addresses academic standards, assessment, accountability system, student performance expectqtins, and professional development. (http://arkansased.org/scholastic_audit/pdf/sisi_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq),

commonly referred to as The Omnibus Quality Education Act" http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf, A.C.A. 6-17-412 and 6-17-413 provides support and direction for districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The ACSIP includes strategies to support transformation; job-embedded professional development aligned with state standards and our school's instructional plan and student needs; utilization of research-based strategies such as high-yield strategies and 21st Century skills. Our student and curriculum policies are provided by the Arkansas School Board Association and are approved and up-dated as needed. All student and curriculum policies are in compliance and meet mandated laws. The district has developed an ACSIP plan that addresses deficiencies in student performance based on analysis of student grade level benchmarks, data such as Target-Tests, discipline referrals, parent surveys, ClassroomWalk-Throughs (CWT). The purpose of the plan is to ensure that all students meet the state assessment standards established by ADE, as well as student achievement goals established by the district. These goals are expressed to the public in our Annual Public Meeting. The district has adopted a Teacher Evaluation Plan which is included in the Personnel Policies. This plan ensures that teacher performance is of high quality and it also provides remediation for teachers needing improvement in performance..

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

Contractual agreements between Literacy First, CAPS and UAM-ERZ will support the implementation of the transformation model. The providers will provide support by leading professional development, and mentor the principal and teachers to become effective leaders. The school will receive monthly visits. Each visit will include a pre-conference, an agenda, classroom visits, debriefs and follow-up notes. Next steps and plans for the up-coming visits will be discussed.

Education Management Organizations

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

Closure

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

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:
2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:
3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:
4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Literacy First		Y	Technical Assistance Professional Development	Gains in Schools
CAPS		Y	Technical Assistance, Professional Development, Curriculum Review	
ERZ		Y	Technical Assistance	

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)

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

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			✓	
Community Capacity				
<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: __Transformation_____

B. Second Best Fit: __ _____

C. Third Best Fit: __ _____

D. Fourth Best Fit: ____ _____

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?

Currently Dermott High School is led by two (2) principals. One (1) grades 7-9 and one (1) grades 10-12. With the principal (Grades 7-9) not returning for the 2011-2012 school year, we will restructure and the Grades 7-12 will be under the administration of one (1) principal. The principal should possess the ability to lead change that will result in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; ability to collaborate with parents and community partners; demonstrate a vision that all students can learn; and models the highest standards for all staff and students.

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

The District will support the leader of the school in making staff replacements by re-assigning teachers of high-quality, if needed, to areas of greatest needs based on data. The District believes that the certified teachers must instruct and assess teaching and learning for students. The District places high regard on the quality of teaching and learning in all classrooms with high expectations for improving student achievement in order to ensure such expectations are met, the District has in place an evaluation tool. The leader will use the tool to evaluate and make decisions that enhances the quality of instruction. It will also be used to assist the leader as a basis for professional development.

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

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has expertise to advise and assist principals and teachers through the process.

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

The principal must be given latitude to work with their external provider, teachers, parents and community to design a unique educational environment developed to meet the needs of the students that the school serves. This includes time, personnel, and the development of support programs, etc.

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

The District Leadership Team will meet weekly to discuss changes that need to be addressed or enhanced. The external provider will meet with the Leadership Team when on site to have input into the process. The provider will also meet with the principal and teachers to discuss needs that arise.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
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?
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?
5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

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	ADE-Provide Technical Assistance and Professional Development opportunities
Local Education Agency	DSD-Implement a SIG Steering Committee to provide support for grant management, financial and budget issues, and contracting issues.
Internal Partner (LEA staff)	
Lead Partner	CAPS-Provide Technical Assistance and Professional Development opportunities to include teacher support , resource materials and on-site coaching/mentoring
Support Partner	Literacy First-Technical Assistance and Professional Development opportunities, resource materials and on-site coaching.
Support Partner	ERZ-Technical Assistance and Professional Development opportunities
Principal	Terry Murry-Provide leadership for SIG implementation
School Staff	Provide leadership for SIG implementation and collaborate
Parents and Community	Provide in school activities and their child's education

