ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dollarway	
Mailing Address (Street, P.O. Box, City/Zip) 4900 Dollarway Road	Starting Date August 1, 2011
Name, title and phone number of authorized contact person: Dornetta Hobbs, Director Special Programs, 870-534-7003	Ending Date June 30, 2012
Amount of funds requested: 1,809,007.45	Number of schools to be served: 01

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 07/29/10 (See ATTACHMENT A) (Date).

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

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

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

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2010 school improvement funds in proportion to the funds received in FY 2010 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The

SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

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

FY 2010 SUBMISSION INFORMATION

Electronic Submission:
The ADE will only accept an LEA's 2010 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2010 application to the following address:
cindy.hogue@arkansas.gov

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

Application Deadline:

Applications are due on or before April 8, 2011

For Further Information:

If you have any questions, please contact Cindy Hogue at (501) 682-5615 or by email at cindy.hogue@arkansas.gov .

SECTION A, Part 2: Schools to be Served

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

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Dollarway High	0505 4100 0253	9-12	☒	☐	☐	☐	☐	☐	☒
Robert F. Morehead Middle	0505 4100 0525	6-8	☒	☐	☐	☐	☐	☐	☒
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐
			☐	☐	☐	☐	☐	☐	☐

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Dollarway High School LEA #: 3502010

Context
1. Grade levels (e.g., 9-12): 9-12 2. Total Enrollment: 464

3. % Free/Reduced Lunch: 94 4. % Special Education Students: 13

5. % English Language Learners: 0

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

1.N/A
2.N/A
3.N/A

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

The Dollarway area is located in the northwest part of Pine Bluff, Arkansas in Jefferson County. The enrollment area is somewhat limited in that the area is nestled in a city of of less than 50,000 people. There are three other public school districts, more than four private schools and a proposed charter school within the city limits.

The immediate area surrounding the high school is adjacent to one of the areas most busiest highways. However, there are very few thriving businesses within the Dollarway area. There is one grocery store, two liquor stores, three service stations/convenience stores, a dollar store, a cleaners, a drug store and a few other family owned businesses.

There are few homeowners, most of the housing in the Dollarway attendance area is rental property, public housing apartments, or old motels that are now being lived in for extended periods of time. The Pine Bluff Housing Authority operates a subsidized

housing project within the district's attendance zone.
Entertainment for young adults and families does not exist in the enrollment area. There is at least two bar like establishments in the area. The district also comprises of the City of Altheimer which also has very limited resources.

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

School	Grade Span		School	Grade Span
Robert F. Morehead Middle School	6-8			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Licensed in EITE, and Secondary Principal 7-12. Masters in Educational Leadership, EITE Teacher and Asst. Prin. (See Attachment B	01	0	02
Asst. Principal	Licensed in PE/Health and Asst. Principal 7-12. Masters in PE, worked as PE Teacher and Coach (See Attachment C)	03	03	34

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

The administrators in the Dollarway School District are evaluated annually by the Superintendent. Evaluations are based on a combination of scheduled and informal observations. During the scheduled meetings the superintendent uses a rating form with descriptors. Each competency is discussed and the Superintendent rates the administrators. The findings are transferred to a Professional Growth Plan which allows administrators to receive job embedded professional development and tracking of progress and training.

The administrator at Dollarway High school is also observed and mentored by a JBHM Consultant in the areas of leadership, utilization of best practices and content building in all areas with an emphasis on literacy and math. The consultant's suggestions are used in the development of the professional growth plan.

The evaluation is completed in accordance with District Policy #3.2 and A.C.A 6-17-1504 , (See ATTACHMENT D). Dollarway is scheduled to particiape in the new evaluation system proposed by the Arkansas Department of Education.

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

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

Classroom walkthroughs and communication is done daily by the building principal

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

Within the past five years the Dollarway High School faculty and staff have engaged in numerous reform and improvement efforts:

•Teachers participated in relevant professional development
•Teachers incorporated writing prompts that were in the context of their curriculum to provide practice for 11th Grade Literacy and EOC examinations
• Increased the rigor in the curriculum by offering Pre-AP courses and Advanced Placement, and or distance learning classes that offer college credit
•Contracted with The Learning Institute (TLI) of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess students improvement in literacy and math
•Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who were not meeting academic benchmarks
•Hired a Literacy and Math Coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement
•Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, five highly qualified teachers and five highly qualified parapros works with the targeted students
•Implemented the Plato Lab for credit recovery, 45-Day class, and JEDI lab for remediation
•Teachers participated in professional development on using CRT test data and interim assessment data to improvement instruction and student learning
•Curriculum Maps were developed using a mapping tool from Collaborative Learning, Inc., the maps were developed for all content areas; those already in place were updated to be aligned with state frameworks
•Purchased computers and software for a Word processing Lab in 2009
•Trained with MAX Teaching 2008-2009
•Organized a PTO in 2010 and increased student clubs and activities in 2009
•Hired a school Human Services Worker in 2006

For school years 2009-2010 and 2010-2011 Dollarway High contracted with JBHM to assist with raising student scores and meeting AYP targets. JBHM provided an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies, designed to effectively improve student motivation and academic achievement. Through their assistance, in those years, we were able to have some growth in math and significant growth on the 11th Grade Literacy Assessment.

We also implemented a structured after-school program . Funding was received from the federally funded 21st Century Community Learning Centers (21st CCLC) grant with academic enrichment as the primary focus. The 21st CCLC program supported other improvement efforts aligned with meeting the AYP targets, by providing small group tutoring, aimed at building student reading and mathematical skills after school.

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	34	13	20	6	12
Mathematics	12	6	13	5	10
Science	11	13	4	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
EOC Geometry	21	9	23	10	15

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 (Source 2010 AYP Report)

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	60	50	N/A	34	13	19	N/A	N/A	N/A	N/A	N/A	N/A	33	11	N/A
Mathematics	27	11	N/A	20	12	13	N/A	N/A	N/A	N/A	N/A	N/A	42	46	N/A
Science	N/A	N/A	N/A	N/A	N/A	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52	N/A
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
Math-Geometry	N/A	N/A	N/A	N/A	8.1	19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34%	22%	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	18%	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11%	N/A	N/A
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 Geometry	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21%	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22%	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	6%	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	11%	N/A	N/A
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 Geometry	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9%	N/A	N/A

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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	20%	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	12%	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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 Geometry	N/A	N/A	N/A	N/A	N/A	N/A	N/A	22%	N/A	N/A

4. Average daily attendance percentage for the 2009-10 school year: 93%

5. Mobility rate for the 2009-10 school year: 23%

6. Graduation rate for all students for the 2009-10 school year: 65.4%_

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

	All Students
2010	65.4 %
2009	71.9 %
2008	74.1 %

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?
The three year trend data from the state mandated assessments indicates that the following groups of students are experiencing the lowest academic achievemnet: Students with Disabilities, Economically Disadvantaged, African Americans, and Caucasians.

2. Which subpopulation of students are experiencing the lowest graduation rates?
Data indicates that African American male students and economically disadvantaged male and female students are experiencing the lowest graduation rates.

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

The EOC three year trend data indicates the following are the subjects that students at Dollarway High School are experiencing the lowest achievement:

Literacy: The lowest identified areas for all of the following supgroups, combined population, African Americans, Caucasian and Economically Disadvantaged was the Content Passage on the Open Response items.

Math: The lowest identified areas for all of the following supgroups, combined population, African Americans, Caucasian and Economically Disadvantaged were Triangles, Measurement, and Relationships between Dimensions on the Open Response prompts.

Biology: The lowest identified areas for all of the following supgroups, Combined Population, African Americans, Caucasian and Economically Disadvantaged were all areas on the EOC Biology assessment.

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

When selecting an external provider or any partner to work with us, we have to keep in mind the entire demographical picture of our students and patrons. The Dollarway School District is comprised of a student population that consists of 96% of African-American students and 4% of Caucasian students. The total percent of students identified as free/reduced lunch members is 94.

An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, underemployment, drugs, gangs, violence, and a gamut of health related disparities. Because of these existing social conditions, many of our students are forced to subsist in single parent homes, blended family homes, and even foster homes. Our students are endeavoring to thrive in atmospheres that lend very little to high expectations. This is largely due to the fact that the educational background of the parents of this district is very limited. A model was needed that confronts the culture of low expectations - one that will help build our capacity as instructional leaders and teachers to deliver effective and rigorous instruction to every student at Dollarway High School.

We work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on reestablishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals in hiring personnel and contracting with partners, seeking those that are experienced and motivated to work with high percentages of African Americans, special needs and economically

disadvantaged students. The district and the Dollarway High School staff have strong administrative commitments to promote accessibility to all students, staff and the community.

SetPoint is a collaboration of two nationally recognized education organizations. JBHM Education Group, a team of noted specialists in changing low-performing schools, and Renaissance Learning, the world's leading provider of computer-based assessment technology for pre-K-12 schools. The resulting consortium offers a research-based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnover to charters or outside management organizations - a model that works in part because it maximizes buy-in from all stakeholders. SetPoint is built on decades of experience in thousands of schools around the country and a belief that turning around chronically lowperforming schools requires systemic change that touches all systems and personnel involved in the process, from the boardroom to the classroom. It pairs proven classroom technology with intensive coaching in best practices.

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

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

Many students from the Pine Bluff, Arkansas community have an additional challenge to overcome and are struggling to learn by traditional methodology. With a poverty rate among students of more than 90%, as indicated by free and reduced lunch eligibility, Dollarway School District is one of poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. According to research poverty directly relates to the students' ability to learn.

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.

Despite efforts Dollarway High School is identified as a Tier II school for failing to meet Adequate Yearly Progress (AYP). The following First Steps were taken by the high school staff and reflect the recommendations of the scholastic audit.

1. Development and use of a certified personnel evaluation instrument: The campus had been using the JBHM Essential Practices Survey (ATTACHMENT E)for evaluation. The campus is now using the Essential Practices Survey in conjunction with an instrument that reflects ADE teacher competency requirements. Professional

Growth Plans are tied to the certified evaluation instrument and include differentiated, job embedded professional development based on professional needs.