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

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

Performance expectations: Cap for Success

July-Sept. Quarter 1

Curriculum Revision and Mapping

Common Core Standards grades K-2

Scheduled Workshops (e.g., Differentiated Instruction, Lesson Planning, 21st Century Instruction, Use of Technology, Common Core, Writing Process)

Bi-weekly focused classroom visits with feedback

Examine target pre-test and graph scores.

Share results with principals who will provide feedback to teachers supported by leadership team and CAP for Success.

Lesson Plan Monitoring for SLEs, objectives, instructional practices, assessment, and resources.

Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise

Individual meeting with teachers to discuss instructional strategies

Attend leadership meetings

Serve on Needs Assessment Committee

Oct.-Dec. Quarter 2

Bi-weekly focused classroom visits with feedback

Lesson Plan Monitoring for SLEs, objectives, instructional practices, assessment, and resources.

Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise

Individual meetings with teachers to discuss instructional strategies

Examine Interim Target Test One and Two to graph student scores.

Meet with the principals to highlight areas of need revealed by the data and monitor class scheduling to better meet student needs supported by leadership team and CAP for Success.

Meet with leadership team focusing on data, curriculum and instructional practices.

Conduct classroom walk throughs with the principals and discuss observations to eliminate variation
Model best practices in writing, technology integration and student-focused learning
Serve on Needs Assessment Committee

Jan.-Mar. 3 Quarter 3

Bi-weekly focused classroom visits with feedback
Lesson Plan Monitoring for SLEs, objectives, instructional practices, assessment, and resources.
Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise
Individual meetings with teachers to discuss instructional strategies
Examine Interim Target Test Three to graph student scores.
Meet with the principals to highlight areas of need revealed by the data and monitor class scheduling to better meet student needs supported by Leadership Team and CAP for Success.
Meet with leadership team focusing on data, curriculum and instructional practices.
Conduct classroom walk throughs with the principals and discuss observations to eliminate variation
Model best practices in writing, technology integration and student-focused learning
Plan “boot camps” for end of course assessments and augmented benchmark tests.
Serve on Needs Assessment Committee

April-June Quarter 4

Bi-weekly focused visits with feedback
Lesson Plan Monitoring for SLEs, objectives, instructional practices, assessment, and resources.
Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise.
Individual meetings with teachers to discuss instructional strategies.
Examine IntTarget Post test to graph student scores for development of ACSIP and summer curriculum revisions.
Meet with the principals to highlight areas of need revealed by the data and monitor class scheduling to better meet student needs.
Meet with leadership team focusing on data, curriculum and instructional practices.
Conduct classroom walk throughs with the principals and discuss observations to eliminate variation.
Model best practices in writing, technology integration and student-focused learning.
Conduct “boot camps” for end of course assessments and augmented benchmark tests.
Serve on Needs Assessment Committee

Performance expectations: Literacy First

July-Sept. Quarter 1

Conduct 2 workshops for content strategies

Meets and plans the schedule for the classroom visits and walk throughs

Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise.

Individual meeting with teachers to discuss instructional strategies

Attend leadership meetings

Oct.-Dec. Quarter 2

Conduct 1 workshop for content strategies

Meets and plans the schedule for the classroom visits and walk throughs with principals

Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise

Individual meeting with teachers to discuss instructional strategies

Attend leadership meetings

Examine Interim Target Test One and Two

Meet with the principals to highlight areas of need

Jan.-Mar. Quarter 3

Conduct 1 workshop for content strategies

Meets and plans the schedule for the classroom visits and walk throughs with principals

Meet with administrators to discuss issues and concerns and provide suggestions to address major concerns that arise

Individual meeting with teachers to discuss instructional strategies

Attend leadership meetings

Examine Interim Target Test One and Two

Meet with the principals to highlight areas of need

April-June Quarter 4

Conduct 1 workshop for content strategies

Meets and plans the schedule for the classroom visits and walk throughs with principals.

Meet with administrators to discuss issues and concerns and provide suggestions to

address major concerns that arise.
Individual meeting with teachers to discuss instructional strategies
Attend leadership meetings
Examine Interim Target Test One and Two
Meet with the principals to highlight areas of need
Examine status of teacher training and plan for up coming year.

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

Both Cap for Success and Literacy First are in the LEA ACSIP Plan. The actions of each external consultant will be monitored as part of the monitoring of the ACSIP Plan. The Leadership team composed of the Superintendent, Federal Programs Coordinator, Curriculum and Technology Administrator, Principals, Instructional Facilitators, Special Ed. LEA, Counselors and invited partners meets weekly to examine pertinent data and monitor implementation of the intervention model. Next Steps and Actions plans are included in the ACSIP plan and scholastic audit. The data are shared with stakeholders. This process is monitored quarterly. Targeted professional development ongoing in the schools will consist of sign in ledgers, agendas, and actions steps. The topics will be developed based on results of data, input from teachers, principals, instructional facilitators and district administrators.

The district will host weekly leadership team meetings to stay abreast of the intervention model implementation and plans for intervention. Electronic communication will be utilized to keep all stakeholders involved, informed, and included on all decision-making strategies and updates necessary for implementation.

The district will recruit, train, support and place personnel to competently address the problems of schools in need of improvement (school improvement specialist.) The district will provide schools with training and support for integrated data collection, reporting and analysis systems as outlined in the district's strategic plan. The district allows school leaders reasonable autonomy to do things differently in order to succeed.

The district ensures that an empowered change agent (the principal) is appointed to head the school and that the principal is skilled in motivating staff and community, communicating clear expectations and focusing on improved student learning. Tools: Lesson Plans and curriculum maps are housed on the district server and are available to all district administrators. Class room walkthroughs via TeachScape are conducted by all district administrators. The Instructional Facilitators for math and literacy, the Curriculum Administrator and principals view data updates electronically through D2SC.

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 District's SIG Steering Committee will include representatives from key stakeholder groups, parents, principals, external provider representatives, district staff, and teachers from participating school. On a quarterly basis, (more if needed), the committee will review data reports and comments from principals, teachers, etc. Modifications in program implementation will be made if warranted. Working relationships will be strengthened as we work together.

A parent liaison with the primary role of assisting parents in helping their children meet standards will be a component of the transformation. To be effective in this area, the liaison will need to provide parents with the importance of their role in their child's success. Also, provide guidance for parents in helping their children with homework and in communicating with their children about school, etc. The liaison will hold parent meetings in which the discussion of progress and home study can be conducted with parents.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Charles Graham	Chairperson-Community			
Pam Stephenson	DTC-Federal Programs			
Amanda Bittle	Support Person			
Arneice Gardner	Curriculum			
Walter Donald	Board member			
Pat Weaver	External Provider			
Betty Morris	Community			