2. A fully functional school leadership team: In order to build leadership capacity for school improvement, the high school has requested designated, stipend department heads be named and included on the leadership team to work in conjunction with them to incorporate elements of a more rigorous curriculum, to help assure usage of high impact instruction strategies, and to refine the aligned curriculum and formative assessments.

3. Monitor the effectiveness of the action components of the Arkansas Comprehensive School Improvement Plan (ACSIP): The effectiveness of ACSIP components are observed during classroom-walkthroughs and discussed during content area meetings with teachers and their coaches. The nine teaching strategies from Classroom Instruction That Works (Marzano) are being used to build greater capacity for instructional strategies among these teachers.

4. Complete and update curriculum maps: All content areas were reviewed. Incomplete maps were completed and revisions were made to maps that did not reflect current ADE Frameworks. All curriculum documents are reviewed yearly for needed changes such as the updating of the frameworks or the change in a textbook. Curriculum planning meetings among teachers of different campuses are planned to assure alignment. New teachers are trained to implement their curriculum.

5. Student truancies and absenteeism are problematic and pose safety and security risks: A duty schedule is now used to monitor the campus before and after school and at noon. These areas are in the hall, on the grounds and in the cafeteria. This will assure that the students are moving efficiently about the campus. Teachers stand at their doors during class changes. The dress code/policy was reinstated. This makes both visitors and unauthorized persons readily visible on campus, and makes our students identifiable during school curfew hours. A resource officer and the Head of Security is responsible for having campus gates locked during school hours.

At the end of the 2008-2009 school year, the campus took a planning day to review the audit. The faculty led by the leadership team worked in groups to develop a list of needed improvements based on recommendations from assigned sections of the audit report. These lists were reported back to the entire staff. and, three areas were selected for focus for the 2009-2010 and 2010-2011 school year: Standard Four - School Culture, Standard Six - Professional Growth, Development and Evaluation, and Standard Seven - Leadership. These areas were included in the ACSIP plan.

STANDARD FOUR: SCHOOL CULTURE:
School leadership is proving on-going, job-embedded professional development to assist teachers in understanding their professional role and responsibility for student success of failure.

1. School leadership has increased the visibility of teachers, administrators, and available support staff during transition between classes and during lunch to assist in reducing the likelihood of tardiness and truancies and to provide additional safety/security for all students.

2. School leadership is researching different models of advisor/mentoring programs and will establish an advisor/advisee program to develop relationships with students so that students have an adult advocate at the school. All faculty and staff are receiving professional development training prior to implementation of a program to assist in understanding their role as advisors, setting goals, for the advisory program, planning for student success, and identifying topics, lessons, and scheduling priorities.

3. School leadership and the special education coordinator continue to provide on-going, job embedded professional development to assist the school in its efforts to provide instructional support for students with disabilities receiving instruction in general education classrooms.

4. A plan is being developed to provide additional content area training needed to assist all special education teachers in increasing content knowledge in the content area/areas assigned.

5. Classroom walk-throughs are used to observe the models used and the levels of implementation. (2009 - Present)

STANDARD SIX: PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION:

1. A professional learning community is being established as a means of data-driven change and on-going improvement.

2. School leadership is providing training to all staff on data analysis of The Learning Institute data, End-of Course data, and classroom assessment data to extend beyond the identification of specific weaknesses on related student learning expectations.

3. Teachers are determining links to curriculum, instructional practices, language of questions, level of questioning, and question distracters.

4. School leadership is accountable for reviewing and implementing the evaluation policy and procedures for all personnel. The school is implementing a policy regarding Individual Professional Growth Plan goals.

5. Student achievement data and classroom walkthrough data was collected throughout the 2009-2010 school year to measure progress toward achieving Individual

Professional Growth Plan goals. (2010 - 2011)

STANDARD SEVEN: LEADERSHIP:

1. Teacher expectations of students both in the classroom and on campus have been elevated.

2. Elevated expectations from the principal now includes clear communication of the tasks to be performed, emphasis on the importance and urgency of the tasks, insistence that the tasks be completed, and monitoring of tasks with meaningful feedback to teachers.

3. The principal is building leadership capacity in the school and sharing the responsibility of instructional leadership.

4. A viable building leadership team has been established consisting of assistant principals, instructional coaches, department chairpersons, and others who have demonstrated leadership skills or who have a specific talent needed on the leadership team. The team should meet regularly with clearly established agendas, recorded minutes, and reports to the staff on decisions reached.

5. The principal did address the issues of student absenteeism and discipline and their impact on student achievement by revising these areas of the DHS Handbook. This handbook was reviewed and adopted by the Dollarway School Board. (2010-2011). It is reviewed, revised as needed and sent to the school board yearly for adoption.

Administration, faculty, staff and parent representatives met to review the data, recommendations and field solutions. Please see some of the agendas, minutes and sign-in sheets.

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

The LEA will support the school leadership in recommending policies for the board to create in reference to needed procedures and practices.

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

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

The school will work closely with all site based leadership teams to ensure every staff member clearly understands his/her role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas identified in the consultants' work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure that high student academic success is achieved. All teachers will teach reading, writing and math and will plan for the needs of individual students. Incentives will be offered to improve staff and stduent attendance.

The Dollarway High School stafl will work to improve parental involvement in the decision making process. The staff will also work to assure that communication with parents and patrons is open and on a continous basis.

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).

Dollarway High School also used data compiled from the Standards Assessment Inventory perpetual survey to determine areas of greatest need. A snapshot of the results are as follows:

LEARNING COMUNITIES
Q. The teachers in my school meet as a whole to discuss ways to improve teaching and learning
R. 12% Seldom, 23% Sometimes, 35% Frequently, and 31% Always

Q. We observe each other's classroom instruction as one way to improve teaching
R. 12% Never, 31% Seldom, 27% Sometimes, 19% Frequently, and 12% Always

Q. Teachers examine student work with each other
R. 4% Seldom, 23% Sometimes, 23% Frequently, and 27% Always

LEADERSHIP
Q. Our principal believes teacher learning is essential for achieving our school goals
R. 0% Never, 0% Seldom, 8% Sometimes, 27% Frequently, and 65% Always
All the results in this category were above 80% positive.

RESOURCES
Q. Teachers at our school have opportunities to learn technology to enhance instruction
R. 8% Never, 4% Seldom, 27% Sometimes, 38% Frequently, and 23% Always

Q. Our In our school we find creative ways to expand human resources
R. 0% Never, 15% Seldom, 19% Sometimes, 42% Frequently, and 35% Always

DATA-DRIVEN
Q. Teachers at our school learn how to use data to assess student learning needs
R. 0% Never, 8% Seldom, 19% Sometimes, 27% Frequently, and 65% Always

Q. Teachers analyze classroom data with each other to improve student learning
R. 0% Never, 12% Seldom, 38% Sometimes, 31% Frequently, and 19% Always

EVALUATION
Q. We set aside time to discuss what we have learned from our professional development
R. 4% Never, 27% Seldom, 31% Sometimes, 27% Frequently, and 12% Always

Focused was given to the indicators that had less than 80% stakeholder positive comment (See ATTACHMENT E)

The Learning Institute (TLI) provides interim assessments in mathematics, literacy and science. The assessments are modeled closely after the appropriate state assessments that the students will take at the end of the school-year. The interim assessments aid in deterining the strengths and weaknesses in curriculum and instruction. TLI provides immediate feedback through a variety of reporting services on the TLI Web Portal so that teachers and administrators can check progress of each individual student on a daily basis. (See ATTACHMENT F)

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

With the varied data sources used by our staff, we have some difficulty merging all the information and using technological devices to help drive instruction, this is the point of which SetPoint will provide us with guidance for successful implementation and change.

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?Dollarway High contracted with JBHM to assist with raising student scores and meeting AYP targets . JBHM provided an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies. the process was designed to improve student motivation and academic achievement. Through their assistance, in those years, we were able to have marginal growth in math and a more significant growth on the 11th Grade Literacy Assessment.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.Through verbal and written communication all stakeholders including school board members, faculty, staff, parents, students, community leaders and district administrators support Dollarway High School's effort to implement the Transformation Model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Dollarway High School has had the services of JBHM consultants and the district administrators have been supportive.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, the LEA has support ted the services at all schools in the district to address school improvement initiatives. The district has contracted with Academic School Turnaround and JBHM to provide some principal mentoring and teacher coaching. Data reflects improvement in test scores but there is still need for improvement, the schools have still not met AYP.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. The district is currently in the process of revising its organizational chart.
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 LEA recruits highly qualified staff by partcipating in state and university sponsored job fairs. We also partner with the local university in the placement of student teachers. The district will offer opportinities for Dollarway High School's staff to participate in job embedded professional development for the full implementation of the Transformation Model.
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. Dollarway School District has a

history of good stewardship in the use of state and federal funds in the acquisition and implementation of programs and initiatives to support school improvement at all school sites. All funds are allocated in accordance will all applicable statutes, regulations and applications. Interventions are monitored and evaluated to ensure that projected student achievement goals may be satisfied. Title I, Title IIA and NSLA funds will be allocated to implement/support the selected intervention model when applicable. School sites will include the intervention model within the ACSIP to include implementation actions, criteria, evaluation and funding. The selected intervention model will have priority funding in order to allow support necessary for total implementation of each entity necessary to provide the full impact of the intervention for maximum academic growth. Each entity of the intervention model will be monitored and evaluated for needed modifications in order to sustain optimal achievement opportunities for all students.

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.In our distrcit we have over 1500 students and 5 schools. The high school and middle school are in whole school and target ed improvement status. We have a very limited staff (3) to assist wih adminstrative issues including instructional leadership on a daily basis.

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability.
The consultation will include but will not be limited to the following:

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

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

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

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the

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

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

The Teacher Fair Dismissal Act would prevent the non-renewal or dismissal of theprincipal at this point in time. State Statutes and dollars strongly support the Transformation of any schools that are consistently low performing. There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction, this time can be used. Much of the work with SetPoint consultants and teachers does include actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners etc.

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

There are no District policies that create barriers to the transformation model or limit its implementation. All district resources are aligned to support, improvement in teaching and learning. This is evidenced by contracting with SETPOINT to work with district principals, teachers and students in an effort to improve student academic outcomes.

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

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.