Meetings

Location	Date		Location	Date
Dermott School	Quarterly			

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 To increase the number of students proficient and advanced by 10% or more in literacy on the ACTAAP for all identifiable subgroups of students for each year over the three year grant period.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Implement a before/after school program.</p> <p>Employ a full time instructional facilitator in literacy</p>	<p>There will be a 10% increase in the number of students scoring p/adv on the literacy portions of the ACTAAP</p>	<p>ACTAAP literacy scores</p> <p>TT literacy data</p> <p>PD agenda, data walls, standards-based bulletin boards, sign-in sheets, word walls</p> <p>CWT documentation</p> <p>Monitoring by Literacy coach as well as school and district leadership team</p>	<p>May 2012, 2013, 2014</p>	<p>On-going</p> <p>Weekly</p> <p>Weekly</p> <p>Quarterly</p>	<p>Principal</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 To increase the number of students proficient and advanced by 10% or more in math on the ACTAAP for all identifiable subgroups of students for each year over the three year grant period.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Implement a before/after school program.</p> <p>Employ a full time instructional facilitator in mathematics</p>	<p>There will be a 10% increase in the number of students scoring p/adv on the math portions of the ACTAAP</p>	<p>ACTAAP math scores</p> <p>TT math data</p> <p>CWT documentation</p> <p>PD agenda, data walls, standards-based bulletin boards, sign-in sheets, word walls</p> <p>Monitoring by Math coach as well as school and district leadership team</p>	<p>May 2012, 2013, 2014</p>	<p>On-going</p> <p>weekly</p> <p>Quarterly</p>	<p>Principal</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 Decrease course failures by 20% per year over the three year grant period (For the 2009-2010 school year there were 280 failing grades across the curriculum.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Implement attendance incentives for teachers and students Implement the first nine weeks attendance campaign: Increase student engagement in all classes through staff professional development provided by the instructional facilitators and external providers	Meet or exceed the 20% reduction in course failure 20% Increase in student and teacher attendance for the first nine weeks on an annual basis	Continuous monitoring of course failures-progress reports, nine weeks, semester Complete failure analysis charts on each student & analyze results. Create action plan Parent phone calls, conferences and written notification to parents regarding tutoring opportunities Improved school climate as measured by survey	On-going Every first nine weeks 2011,2012,2013	on-going	Principal

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 To increase graduation rate from 81.9% to 96.0% over the three-year grant period.
Objective: Provide students with enhanced guidance, work with high risk students to set short and long term goals, monitor daily attendance and meet with parents regularly.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Employ a full time Social Worker Employ a Graduation Coach to develop College and Career Readiness Implement Saturday school, extended school days (such as early morning, after school) and summer school for credit recovery	Attendance will increase and tardies will decrease by 20% Graduation rate will increase by 10% each year of the three year grant period%	Attendance and tardy records; parent conference documentation Student transcripts, sign-in sheets	On-going On going	On-going On going	Principal

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

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

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

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	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	
May	Develop leadership teams principal and facilitators establish protocol for classroom visits. Investigate professional learning communities Contract with external providers Review data and plan professional development for next school year. Develop a teacher handbook including nonnegotiable policies and procedures Conduct bi-weekly focused classroom visits with teacher feedback Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources Administer post-test for target test, analyze data and use for planning of curriculum and instruction for the next year.
June	Begin advertizing for social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators Attend Leadership Academy

2011-12 School Year

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

2011-12 School Year	
July	<p>Conduct professional development workshops for curriculum mapping, assessment, and lesson planning</p> <p>Employ full time social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators</p> <p>Continue Leadership Academy</p> <p>Contract with external providers for Back to School Workshops</p> <p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Align common core standards K-2 in Curriculum Academy (mapping)</p>
August	<p>Implement the teacher/student attendance incentive plan</p> <p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Implement professional learning community</p> <p>Develop programs to involve parents</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Review school improvement grant implementation plan with faculty and at public meetings.</p> <p>Implement procedures in teacher handbook</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.</p> <p>Encourage teachers to pursue National Boards Certification or obtain additional higher course work</p> <p>Bi-weekly focused classroom visits</p> <p>Monitor lesson plans for SLEs, objectives, instructional strategies, assessments, resources</p> <p>Administer target pre-test, analyze the data, and share with teachers.</p>
September	<p>Increase student engagement in all classes through professional development provided by the IF and</p>

	<p>external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visits with teacher feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources</p> <p>study target pre-tests and use to monitor and adjust instructional planning</p> <p>Model best practices in the classroom</p> <p>Meet with high risk students to plan coping strategies</p>
October	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visits with teacher feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources</p> <p>Model best practices in the classroom</p> <p>Invite and involve parents in decision-making committee</p> <p>Administer target test one analyze data and use to adjust instruction</p>
November	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the</p>