Turnaround

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

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

State statues and policies support Turnaround and provides few barriers to its implementation. However there will be limitations for us when it comes to replacing 50 percent of our teaching staff, the number of Highly Qualified Teacher applicants is usually low in our area of southeast Arkansas.

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

There are no district policies which would create barriers to the Turnaround Model or limit its implementation. All district and community stakeholders' input indicates that we would be limited in the full implementation because of the constrants to recruit and retain Highly Qualified Teachers (HGT) in our area. The recruiting and retaining of staff in the identified shortage areas such as math, English and science would unquestionably be an issue for us. We pondered the question, "Is it logical that 50% of the teachers are ineffective and cannot be retrained?" "Why not 40%, 30% or even 20%?"

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

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School

Restart

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

Charter Schools

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

Since State statues and policies make provisions for Charter Schools we conclude that there is support on the state level for this model. Funding and technical assistance is provided and the state has made resources available should a school or district decide to implement this model.

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

District policies may support the formation of charter schools but there seems to be very little community support for this model. Recently, the KIPP programs initiated an effort to open an open charter school here and it was reported in the local media that they did not because of the lack of community support. However, there is one charter school scheduled to open August 2011, serving the K-2 population. The school is to add a grade level each year. In the future this could be a viable option for Dollarway High School.

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

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set

forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.

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:

Since State statues and policies make provisions for EMOs,we conclude that there is support on the state level for this model. Funding and technical assistance is available. EMOs and CMOs exist in the state. In 2006 the State contracted with America's Choice to provide these services to Arkansas Schools, this is evidence of support.

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:

While district policies may support contracting with EMOs, it is our belief that any limitations or barriers would come from our community stakeholders. Similar discussions have not fared well with our community.

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

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.

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:

Since State statues and policies make provisions for closure, we conclude that there is support on the state level for this model. However, there are limitations due to availability of viable options, especially since there are no other schools in the district for the affected grade span.

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

We believe there are certainly limitations and barriers to the limitation of this model. Dollarway is a small district with only one high school. There is no other high schools in opur district, therefore closure is not an option.

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

There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract , he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.

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

There are no other schools with this grade span in our district.

Step 2: Develop Profiles of Available Partners

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

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
SetPoint	N	Y	Consulting, job embedded professional development, leadership in school improvement	JBHM has had a strong proven success record in the district with the work they have done with the district so far. Gains were made in student achievement and it is expected gains will continue.
Arkansas River Education Service Coopertaive (ARESC)	N	Y	Professional Development and Techinical Assistance	The local Cooperative has a long standing history of providing the district with support, professional development and network opportunities with other local school districts.
District Staff	N	Y	Support, curriculum mapping, ACSIP funding	Certified by ADE Licensure
University of AR at Pine Bluff (UAPB)	N	Y	Professional Development	Accrediated four year university and buisnesses that serve the needs of at risk students

Fordyce Counseling, Pine Bluff Police department, Juvenile Justice Center, Nehemiah's Place	N	Y	Donations for students and teacher incentives and mentoring	Certified law enforcement and counselors

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)
SETPOINT	N	Y	Consulting, job embedded professional development, leadership in school improvement	JBHM has had a strong proven success record in the district with the work they have done with the district so far. Gains were made in student achievement and it is expected gains will continue.

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

☐ Experience authorizing charter schools			✓	
☐ Capacity to conduct rigorous charter/EMO selection process			✓	
☐ Capacity to exercise strong accountability for performance			✓	
Community Capacity				
☐ Strong community commitments to school	✓	✓	✓	
☐ Supply of external partners/providers			✓	
☐ Other higher performing schools in district				✓

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

   Best Fit Ranking of Intervention Models

   A. Best Fit: __Transformation_____

   B. Second Best Fit: _Turnaround_____

   C. Third Best Fit: _Restart_____

   D. Fourth Best Fit: ___Closure_____

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

The Transformation Model

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

The current principal is new to the position. He has previous assistant principal experience at a successful high school in Arkansas and worked at our Middle School last year with success. SetPoint, our chosen external provider will provide the principal with the necessary tools for success. SetPoint will provide job embedded professional development to build capacity for highly effective instructional leadership, classroom instruction, student monitoring and achievement.

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

We will work to grown our staff professionally by identifying practices that are ineffective and replacing them with proven practices. The teachers who are resistant to change will be given opportunities and support to meet expectations, and if resistance continues they will be affored due process.

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

   The LEA recognizes its limitations in transforming Dollarway high School. The LEA pledges to support the External Provider as they evaluate policies and practices that are ineffective and recommend corrective action.

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

The focus of all decisions must be from the point of what is best for all Dollarway High School (DHS) students rather than what adults want. Decisions about budgeting, scheduling and staffing will be made from a collorative effort of school level administration and staff. Parents and students will become apart of the decision making process at DHS.

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 distict will support the principal, by providing the job embedded professional development necessary to support the transformation model requirements for building the capacity of the leader and faculty at Dollarway High School (DHS), to move to best practices in teaching and learning. The changes will be brought about by setting high expectations for everyone and frequent monitoring to assure fidelity of implementation. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the students of DHS.

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

The LEA will contiune to partner with the universities' Schools of Education and Teach America to develop a pipeline of effective teachers and leaders to work in turnaround schools. District administrators will conduct a recruiting campaign with the state as well as nationally to recruit highly qualified teachers.

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

The LEA would have discussions with parents, students and school leadership teams about the type of leader needed for the school. The LEA would seek an individual who has demonstarted the ablity to change that has resulted in improved teacher performance and student academic achievement; can provide leadership for a positive school culture; has the ability to communicate written and verbally with staff, students, district administrators and community partners; demonstrates a belief that all stduents can learn and excel; and models positive standards for self, staff and students.

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

The LEA will continue to provide resources and opportunities for high quality professional devlopment which is job embedded. Teachers appreciate the opportunity to have relevant job embedded professional development. The LEA actively seeks grants and other funding resources to supply teacher resources and needed technolgy/software.

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

The Principal and Selection Committee under the direction of the Superindent will conduct interviews and recommend the hiring of new staff. Positions that are available will be posted online and in newspaper print. The committee will conduct the interviews, rate the canduiates and choose the best fit applicant.

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

Currently our district does not have collective bargaining. The district follows the Arkansas Teacher Fair Dismissal Act (AR Code 6-17-1503).

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

The LEA will continue to provide resources and opportunities for high quality job embedded professional devlopment. The staff will be partnered with another teacher to assist with transition and assigned to a team of staff for on-site support. there is a literacy and math coach assigned to each school who will eupport the staff person in transition..

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

There maybe negative budgetary implications of mainatining surplus staff. Tthe Superintendent, his administrirtive staff and the School Board are currently working on the implementation of reduction-in-force.

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

   Within the district, the local university, and the local educational coorpertaive there is a cadre of capable leaders, currculum staff and school improvement specialists that would assist in the implemetation of the turnaround model.

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

Decisions-making policies and mechanisms are explored, evaluated and recommended by the school and district level leadership teams. The LEA will work to ensure that the school level team and administration have time and opportunites to plan/decide on budget needs, schdeluing and staffing for Dollarway High School.

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

    The district will support the principal and the school's leadership team in determining the changes in operational practices and policies needed to fully implement the turnaround model.

The Restart Model

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

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

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

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

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

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

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

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

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

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

School Closure Model

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

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

3. How will the students and their families be supported by the LEA through the re-enrollment process?

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	Arkansas Department of Education will continue monitoring and assistance with ACSIP and federal programs technical advice and serve in needed capacity.
Local Education Agency	District will provide assistance withf the chosen School Improvement External Provider. The district will provide support for grant management, contracts, budget and policy issues
Internal Partner (LEA staff)	Provide all necessary staff and resources to ensure the success of the external provider and the school. Participate in school leadership team meetings
Lead Partner	NONE
Support Partner	Full implementation of Renaissance Learning; data collection of student growth in reading and math; and professional development for all staff
Support Partner	External Provider for School Improvement (JBHM/SETPOINT ; Principal coachinand mentorship; teacher coaching; data analysis, etc.
Principal	Principal Arnold Robertson will provide leadership for the implementation of the School Improvement Grant, partcipate in mentoring/ coaching and Professional Development
School Staff	ACSIP planning; implementation of ACSIP Plan; curriculum alignment; job embedded professional development and collaboration
Parents and Community	Particpate in school activites and in the desicison making process; communicate with teachers, school

	administrators and students

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.

Description of SetPoint Services
Specialists will provide on-site, job-embedded consultation, for approximately 235 days per school during the 2012-12 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.

School Improvement Support
Specialist(s) will coach and mentor the instructional leaders through on-site, job-embedded consultation, in addition to liaison oversight and support and a license to use JBHM's School Performance Tools, during the 2010-11 school year, in the following activities:

• Support, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:
  o Ensuring the teachers' effective use and delivery of essential curriculum (state content standards, instructional interventions, and assessments)
  o Protecting instructional time (assembly programs, intercom policy, parent/teacher conferences, classroom time, school organizational time, school activity time)
  o Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning
  o Assessing student achievement daily, weekly, monthly, and yearly with state content standards and objectives
  o Promoting professional practice to ensure the instructional team members build their capacity for student success
• Monitor and evaluate the successful implementation of the Accountability Plan.
• Conduct focused faculty meetings and grade meetings when appropriate.
• Strengthen the instructional leadership at the school by
  o Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.
  o Advising and directing on needed procedural modifications discovered during the course of the consultation.
  o Observing classrooms and providing post observation conferencing with teachers and administrators.

o Coaching and mentoring building administrators in classroom observation and conferencing.

• Monitor and evaluate the successful implementation of school's plans to include the following:

o Implementation of the district discipline plan.
o Implementation of staff performance expectations.
o Documenting the due process requirements under state law.
o Development of teacher and staff professional improvement plans.
o Planning professional development activities.
o Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.

• Provide specialized support, as needed, upon agreement and approval of the Superintendent or designee and the JBHM project manager (to include, but not limited to, special education and/or content area teacher specialists)
• Provide weekly work reports to the Superintendent and reports to the School Board as requested.

Special Education Support

Specialist(s) will coach and mentor district staff in the following activities, through on-site consultation during the 2011-12 school year:

• Provide consultative services for district staff to ensure proper implementation of legislative requirements of the No Child Left Behind Act of 2001 as the law applies to students with disabilities and the Individuals with Disabilities Education Act of 2004
• Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff
• Facilitate the development and use of standard-based IEPs
• Review placement and services for students with disabilities
• Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment
• Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities
• Schedule meetings with school administrators, special education teachers and general education teachers when appropriate
• Provide work reports to the Superintendent and the Special Education Director

Systems for Increased Time and Formative Assessment

The sustainable transformation process starts with review of previous scores on state assessments, and sets goals for improvement based on those assessments. But state tests cannot improve student results. That is not their function. What is needed to improve student achievement is better formative assessment, assessment for learning–testing integrated into classroom routine so that the results are promptly used to inform instruction. Formative assessments include screening and progress-monitoring assessments that test and keep track of student outcomes, but they should

also include “mastery measurements,” which measure students’ successive mastery of objectives that will contribute to growth in the outcome measures.

The leading technology tools are Renaissance Learning’s STAR Constellation assessments (STAR Early Literacy, STAR Reading, and STAR Math), and the practice management tools Accelerated Reader, Accelerated Math, and MathFacts in a Flash. The STAR Constellation assessments employ computer-adaptive testing and item response theory (CAT/IRT) to keep tests short (around ten minutes) but statistically rigorous and consistent across grades. Using classroom-embedded technology for regular assessment confers two big advantages. It is very time-effective, improving not reducing instructional time; and it feeds a database that makes achievement information instantly available to each stakeholder according to role. This information comes in a variety of useful reports, and is also available online in the form of dashboards that can be drilled into for more details.

These efforts for increased time and formative assessment will be supported through the following activities:
• Participating in intensive school-wide professional development for evidence-based strategies

• Conducting intensive year-long training for teachers and principals
• Using reading and math coaches to provide professional development to teachers
• Improving teaching, learning, and results for children with disabilities
• Investing in state-of-the-art assistive technology devices and training in their use
• Investing in teacher development that ensures commitment to the program even when leaders change or funding expires

Teacher Coaching
Specialists will provide on-site support and one-on-one consultation for teachers during the 2011-12 school year, shared among the four core subject areas, to include the following activities:
• Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher’s planning; and guiding teachers in using state resources to improve student achievement
• Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives
• Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions
• Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing
• Updating the superintendent and school board through weekly written reports, as appropriate

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

EVALUATION PROCESS

The main tools used to guide the transformation process in these five essential practices area are rigorous rubrics that evaluate each practice on a 4-point scale from 'insufficient' to 'best practice'. These rubrics areapplied throughout the ransformational process – at all levels, from boardroom to classroom. In applying these rubrics to their daily work with school leadership and faculty, SetPoint specialists use a reporting tool system called the ILeRT (Instructional Leadership Reporting Tool). ILeRT collects input frombuilding walk-throughs, classroom observations, and discussions of professional development needs and otherissues, and renders all this information in a series of reports and dashboards that keep all personnel involvedand informed about progress.

In addition to quantitative data, ILeRT maintains an "issues list" that continues to prompt participants to address issues until they are marked as resolved. Specialists also write daily reports to school and district leadership, recording important activities, decisions made, targets set and actions agreed upon, and whether previously agreed actions are still complete or pending.

RESPONSIBLE STAFF MEMBERS

Since school change starts at the top, the senior specialist on the sustainable transformation project will work directly with the principal throughout the engagement, usually spending three to four days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on use of rubric and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists will spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and indentifying further professional development. The goal is to build staff capacity to sustain highly effective instructional leadership and classroom instruction.

The objective is to get everyone in the school – and those in district roles supporting the school – focused on the Five Essential Practices and the tools that help guide the journey to Best Practice.

SetPoint rubrics examine all practices that relate to student performance, from how well teachers follow principals to effective instruction and how well the board and district policies work to support the school. The rubrics identify opportunities and means for improvement. In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district, and board to help resolve any issues and implement procedures that improve their working relationships with the school. The rigorous rubrics evaluate each practice on a four-point scale from 'insufficient' to 'best practice'.

Step 5: Forge Working Relationships

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

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

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

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

In addition the school will work harder to create a strong parent and community support system for the school:
Parent and Community Involvement~
To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:
1) We will be working with parents who often do not know how to help their students.
2) Not many will have computer access at home.
3) We will not be working with the typical "helicopter" parent.
4) The school SetPoint will be working with will be a High School.

Our Main Goals:
1) Help parents stay informed on student progress
2) Explain state and national assessment requirement
3) Inform parents about the tools and processes being used to improve student achievement
4) Give parents access to ways to help their students

The School improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments.
Worksheet #

Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn from parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Parent Meeting to inform them of what parent involvement looks like: R40069
Community Reading Night Kit
Set up of Home Connect A Parent's guide to Home Connect
A Sample letter to Parents about Home Connect (available in Spanish)
What is Home Connect
Math Facts in a Flash and Home Connect
Math Glossary and Worked Examples
Communication on a Daily Basis:
TOPS reports for both reading and math
Math Facts in a Flash: we need to be sure to cover the importance of goal setting.
1) On Neos that are taken home parents will have a home connect.
2) Through Home Connect
Keyboarding everyday on Neos: in school and at home and how the parents can track progress.
Reading to students everyday.

Opportunities for parents to read and quiz to improve their own skills which will ultimately help the students.
Communication on a Weekly Basis:
Opening the computer labs at the school so that parents have a time to log into Home Connect.
Communication on a semester basis:

High school parents are generally motivated by both graduation references and school activities in which their children are involved. When meetings are planned with these two areas as a focus, parents generally attend and become advocates for their children. The process noted above will be followed for all grade levels with the appropriate focus for each level of school, concentrating on the identified needs of each school.

See ATTACHMENT I - Rubric of Parent and Community Involvement Success

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Arnold Robertson	Principal		Telisa Clary	Custodian
Ellis Berry	Asst. Prin.		Iomogene Leaveaux	Cafeteria
Tish Bullard	Human Service Worker		Brenda Lott	Nurse
Pat Oaks	Counselor		Matt Walters	Teacher
Tresha James	Parapro		Dennis Gates	Music teacher
Stacy Luckett	Lit. Coach		Velma Barnes	Voc. teacher
Charles Cunningham	Math Coach		Cortez Lee	PE/Coach
Erica Green	Parent		Romanda Mays	Teacher
Booker Mays	Parent		Patrice Mitchell	AP/Tech.
Vicki Hicks	Sp. Ed. Teacher		Ernest Moore	securitS789`

Meetings

Location	Date		Location	Date
Dollarway High School	8/7/2009			
Dollarway High School	4/5/2010			
Dollarway High School	3/3/2011			

Step 7: Sustainability

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

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

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

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

The district will continue to pursue other grant opportunites and use funding from other sources (Title I, and NSLA when allowed).

SetPoint is not based on new educational theory, but on ten proven and practical strategies that result in sustainable school transformation. SetPoint strategies include:
1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools.
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by

experienced principals and district leaders.
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners.
In order to promote professional practices for teachers, SetPoint uses job-embedded professional development and the implementation of learning teams in which teachers and leadership collaborate regarding instructional practices. Prompted by the JBHM ILert (Instructional Leadership Reporting Tool), SetPoint specialists, model, support, and train teachers in a customized manner to remove any barriers to student performance. The specialists also work with Renaissance's Learning DEEP (Developing Enduring Excellence through Partnership) Capacity Process to create a multi-year process to develop bestpractice implementation of technology. These processes are designed to institutionalize improvements and establish internal structures to maintain fidelity over time.

YEAR BY YEAR DESCRIPTION OF DEEP CAPACITY
The DEEP Capacity professional development model reflects our belief that effective and engaged leaders are critical to the success of any school improvement initiative, including successful implementation of Renaissance Learning products and Renaissance Best Practices™. The foundation of Renaissance Learning professional development strategy is to provide ongoing leadership training and support for school and district leaders. This plan includes the following supports to enhance leadership:
 Developing a shared vision of the use of Renaissance Learning products as part of a school improvement strategy and instructional improvement system.
 Communicating the district instructional improvement vision and specific expectations to teachers.
 Reviewing the staff development strategy and ensuring that time is available for teachers to participate in activities to promote their professional growth.
 Ensuring teachers have access to materials and resources (books, paper, hardware, etc.) needed to implement the programs effectively.
 Using the data tools made readily available by Renaissance Learning, including the Renaissance Dashboard, to quickly and proactively monitor the fidelity of the implementation of Renaissance Learning products and best practices.
 Supporting teachers through classroom observations using rubrics to ensure that concepts and practices presented and modeled are being implemented in classrooms.
 Communicating clear goals to the community and fostering support and involvement through Home Connect.
 Interpreting data from Renaissance Learning assessment and practice-monitoring products to address diverse student needs.
 Guiding collaborative discussions using data from Renaissance assessment and practice-monitoring products to plan effective instruction and make informed decisions.

Additionally, DEEP Capacity is Renaissance Learning's initiative to help schools and districts build an internal support structure that will create job-embedded experts and will ensure

ongoing fidelity of implementation of Renaissance Learning products, even when leaders change or funding expires.

Renaissance Learning DEEP Capacity Initiative

Year 1: Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate goals for the year. Members of the leadership team use Renaissance Learning software and Renaissance Place Real Time Web-based, hosted programs to monitor the progress of implementation. Renaissance staff provides onsite and remote training opportunities, along with yearlong support for designated champions at each site. Training opportunities include on-site seminars, online training and coaching sessions, and self-study materials to train all staff at each school. Data reviews are provided throughout the year, culminating in a year-end data analysis and consultation.

Year 2: An onsite or remote consultant will work with the leadership team to facilitate the use of data for resource allocation and program improvement. The consultant will provide seminars on key educational strategies for building effective and responsive classrooms.

Renaissance Learning will continue with coaching and data consulting throughout the year to assist mentors in supporting their peers in strengthening implementation. In-depth training will begin to create a district team of trainers via a Training of Trainers model.