	<p>PLC. Publish monthly parent and community electronic news letter Assess grant progress and target next steps Conduct bi-weekly focused classroom visits with teacher feedback Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources Model best practices</p>
December	<p>Increase student engagement in all classes through professional development provided by the IF and external providers Provide structured time for leadership team to work together with school community to support the PLC. Publish monthly parent and community electronic news letter Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations Assess grant progress and target next steps Conduct bi-weekly focused classroom visits with teacher feedback Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources Assess grant progress and target Model best practice in classrooms</p>
January	<p>Increase student engagement in all classes through professional development provided by the IF and external providers Provide structured time for leadership team to work together with school community to support the PLC. Publish monthly parent and community electronic news letter Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations Assess grant progress and target next steps</p>

	<p>Investigate a behavior program for high school students. Plan “boot camps” for end of course assessments and augmented benchmark tests. Conduct bi-weekly focused classroom visits with teacher feedback Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources Model best practices in classrooms Administer Target test two, analyze data, and use to adjust instruction</p>
February	<p>Increase student engagement in all classes through professional development provided by the IF and external providers Provide structured time for leadership team to work together with school community to support the PLC. Publish monthly parent and community electronic news letter Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations Assess grant progress and target next steps Plan “boot camps” for end of course assessments and augmented benchmark tests. Conduct bi-weekly focused classroom visits with teacher feedback Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources Model best practices in the classroom</p>
March	<p>Increase student engagement in all classes through professional development provided by the IF and external providers Provide structured time for leadership team to work together with school community to support the PLC. Publish monthly parent and community electronic news letter Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations Assess grant progress and target next steps</p>

	<p>Review the master schedule and plan for optimum time for collaboration</p> <p>Create lesson plans for “boot camps” for end of course assessments and augmented benchmark tests.</p> <p>Conduct bi-weekly focused classroom visits with teacher feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources</p> <p>Model best practices in classrooms</p> <p>Administer target test three, analyze the data and use to adjust instruction</p>
April	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Review professional development for the year and determine needs and next steps for the coming year</p> <p>Determine staff assignments</p> <p>Order necessary materials for implementation for the next year</p> <p>Hold “boot camp” workshops for end of course assessments and augmented benchmark tests</p> <p>Conduct bi-weekly focused classroom visits with teacher feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional strategies, technology integration, assessments, resources</p> <p>Model best practice in the classrooms</p>
May	<p>Develop leadership teams principal and facilitators establish protocol for classroom visits.</p> <p>Investigate professional learning communities</p> <p>Contract with external providers</p> <p>Review data and plan professional development for next school year.</p> <p>Develop a teacher handbook including nonnegotiable policies and procedures</p> <p>Administer post-test for target test, analyze data and use results for planning of curriculum and instruction for the next year</p>

June	Begin advertizing for social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators Attend Leadership Academy
July	Conduct professional development workshops for curriculum mapping, assessment, and lesson planning Employ full time social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators Continue Leadership Academy Contract with external providers for Back to School Workshops Align common core standards K-2

2012-13 School Year

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

2012-13 School Year	
July	
August	<p>Implement the teacher/student attendance incentive plan</p> <p>Increase student engagement in all classes through professional development provided by the Instructional Facilitators and external providers (e.g. differentiated instruction, lesson planning, 21st Century content, context and skills, technology integration, Common Core, Writing Process, Assessment)</p> <p>B-weekly focused classroom visits with feedback.</p> <p>Implement professional learning community</p> <p>Develop programs to involve parents</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Review school improvement grant implementation plan with faculty and at public meetings.</p> <p>Implement procedures in teacher handbook</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.</p> <p>Encourage teachers to pursue National Boards Certification or obtain additional higher course work.</p> <p>Lesson plan monitoring for SLEs, objectives, instructional practices, assessment, and resourcess</p>
September	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Examine target pre-test and graph scores</p>