Year 3: An onsite or remote consultant will work with the leadership team and the district training team to create a culture in which administrators, teachers, parents, and students can articulate the principles of effective practice; administrators use data to drive continual improvement in student achievement and indentify how plans align to new reforms; teachers use data to communicate and plan for students across tiers and across disciplines; and teachers integrate key, research-based instructional and assessment strategies to support the core curriculum. Coaching throughout the year will provide continued assistance to embedded trainers for ongoing staff development and program support. Renaissance Learning also offers Training of Trainers, a four-day program designed to equip a key individual or team from a school or district with the knowledge, skills, and materials they need to provide customized professional development for their entire staff. Over the course of this four-day session, educators will explore Renaissance Learning assessment software and best practices in depth, gaining an understanding of both the strategies and the research behind them. Throughout the session, educators and administrators are provided with activities that will help deliver effective professional development catered to the unique needs of the school or district, in order to create a strategic implementation plan. Schools and districts gain the internal capacity to build and sustain an effective implementation over time and ensure that processes which promote success for all learners become an integral part of the education culture.

Integrated within the DEEP Capacity plan to establish performance benchmarks and improve staff motivation is Renaissance Learning's proven Model Educator program. This program provides recognition for staff, from teachers to leadership, for achieving objective standards starting with program knowledge and extending, at the Master Educator level, to hitting specific percentage goals of improvement in student performance. Additionally, implementation coaching is provided by Renaissance Learning to help them become "embedded experts" who can assist their peers with both the products and essential strategies in their classrooms.

4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom SetPoint rubrics examine all practices that relate to student performance, from how well teachers follow principals to effective instruction and how well the board and district policies work to support the school. The rubrics identify opportunities and means for improvement. In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district, and board to help resolve any issues and implement procedures that improve their working relationships with the school. The rigorous rubrics evaluate each practice on a four-point scale from 'insufficient' to 'best practice'.

5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decisionmaking

The SetPoint sustainable transformation process starts with review of previous scores on state assessments, and sets goals for improvement based on those assessments. However, in order to improve student achievement SetPoint will integrate formative assessment –assessment for learning - into classroom routines so that the results are promptly used to inform instruction. SetPoint employs classroom embedded technology for regular assessment utilizing Renaissance Learning's leading technological tools for formative assessment including, interim assessments and practice monitoring.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal # 1: Increase student achievement in literacy as measured by the state Grade 11 Literacy Exam for all identifiable subgroups..

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Fully implement SETPOINT's standards-based curriculum and best practices for instruction/assessment, including the use of technology	There will be a 25% increase in the number of students scoring proficient or advanced on the 11th Grade Literacy exam	The results of the 11 Grade Literacy exam Classroom walkthrough documentation Professional devlopment schedules, agendas, team data walls, academic etam meeting minutes and agendas, sign-in sheets	August 2011, 2012, 2013	April 2012, 2013, 2014	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 #2 Increase student achievement in math and science as measured by the state Algebra I, Geometry and Biology End of Course Exams

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Fully implement SETPOINT's standards-based curriculum and best practices for instruction/assessment, including the use of technology.	At least 15% growth in percentage of students scoring proficient or advanced on the Algebra I EOC Exam;	The results of the 11 Grade Literacy exam Classroom walkthrough documentation Professional devlopment schedules, agendas, team data walls, academic etam meeting minutes and agendas, sign-in sheets	August 2011, 2012, 2013	May 2012, 2013, 20142	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 # 3 School leaders and staff provide a school culture and climate conducive to learning.					
Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. The principal and staff demonstrate leadership to ensure the climate of the school and each classroom reflects high expectations for student behavior.	• Administrative policies and procedures for student behavior are consistently implemented by school leaders. • Student behavior reflects the teacher's high expectations •Parents are involved in their students' academic life	Principal documents implementation of discipline policies and procedures. Service provider completes work reports using the JBHM Performance Rubric,which shows fundamental practice when school administrators and staff demonstrate at least 75% of outcomes. Increase in parent participation is documented.	June 2011, June 2012, June 2013	June 2012, 2013, 2014	Asst. 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					
Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

SECTION B, PART 4:

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

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

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

STRATEGIES FOR IMPLEMENATION
SetPoint has established 5 Essential Practices for creating a culture of learning and transforming schools.

1. Guaranteeing an Essential Curriculum
A research-based curriculum, aligned with district, state, and national standards, will be taught with fidelity to all students to provide for success on state and national assessments, and to ensure readiness for college and career. Particular emphasis is placed on the core skills of reading, mathematics, and writing, but the focus on achievement extends to all instructional areas.

2. Providing a School Culture and Climate Conducive to Learning.
Staff and facilities will be organized around providing a safe, secure, and orderly environment for learning, throughout the building and in each classroom. Within such an environment, universally high expectations are set for teachers and all students, including those struggling and those who can benefit from expanded learning opportunities.

3. Maximizing Academic Learning Time
Both the amount and quality of instructional time will be expanded for all students, with special emphasis on the core subjects. Schedules will be restructured to protect academic learning time, and to provide additional time for students who need the most support. Instructional time includes ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

4. Monitoring Student Achievement

Assessments will be woven into classroom practice, using technology that produces a steady stream of achievement information without impinging on teacher time. Teachers are regularly coached and supported in using that information to inform and individualize instruction for every child.

5. Promoting Professional Practices
Policies and procedures support all personnel in activities that implement educational best practices. Professional development is not confined to isolated classes or seminars, but embedded throughout the school year and the school day. An important aspect of this process is formal public recognition of successes.

Teacher incentives are being utilized to encourage all staff to go the extra mile to help the students achieve EOC proficiency and AYP in literacy and math. If the following courses, 11th Grade Literacy Exam, End of Course Algebra I, End of Course Geometry and/or End of Course Biology experience ten per-cent growth, all high school staff will receive a $250.00 bonus for that progress, and the particular EOC teacher will receive an additional $100.00 above the $250.00 awarded to staff. Another possible incentive alternative that can be utilized follows. If the high school campus achieves its Annual Yearly Progress Goal (AYP) in any one area, the staff will receive $500.00 and the teacher of that course will receive an additional $100.00. If AYP is achieved in two areas, the incentive bonus will be $750.00 for staff and an additional $100.00 for each of teachers whose course achieved AYP.

Student incentives for improved attendance as well as improved discipline will be utilized throughout the school year. Students will be evaluated at the end of each four or five weeks. Incentives will be awarded to students will no discipline infractions within the evaluation period and with perfect attendance or noticeably improved attendance. Incentives may be items such as game passes, bowing or theatre passes, and calculators.

Funding for each strategy: JBHM and SCHOOLS/DISTRICTS

TIMELINES
Timelines for each strategy: JBHM and SCHOOLS/DISTRICTS input needed
SetPoint will use the following Year 1 timeline for implementing strategies:

Before School Begins
- general audit of school through Program Management
- Goal settting and development of Year 1 strategic plan
- Technical set-up
- Librarian training and library set-up
- Staff kick-off

Fall Semester

- STAR training and assessment days
- Renaissance Learning coaches for reading and math
- On-going web-seminars and remote training for mentor teachers
- On-site training for Math Facts in a Flash
- On-site training for STAR Assessments
- On-site consulting days for Reading and Math
- Ongoing data reporting for all staff
- End of semester data review for all products

Spring Semester
- Overview of new products to be implemented, if needed
- Continued remote training as needed for each product
- On-site data reviews
- On-site training for new products, if needed
- Preparation for summer school
- Ongoing data reporting for all staff
- End of semester data review for all products

Renaissance Learning DEEP (Developing Enduring Excellence Through Partnership) Capacity™ Initiative is Renaissance Learning's multi-year initiative to build the capacity of teachers and school leaders to help all students accelerate their learning. DEEP Capacity™ offers an opportunity for teacher and school leaders to develop new skills in the areas of assessment, progress monitoring, effective practice, differentiating instruction, peer mentoring, and data analysis. Renaissance Learning products and professional development, including DEEP Capacity, provide the ongoing and job-embedded support needed for schools to implement a successful data-driven school model. This approach reinforces and builds the capacity of teachers and school leaders creating more instructional time for teachers, more one on one student time, less teacher time collecting and recording data, and an engaging and motivating environment for students and educators alike.

Renaissance Learning DEEP Capacity Initiative
Year 1: Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate goals for the year. Members of the leadership team use Renaissance Learning software and Renaissance Place™ Real Time Web-based, hosted programs to monitor the progress of implementation. Renaissance staff provides onsite and remote training opportunities, along with yearlong support for designated champions at each site. Training opportunities include on-site seminars, online training and coaching sessions, and self-study materials to train all staff at each school. Data reviews are provided throughout the year, culminating in a year-end data analysis and consultation.

Year 2: An onsite or remote consultant will work with the leadership team to facilitate the use of data for resource allocation and program improvement. The consultant will provide seminars on key educational strategies for building effective and responsive

classrooms. Renaissance Learning will continue with coaching and data consulting throughout the year to assist mentors in supporting their peers in strengthening implementation. In-depth training will begin to create a district team of trainers via a Training of Trainers™ model.

Year 3: An onsite or remote consultant will work with the leadership team and the district training team to create a culture in which administrators, teachers, parents, and students can articulate the principles of effective practice; administrators use data to drive continual improvement in student achievement and indentify how plans align to new reforms; teachers use data to communicate and plan for students across tiers and across disciplines; and teachers integrate key, research-based instructional and assessment strategies to support the core curriculum. Coaching throughout the year will provide continued assistance to embedded trainers for ongoing staff development and program support.

EVALUATION PROCESS

The main tools used to guide the transformation process in these five essential practices area are rigorous rubrics that evaluate each practice on a 4-point scale from 'insufficient' to 'best practice'. These rubrics are applied throughout the transformational process – at all levels, from classroom to boardroom.

In applying these rubrics to their daily work with school leadership and faculty, JBHM specialists use a web-based reporting tool called the ILeRT (Instructional Leadership Reporting Tool). ILeRT collects input from building walk-throughs, classroom observations, and discussions of professional development needs and other issues, and renders all this information in a series of reports and dashboards that keep all personnel involved and informed about progress.

In addition to quantitative data, ILeRT maintains an "issues list" that continues to prompt participants to address issues until they are marked as resolved. Specialists also write daily reports to school and district leadership, recording important activities, decisions made, targets set and actions agreed upon, whether previously agreed actions are still complete or pending.

RESPONSIBLE STAFF MEMBERS

Since school change starts at the top, the senior specialist on the sustainable transformation project will work directly with the principal, Mr. Arnold Robertson throughout the engagement, usually spending two to four days a week in the school modeling and coaching. The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on use of rubric and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists will spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and indentifying further professional development.