	<p>Share results of target tests with principals who will provide feedback to teachers supported by leadership team and CAP for Success.</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p> <p>Meet with high risk students to help with goal setting.</p> <p>Meet with parents of high risk students to plan coping strategies</p>
October	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p> <p>Monitor increase in parent involvement.</p> <p>Invite and involve parents in decision-making committee</p>
November	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p>

	<p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
December	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
January	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Investigate a behavior program for high school students.</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
February	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p>

	<p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
March	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Review the master schedule and plan for optimum time for collaboration</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
April	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p>

	<p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Review professional development for the year and determine needs and next steps for the coming year</p> <p>Determine staff assignments</p> <p>Order necessary materials for implementation for the next year</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
May	<p>Develop leadership teams principal and facilitators establish protocol for classroom visits.</p> <p>Investigate professional learning communities</p> <p>Contract with external providers</p> <p>Review data and plan professional development for next school year.</p> <p>Develop a teacher handbook including nonnegotiable policies and procedures</p> <p>Administer post-test for target test, analyze data and use for planning of curriculum and instruction for the next year.</p>
June	<p>Begin advertizing for social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators</p> <p>Attend Leadership Academy</p>
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.

2013-14 School Year	
July	<p>Conduct professional development workshops for curriculum mapping, assessment, and lesson planning</p> <p>Employ full time social worker, graduation coach, parent liaison, math, literacy and science instructional facilitators</p> <p>Continue Leadership Academy</p> <p>Contract with external providers for Back to School Workshops</p> <p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Align common core standards</p>
August	<p>Implement the teacher/student attendance incentive plan</p> <p>Increase student engagement in all classes through professional development provided by the Instructional Facilitators and external providers (e.g. differentiated instruction, lesson planning, 21st Century content, context and skills, technology integration, Common Core, Writing Process, Assessment)</p> <p>B-weekly focused classroom visits with feedback.</p> <p>Implement professional learning community</p> <p>Develop programs to involve parents</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Review school improvement grant implementation plan with faculty and at public meetings.</p> <p>Implement procedures in teacher handbook</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations.</p> <p>Encourage teachers to pursue National Boards Certification or obtain additional higher course work.</p>

	Lesson plan monitoring for SLEs, objectives, instructional practices, assessment, and resources
September	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Examine target pre-test and graph scores</p> <p>Share results of target tests with principals who will provide feedback to teachers supported by leadership team and CAP for Success.</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers</p> <p>Meet with high risk students to help with goal setting.</p> <p>Meet with parents of high risk students to plan coping strategies</p>
October	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p>

	<p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p> <p>Monitor increase in parent involvement.</p> <p>Invite and involve parents in decision-making committee</p>
November	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
December	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p> <p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and</p>

	<p>external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
January	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Investigate a behavior program for high school students.</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
February	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Investigate a behavior program for high school students.</p>

	<p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p> <p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external providers)</p>
March	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Investigate a behavior program for high school students.</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p> <p>Model best practices in the classroom (instructional facilitators, curriculum coordinator, external</p>

	providers I
April	<p>Increase student engagement in all classes through professional development provided by the IF and external providers</p> <p>Provide structured time for leadership team to work together with school community to support the PLC.</p> <p>Publish monthly parent and community electronic news letter</p> <p>Conduct weekly Leadership team meetings ongoing all year. Each Leadership Meeting will have a focus on data and what is going on in the classroom that is the result of CWT and Focus Walks</p> <p>Conduct classroom visits in teams(i.e., principal, instructional facilitator, curriculum coordinator and external providers) and debrief observations</p> <p>Assess grant progress and target next steps</p> <p>Review professional development for the year and determine needs and next steps for the coming year</p> <p>Determine staff assignments</p> <p>Order necessary materials for implementation for the next year</p> <p>Conduct bi-weekly focused classroom visit with feedback</p> <p>Monitor lesson plans for SLEs, objectives, instructional practices, assessment and resources</p>
May	<p>Develop leadership teams principal and facilitators establish protocol for classroom visits.</p> <p>Investigate professional learning communities</p> <p>Contract with external providers</p> <p>Review data and plan professional development for next school year.</p> <p>Develop a teacher handbook including nonnegotiable policies and procedures</p> <p>Administer post-test for target test, analyze data and use for planning of curriculum and instruction for the next year.</p> <p>Review, evaluate and complete steps to close out the grant</p> <p>Report to the public</p>
June	
July	