The goal of all this hands-on work is to get everyone in the school – and those in district roles supporting the school – focused on the Five essential Practices and the tools that help bring them about.

Outline responsible staff within the RLI DEEP Capacity

The DEEP Capacity professional development plan is our professional development model designed to help schools or districts build an internal support structure of coaching and modeling. This allows “embedded” experts to provide ongoing professional development and support that is needed to ensure success and fidelity of implementation throughout the coming years. These embedded experts will be equipped with skills and strategies to help with specific problem-solving regarding student improvement, teacher effectiveness, district planning, and intervention needs. DEEP Capacity goes well beyond standard professional development to encompass a three-year strategy that builds effective peer-to-peer staff development to sustain high levels of success over time.

Components of this strategy include:

- Participating in intensive school-wide professional development for evidence-based strategies.
- Conducting intensive yearlong training for teachers and principals.
- Using reading and math coaches to provide professional development to teachers.
- Improving teaching, learning, and results for children with disabilities.
- Investing in state-of-the-art assistive technology devices and training in their use.
- Investing in teacher development that ensures commitment to the program even when leaders change or funding expires.

Renaissance Learning provides educators with powerful school-wide data that can be readily customized to assist with goal setting and planning. A management consultant will schedule meetings with district leaders to monitor progress and form recommendations for a successful implementation. Educators specifically selected by school or district administration will be encouraged to train and mentor other educators in the school and district.

In working with school and district personnel to develop professional development strategies, Renaissance Learning implementation consultants make use of existing structures for professional learning communities to—

- ensure that teachers are able to use data from our assessment and practice-monitoring products to drive instructional decisions.
- facilitate collaboration among educators on successful strategies for accelerating the learning of all students.
- work with teachers and administrators at the school and district levels to set performance goals and create a vision for learning.

guide educators in establishing performance benchmarks, increasing student achievement, and improving staff motivation.

Process for LEA Oversight: JBHM and SCHOOL/DISTRICT

2. Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., LEA request for proposals, memorandum(s) of understanding, provider contracts, and evaluation procedures).
FOR DISTRICTS/SCHOOLS TO COMPLETE

3. Align other resources with the interventions (i.e., Local, State and Federal funding sources, Educational partnerships (Universities/Cooperatives/ERZ/STEM), other community and educational resources).
FOR DISTRICTS/SCHOOLS TO COMPLETE

4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (i.e. LEA policies and practices that have or will be modified, possible impact of any changes, contractual agreements).

School specifics will need to be included here to truly respond to this bullet
The SetPoint process begins with a Memorandum of Understanding (MOU) between the school district and the members of the SetPoint consortium. The MOU sets expectations on both sides and must assure the level of district commitment to make the changes necessary to implement the full SetPoint program, including changes in district and board level support for the school. The MOU also makes clear areas where SetPoint will assist the district and the board in this process with model policies and procedures, and with coaching as necessary.

SetPoint will conduct a general audit of the school and will work with district leadership, administrators and teachers to establish practices and policies for a successful school implementation. SetPoint will work collaboratively to

- review and analyze data and school plans
- develop actions
- establish time lines
- monitor and guide implementation
- determine follow up steps

5. Sustain the reforms after the funding period ends (i.e. ADE support, Stakeholder and Community Support). SIG funds provide LEAs with funding to implement and support selected interventions for the first three years. The expectation is that LEAs will develop plans to sustain reform efforts beyond these years. Describe how reform efforts will be sustained beyond year three.

SetPoint is not based on new educational theory, but on ten proven and practical strategies that result in sustainable school transformation. SetPoint strategies include:

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools.

2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders.

3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners.

In order to promote professional practices for teachers, SetPoint uses job-embedded professional development and the implementation of learning teams in which teachers and leadership collaborate regarding instructional practices. Prompted by the JBHM ILert (Instructional Leadership Reporting Tool), SetPoint specialists, model, support, and train teachers in a customized manner to remove any barriers to student performance. The specialists also work with Renaissance's Learning DEEP (Developing Enduring Excellence through Partnership) Capacity Process to create a multi-year process to develop best-practice implementation of technology. These processes are designed to institutionalize improvements and establish internal structures to maintain fidelity over time.

YEAR BY YEAR DESCRIPTION OF DEEP CAPACITY

The DEEP Capacity professional development model reflects our belief that effective and engaged leaders are critical to the success of any school improvement initiative, including successful implementation of Renaissance Learning products and Renaissance Best Practices™. The foundation of Renaissance Learning professional development strategy is to provide ongoing leadership training and support for school and district leaders. This plan includes the following supports to enhance leadership:

- Developing a shared vision of the use of Renaissance Learning products as part of a school improvement strategy and instructional improvement system.
- Communicating the district instructional improvement vision and specific expectations to teachers.
- Reviewing the staff development strategy and ensuring that time is available for teachers to participate in activities to promote their professional growth.
- Ensuring teachers have access to materials and resources (books, paper, hardware, etc.) needed to implement the programs effectively.
- Using the data tools made readily available by Renaissance Learning, including the Renaissance Dashboard, to quickly and proactively monitor the fidelity of the implementation of Renaissance Learning products and best practices.
- Supporting teachers through classroom observations using rubrics to ensure that concepts and practices presented and modeled are being implemented in classrooms.
- Communicating clear goals to the community and fostering support and involvement through Home Connect.

- Interpreting data from Renaissance Learning assessment and practice-monitoring products to address diverse student needs.
- Guiding collaborative discussions using data from Renaissance assessment and practice-monitoring products to plan effective instruction and make informed decisions.

Additionally, DEEP Capacity is Renaissance Learning's initiative to help schools and districts build an internal support structure that will create job-embedded experts and will ensure ongoing fidelity of implementation of Renaissance Learning products, even when leaders change or funding expires.

Renaissance Learning DEEP Capacity Initiative
Year 1: Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate goals for the year. Members of the leadership team use Renaissance Learning software and Renaissance Place Real Time Web-based, hosted programs to monitor the progress of implementation. Renaissance staff provides onsite and remote training opportunities, along with yearlong support for designated champions at each site. Training opportunities include on-site seminars, online training and coaching sessions, and self-study materials to train all staff at each school. Data reviews are provided throughout the year, culminating in a year-end data analysis and consultation.
Year 2: An onsite or remote consultant will work with the leadership team to facilitate the use of data for resource allocation and program improvement. The consultant will provide seminars on key educational strategies for building effective and responsive classrooms. Renaissance Learning will continue with coaching and data consulting throughout the year to assist mentors in supporting their peers in strengthening implementation. In-depth training will begin to create a district team of trainers via a Training of Trainers model.

Year 3: An onsite or remote consultant will work with the leadership team and the district training team to create a culture in which administrators, teachers, parents, and students can articulate the principles of effective practice; administrators use data to drive continual improvement in student achievement and indentify how plans align to new reforms; teachers use data to communicate and plan for students across tiers and across disciplines; and teachers integrate key, research-based instructional and assessment strategies to support the core curriculum. Coaching throughout the year will provide continued assistance to embedded trainers for ongoing staff development and program support.

Renaissance Learning also offers Training of Trainers, a four-day program designed to equip a key individual or team from a school or district with the knowledge, skills, and materials they need to provide customized professional development for their entire staff. Over the course of this four-day session, educators will explore Renaissance Learning assessment software and best practices in depth, gaining an understanding of both the strategies and the research behind them. Throughout the session, educators and administrators are provided with activities that will help deliver effective

professional development catered to the unique needs of the school or district, in order to create a strategic implementation plan. Schools and districts gain the internal capacity to build and sustain an effective implementation over time and ensure that processes which promote success for all learners become an integral part of the education culture.

Integrated within the DEEP Capacity plan to establish performance benchmarks and improve staff motivation is Renaissance Learning's proven Model Educator program. This program provides recognition for staff, from teachers to leadership, for achieving objective standards starting with program knowledge and extending, at the Master Educator level, to hitting specific percentage goals of improvement in student performance.

Additionally, implementation coaching is provided by Renaissance Learning to help them become "embedded experts" who can assist their peers with both the products and essential strategies in their classrooms.

4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom

SetPoint rubrics examine all practices that relate to student performance, from how well teachers follow principals to effective instruction and how well the board and district policies work to support the school. The rubrics identify opportunities and means for improvement. In the case of administration and school boards, the specialists leading the engagement will work directly with leadership at the school district, and board to help resolve any issues and implement procedures that improve their working relationships with the school. The rigorous rubrics evaluate each practice on a four-point scale from 'insufficient' to 'best practice'.

5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making

The SetPoint sustainable transformation process stars with review of previous scores on state assessments, and sets goals for improvement based on those assessments. However, in order to improve student achievement SetPoint will integrate formative assessment – assessment for learning- into classroom routines so that the results are promptly used to inform instruction. SetPoint employs classroom embedded technology for regular assessment utilizing Renaissance Learning's leading technological tools for formative assessment including, interim assessments and practice monitoring.

STAR Assessments and Practice Management tools (AR, AM, MFF)
Formative Assessment - Better formative assessment is imperative if educators are to

capitalize on the standardized, high-stakes testing movement and achieve school reform.

Renaissance Learning's proven computer-adaptive formative assessments provide educators with data that leads to school improvement. The STAR assessments include:

- STAR Early Literacy™ for grades K–2, for emergent readers in any grade, and for diagnostic use with older struggling readers;
- STAR Reading™ for independent readers through grade 12; and
- STAR Math™ for screening and tracking math achievement level in grades 1–12.

Each STAR test can measure the same outcomes as a standardized, summative assessment. As formative assessments, however, they can be administered periodically or more frequently and integrated into classroom routines, providing teachers with the data they need to inform instruction that ensures academic growth for each student.

STAR Early Literacy and STAR Math provide diagnostic information, thereby suggesting approaches that will achieve the most pronounced and rapid growth. STAR assessments are quick and easy to administer (requiring about ten minutes each for groups of students); produce immediate, easy-to-interpret results; and are repeatable and affordable.

STAR tests can likewise be used for screening and benchmarking when given two to four times per year. In this capacity they can monitor the growth of groups toward goals.

The data produced by the STAR assessments and Renaissance practice-monitoring programs, made intelligible and accessible by a variety of immediately generated reports, facilitates team planning for teaching staff. Each STAR program includes a Goal-Setting Wizard, and STAR Early Literacy and STAR Math both produce a Diagnostic Report that offers interpretive explanations of the data as well as strategies for targeting instruction. In addition, diagnostic reporting capabilities are under development for the STAR assessments, with the first of these—a new Student Skills and Diagnostic Report for STAR Early Literacy—available in fall of 2010. Similarly, Renaissance practice-monitoring programs yield specific data to inform teachers of objectives mastery and progress toward goals. Equipped with these tools, teachers are better able to collaborate with other teachers and plan strategies to maximize student learning.

Progress monitoring.
Renaissance Learning's suite of practice-monitoring tools, used daily, measure and monitor learning tasks or how well a student comprehends direct instruction. When given monthly or more frequently they can be used for progress monitoring, measuring growth, and monitoring the effects of specific interventions. For these reasons teachers

and administrators are able to integrate frequent assessment into their instructional practices and use the data generated to zero in on each student's areas of weakness and tailor instruction and interventions to maximize growth. Educators can also subsequently monitor the effects of those efforts to differentiate instruction, making additional adjustments as necessary and continuously monitoring the effects of those new instructional approaches over time. As opposed to measuring outcomes (as is often the case with summative and formative assessment) these instruments provide estimates of student engaged time or academic learning time (ALT):

- Accelerated Reader™ measures comprehension and reading levels on authentic literature (trade books), as well as measuring literacy skills, vocabulary acquisition, and success on reading assignments in basal reading series. When STAR Reading indicates that a student in grade 4 or above is reading below grade level,
- Successful Reader™ provides research-based intervention. This program includes a daily guided independent reading component powered by Accelerated Reader, ensuring that practice occurs at the optimal level for growth.
- MathFacts in a Flash™ administers and measures tasks that lead to computational fluency.
- Accelerated Math™ administers and measures practice to develop mastery of mathematical objectives and problem-solving skills.

The STAR assessments and Renaissance practice-monitoring programs quickly and efficiently collect data on student performance. Turning this data into information that can be used to more effectively plan for individual students as well as ensure continuous school improvement is a core element of the DEEP Capacity professional development plans. Renaissance Learning has consulted with leading national experts in Response to Intervention to define strategies for using our data as a part of a model decision-making framework. Through ongoing professional development and data consulting we—

- Guide principals and grade-level teams in using screening data from STAR assessments to allocate intervention resources effectively and to ensure that core instruction (Tier 1) highly effective.
- Help teachers and principals use growth model data available through the STAR assessments to set effective goals for students in intervention and to monitor their progress.
- Analyze diagnostic information to plan for individual needs.
- Include practice-monitoring data as part of a robust student profile.
- Review data to determine whether or not students are highly engaged in reading and math practice to determine whether or not the school is meeting the goals for student performance defined in the implementation plan.

With the comprehensive and ongoing professional development provided by Renaissance Learning, educators are trained to use Renaissance daily practice software (Accelerated Reader, Successful Reader, Accelerated Math, and MathFacts in a Flash) with core instructional best practices to enhance student engagement in reading and math. They are also trained to use Renaissance assessments (STAR

Reading, STAR Math, and STAR Early Literacy) and progress-monitoring tools to generate a continuous stream of feedback on the effectiveness of instructional approaches and interventions. These assessments provide data on how students are progressing in relation to proficiency standards with outcome measurements—much like the measurements used in high-stakes standardized tests—and they may be used to predict performance on summative tests. Teachers and school leaders are trained specifically on the interpretation of data and the use of that data to differentiate and adapt their instruction to maximize the growth of all learners.

6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing

Both the amount and quality of instruction will be expanded for all students, with special emphasis on the core skills of reading, math and writing. SetPoint will assist schools in restructuring schedules to protect academic learning time, and to provide additional time for students who need the most support. Instructional time will include ample opportunities for deliberate, structured practice – particularly in reading, math facts and problem solving, and the elements of writing. Academic learning time is regularly measured both by direct observation and through data from mastery measurement tools.

The SetPoint transformation team will work to institute adjustments in time allocations and scheduling to give heightened emphasis on the three core subjects of reading, mathematics, and writing.

- READING: Determining up to 75% of academic achievement, reading will make up a large portion of the school day. The SetPoint model strives to create a culture of reading with the goal for all students to read at or above grade level. This serves as the foundation of acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts.

- MATH: The foundations for all mathematics is computational fluency which starts with developing automaticity in math facts at appropriate levels for the student's grade, and remediating students who have not achieved those levels. Conceptual understanding, another essential element in mathematical fluency, will be achieved by solid instruction and a sound curriculum selected and demonstrated with strong participation from the SetPoint team. Additionally time will be allotted to procedural and problem-solving fluency which will be achieved through practice working problems linked to objectives and standards.

- WRITING: Closely connected to reading, writing competence contributes to academic success across the content areas. School activities will be selected from the strategies identified by the Carnegie Corporation's Writing Next study (2007) as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers.

7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective.

SetPoint specialists will work side by side with teachers to improve lesson planning and classroom management, eliminating wasted time and emphasizing an element of Academic Learning Time usually underemphasized in most curricula – time for practice of acquired skills. Research on Academic Learning Time clearly indicates that practice time is as important as time for explicit instruction. Additionally recent brain research has reinforced this point by discovering that neural pathways broaden and become more efficient with repeated practice of skills and processes.

- In reading, the initial tasks to practice are those that develop the skills required for independent reading. After that, the key task is reading books at appropriate levels and with high comprehension (90% or more), monitored by regular quizzing.

- In math, the initial priority is practicing math facts (addition, subtraction, multiplication and division) to the point of automaticity, the practicing problem-solving skills linked to standards.

- In writing, the initial priority is practice in keyboarding, followed by practice using various strategies that have been proven by research to build effective written communications.

In reading, mathematics and writing, practice will be frequent (short daily sessions), at appropriate levels of challenge, and monitored. The Renaissance Learning technology employed in these three key curricular areas manages practice process and collects data that permit direct measurement of practice time.

RLI Practice Management Software Description and/or Z-Plans
Renaissance Learning products and services provide educators the necessary technology tools and professional development for the purpose of creating research-based, data-focused instructional improvement systems. Renaissance Learning offers customized plans for schools, districts, and regional and state agencies to set targets and goals that support a data-driven model for learning. Renaissance Learning products, when implemented with fidelity, will impact the essential skills of reading, mathematics, and writing—accelerating learning for all students.

The following plans detail Renaissance Learning's recommended implementation for data-driven schools. Called 35Z90 (reading), Z4 (math), and NEO™ (writing) all three plans stress differentiated instruction and practice to help each student reach individualized goals. The plans are summarized as follows:

35Z90 (Reading)

Determining up to 75% of academic achievement, reading must make up a large portion of the school day, especially in elementary years but even through grade 12. The goal is for all students to read at or above grade level, which then serves as the foundation for acquiring knowledge in all curricular areas: social sciences, humanities, physical sciences, and the arts. The reading goals outlined in the 35Z90 plan include:

- K-2: Explicit instruction, frequent assessment of early literacy skills, and time for read-to and read-with activities, to get each student to independent reader status as early as possible.
- 1-12: Appropriate instruction and substantial independent reading practice time (at least 35 minutes/day) to ensure that each student maintains or exceeds grade-level reading comprehension.

Z4 (Math)

The Z4 math plan follows the three elements defined by the National Math Panel as the basis for higher mathematical literacy that supports achievement in the physical and social sciences, as well as preparation for college and a career. The foundation for all mathematics is computational fluency. That starts with developing automaticity in math facts at appropriate levels for the student's grade, and remediating students who have not yet achieved those levels. The other two elements are conceptual understanding—achieved through good instruction using a sound district curriculum—and procedural and problem-solving fluency—which is achieved through practice working problems linked to objectives and standards. The goals of the Z4 plan are:

- K-1: Explicit instruction in early numeracy skills.
- 2-5: Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with focus in the first part of each year on achieving automaticity in math facts.
  - Suggested grade-level targets are:
    - 2nd: Addition
    - 3rd: Subtraction
    - 4th: Multiplication
    - 5th: Division
- 5-12: Grade-appropriate concepts and problem-solving linked to standards, mastering on average 4 objectives per week, with remediation if necessary and continued proof of mastery of math facts mastery.

NEO (Writing)

Closely connected to reading, writing competence contributes to academic success across the content areas. Activities are selected from the strategies identified by the Carnegie Corporation's Writing Next study as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers. The NEO plan also adds enabling technology that will benefit all subject areas, and most importantly, all students. The goals of the NEO plan for writing include:

- Use portable wireless laptops, begin keyboarding instruction by 3rd grade and continue to improve skills, speed, and accuracy through grade 12.

- Commence and continue word-processing instruction and practice in parallel with keyboarding practice, throughout all grades.
- Devote sufficient time throughout all grades to writing to prompts, writing with peer and teacher feedback, sharing writing, and writing through the content areas.
- Use throughout the school day and across the curriculum, providing technological support for formative assessment, assessment for learning.

Each plan is a well delineated piece of the larger Data-Driven School plan that connects the STAR assessments to relevant applied reading and math skills practice, along with technology-assisted writing practice.

Professional development will be supplied throughout the district or school to equip faculty to integrate 35Z90, Z4, and NEO plan practice into the school day, and to make the best use of data from the technology systems to monitor students' practice, provide interventions where necessary, and ensure that all students succeed.

8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing and other subject areas, and greater flexibility in regular formative assessment

NEOs

The SetPoint program includes a NEO 2™ laptop for every student in grades 2–12. NEOs contribute in a variety of ways to school improvement: They significantly increase "academic learning time" (ALT) for reading and math skills practice as well as provide every student with instant, unlimited access to word processing for writing practice.