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
3/30/2011	Community & School Involvement	Charles Graham Dwayne Perry Jewel Grant Bettye Dillard Floyd Gray Julia Ware Charles Hargraves	Community Members
		Walter Donald Andy Brannon Charles Branch	Board Members
		Pam Stephenson Amanda Bittle Carol Harper Patti Smith Terry Murry Lottie Bunn	School Staff
		Karen Eoff Marilyn Johnson La Donna Spain Cindy Hogue Bobby Lester	State/Coop
4/7/2011	Transportation	Pam Stephenson	Federal Programs
		Amanda Bittle	Elem. Counselor
		Charles Graham	Community Member
		Robert Henry	Transportation Director
3/18/2011	High School Leadership Team	Pam Stephenson	Federal Programs
		Terry Murry	High School Principal
		Charles Graham	Community Member
3/28/2011	District Leadership Team	Pam Stephenson	Federal Programs
		Alton Newton	Superintendent

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

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

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

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

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Dermott/Dermott High School

Tier I

Total 3-Year Budget \$1,265,900.00

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 time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

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

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

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

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

<input type="checkbox"/> Recruit, place and retain staff				
<input checked="" type="checkbox"/> Select new staff		250,000.00	250,000.00	250,000.00
<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		60,000.00	60,000.00	60,000.00
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		300,000.00	300,000.00	300,000.00
<input type="checkbox"/> Implementing data collection and analysis structures				
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		635,900.00	635,900.00	635,900.00
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Attendance Incentives for Students and Staff		20,000.00	20,000.00	20,000.00
Total		1,265,900.00	1,265,900.00	1,265,900.00

Tier III:

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

Activity	Explanation	Amount
Total		

Budget Narrative:

Requirements

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

New Staff - \$250,000.00:

This amount includes salaries and benefits to hire the following new staff members:

Graduation Coach
Math Instructional Facilitator
Literacy Instructional Facilitator
Science Instructional Facilitator
Parent Liason
Social Worker

Create Partnerships - \$60,000.00:

This amount will be used to purchase the services of external providers such as CAPS for Success.

Professional Development - \$300,000.00:

This amount will be used to pay teacher stipends for Apex Learning Training, Summer Curriculum Alignment and Mapping. It will also be used to pay for external providers to conduct trainings on an as needed basis. Funds will also be used to send the Leadership team to the Arkansas Leadership Academy.

Student Supports - \$635,900.00:

This amount will be used to support the following activities:

- After School remediation and credit recovery

- Summer School remediation and credit recovery

- Literacy Materials and Supplies

- Math Materials and Supplies

- Science Materials and Supplies

- College and Career Readiness Supplies

- Parental Support Materials and Supplies

- Social Worker Materials and Supplies to support attendance, behavior, academic, and parental improvement

- Apex Learning Software and Support to be used for remediation and credit recovery

- 8 Mobile Laptop Labs to be used for remediation and credit recovery due to lack of computer resources to support such a large group of students at one time.

- 1 Classroom set of iPads to pilot the integration of technology with instructional use

Attendance Incentives for Students and Teachers - \$20,000:

This money will be used to implement the 1st Nine Weeks Attendance Campaign and if successful continue for 2nd through 4th Nine Weeks.

D. ASSURANCES

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

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

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

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

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

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

Superintendent's Signature

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:

LEA #:

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

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

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

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