Specially designed for schools, NEO 2 laptops are easy for students to use, and they run up to a full year on three AA batteries. The NEO 2s can connect wirelessly to Renaissance Place versions of Accelerated Reader and MathFacts in a Flash for just-in-time quizzing and math practice, and they can be used to submit work to Accelerated Math. This wireless connectivity to Renaissance programs can immediately increase academic learning time (ALT)—that vital commodity that maximizes student achievement by delivering practice at the right level of difficulty (ZPD) to accelerate student learning and motivation. A NEO for every child means that a student need never wonder what to do next, never wait to engage in Accelerated Reader quizzing or math-facts practice. And with built-in keyboarding and word processing software students will never need to wait for computer lab time to practice their keyboarding skills or begin creating documents up to research-paper length. NEOs also include quiz-building software so that teachers can increase formative assessment with their own teacher-made tests, and quizzes can easily be differentiated for groups of learners or individual students. Each NEO can also function as a responder, so students can give real-time feedback to teachers on what's being learned and whether there are gaps that need to be addressed, further increasing the efficiency and effectiveness of instruction.

NEO (Writing)
Closely connected to reading, writing competence contributes to academic success across the content areas. Activities are selected from the strategies identified by the Carnegie Corporation's Writing Next study as having a significant effect on improving writing ability, from development of keyboarding skills to frequent goal-oriented writing with regular feedback from teachers and peers. The NEO plan also adds enabling technology that will benefit all subject areas, and most importantly, all students. The goals of the NEO plan for writing include:

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- Commence and continue word-processing instruction and practice in parallel with keyboarding practice, throughout all grades.
- Devote sufficient time throughout all grades to writing to prompts, writing with peer and teacher feedback, sharing writing, and writing through the content areas.
- Use throughout the school day and across the curriculum, providing technological support for formative assessment, assessment for learning.

9. Comprehensive and continuous reporting both written and online, to all stakeholders on the status of improvement and student achievement

Renaissance Place is a cohesive system that houses all Renaissance software and student information. At any time and from any Web-enabled computer, educators, administrators, and parents can log in to access vital data relevant to their needs. Administrators also have access to the Renaissance Place Dashboard, a single screen within Renaissance Place, with easy-to-read graphs and other metrics that show school- or district-wide reading and math performance and progress, by grade level or demographic group. This offers a snapshot of plan implementation, making it easier for principals and district administrators to stay apprised of successes that should be communicated and celebrated - making overall communication with all stakeholders more immediate and accurate. Renaissance Home Connect facilitates home and school communications by providing a direct link to parents, allowing them access to their student's daily progress, home practice, and activity. Parental involvement is recommended in Response to Intervention settings and required under the federal IDEA. The data is provided by Renaissance Learning's daily use products and therefore does not require additional teacher time to enter.

Renaissance assessment and practice-monitoring programs also facilitate communication with all stakeholders—including students and parents—about individual student performance and growth toward personalized goals. Each STAR assessment features a proprietary Goal-Setting Wizard that provides on-the-spot guidance for setting student goals. The software then automatically plots progress toward that goal on the Student Progress Monitoring Report. Teachers can select a moderate or ambitious goal for the student (based on national data), or they can create a customized goal. Either way, students and parents are able to see and articulate

academic expectations in reading and math and know what is required to attain proficiency. A number of reports generated by the STAR assessments, most notably the Parent Report and the Diagnostic Report, help educators communicate the performance standards and individual progress toward proficiency to parents. Parent reports are available in multiple languages to facilitate parent and teacher communications.

Additionally, the Renaissance Place Real Time Enterprise version of Accelerated Reader subscriptions are included in the 35Z90 plan at no extra fee for parents, grandparents, and caregivers, so generations of family can be fully engaged in the children's reading program. Renaissance Learning also encourages events called Community Reading Nights, which have been successful in many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect™, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math facts or reading practice online.

RLI Products with regards to PARENT REPORTS?
The Renaissance Place Real Time Enterprise version of Accelerated Reader subscriptions are included in the 35Z90 plan at no extra fee for parents, grandparents, and caregivers, so generations of family can be fully engaged in the children's reading program. Renaissance Learning also encourages events called Community Reading Nights, which have been successful in many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect™, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math facts or reading practice online.

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reports are available in multiple languages to facilitate parent and teacher communications.

In addition, with Renaissance Home Connect™, our Web-based parent portal, the student has access to extended practice opportunities in Accelerated Math and MathFacts in a Flash and can share progress in both math and reading with parents, getting that extra support and motivation at home that is often the missing element needed to maximize achievement. Renaissance Learning also encourages events called Community Reading Nights, which have been successful at many schools across the country in involving adults and bringing them into the school. In addition, any parent who can access a Web-enabled computer can log in to Renaissance Home Connect, which allows the parent to check the child's progress; see the books read, the vocabulary words learned, and the math skills mastered; and provide the child with additional math-facts practice online.

In addition to all of the Renaissance Learning products and tools, with SetPoint, the School Improvement Consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments. Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn from parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Additional information is needed on SetPoints goals for

1. daily parental communications (Goal setting with MFF, daily keyboarding, daily reading together at home, TOP Reports)
2. weekly communications (opening school computer labs for parents, local library computer usage
3. semester basis communications
4. summer reading program with AR

10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiency in delivering differentiated instruction, practice, and remediation.

RLI RTI information and approach

Renaissance Learning's STAR tests are rigorous formative assessments that are recognized as valid and reliable. Each is highly rated for both screening and progress monitoring by the U.S. Department of Education's National Center on Response to Intervention (NCRTI). STAR Reading, STAR Math, and STAR Early Literacy received the highest rating of "Convincing Direct Evidence" in eight of nine categories for progress-monitoring tools reviewed by NCRTI. All three assessments also received the highest ratings in three individual categories for screening, the most of any reviewed products in their respective categories.

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	Analysis of school data and other pre-project information • student data audit • e-rate application for improving connectivity • current level of implementation of products and resources • technical readiness audit
May	Kick -off meeting administartion and SetPoint team Conduct Needs Assessment on-site including, but not limited to: • interviews and document/artifact review • classroom observations • review of student IEPs • Essential Practice rubrics • discipline and attendance data • professional development history and plans • school improvement plans • resource implementation audit and alignment • library audit
June	Continuation

2011-12 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Set up checklist for prep for professional development Librarian training and Library Set Up— Labeling books and organizing library
August	Launch for entire staff . Articulation of first year improvement goals, staff expectations, professional development support strategy, what to expect in the improvement process, introduction of coaches and mentors Stage 1 Leadership Orientation & Training Topics include: 1.Shared understanding of the long term school improvement strategy 2.Review goals for the year and the strategic plan for professional development (including the role of school "champions") and the responsibilities of school leadership. 3.Conduct self-evaluation on Essential Practice Performance Rubrics for classrooms and school leadership; reach consensus on ratings.
September	Begin mentoring school administration in the use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data. Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and on-site consulting for basic use of AR, MFF and NEO 2. Implement strategies and resources for school wide and individual classroom improvement.
October	Ongoing mentoring and modeling Conduct behavior screening and progress monitoring of Tier I and II interventions.

	Staff performance review
November	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.
December	Introduce use of NEO 2 for Keyboarding practice. Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
January	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate) Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments
February	Job embedded training on use of Accelerated Math Conduct winter and/or spring Universal Screener. *Analyze data and adjust instructional plans and strategies.
March	Begin planning for Extended School Year. On going mentoring and coaching for best practice leadership and instructional skills Continued use of observation and walk-through tools to gather data and provide support
April	Student pre-registration notification and design of master schedule Plan course offerings for next school year Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies
May	Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc. End-of-year (May) screening of all students Leadership team review of year progress/planning for year 2

June	Stage 2 Leadership orientation/training Extended school year
July	Training of Trainers for Reading

2012-13 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Administrative and teacher training Institutes as necessary to address training needs as identified during school and extended year
August	Analyze student performance data and year 1 staff performance data Revise Action Step Accountability Plan. Conduct year 2 kick off training Continue school improvement activities of coaching and mentoring with school leadership and staff.
September	All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data. Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: - basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies - all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice) Continue to implement strategies and resources for school wide and individual classroom improvement
October	On-going mentoring and coaching : School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management. Addition of Struggling Learner and other coaching services as needed based on student performance data, discipline and attendance data, and professional
November	Staff performance review

	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routine Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
December	Introduce use of NEO 2 for Keyboarding
January	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate) School establishes a schedule that allows all students to be tested. Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies
February	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals. Job embedded training on use of Accelerated Math Conduct winter and/or spring Universal Screener. *Analyze data and adjust instructional plans and strategies.
March	Begin planning for Extended School Year. On going mentoring and coaching for best practice leadership and instructional skills Continued use of observation and walk-through tools to gather data and provide support
April	Student pre-registration notification and design of master schedule Plan course offerings for next school year Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies

May	End-of-year (May) screening of all students. Consulting and planning with teachers and principals after completion of end-of-year STARassessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.
June	Stage 2 Leadership orientation/training Extended school year
July	Administrative and teacher training Institutes as necessary to address training needs as identified during school and extended year

2013-14 School Year
Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	Administrative and teacher training Institutes as necessary to address training needs as identified during school and extended year
August	Analyze student performance data and year 1 staff performance data Revise Action Step Accountability Plan. Conduct year 2 kick off training Continue school improvement activities of coaching and mentoring with school leadership and staff.
September	All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data. Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan. RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals: - basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies - all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice) Continue to implement strategies and resources for school wide and individual classroom improvement
October	On-going mentoring and coaching : School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management. Addition of Struggling Learner and other coaching services as needed based on student performance data, discipline and attendance data, and professional
November	Staff performance review

	Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routine Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: • Understanding ZPD and how to match students to books • Classroom routines including Status of the Class (proximity) and reading logs • Monitoring quality, quantity and level of materials to ensure effective practice
December	Introduce use of NEO 2 for Keyboarding
January	Conduct winter and/or spring Universal Screener.
February	On going mentoring and coaching for best practice leadership and instructional skills Continued use of observation and walk-through tools to gather data and provide support
March	Begin planning for Extended School Year. On going mentoring and coaching for best practice leadership and instructional skills Continued use of observation and walk-through tools to gather data and provide support
April	Student pre-registration notification and design of master schedule Plan course offerings for next school year Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies
May	End-of-year (May) screening of all students. Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.

June	Ongoing data analysis of professional practice data and the impact on student performance data Updates to LEA administrative team and school board Extended school year
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
10/28/10 1/18/11 1/25/11 2/22/11 3//3/11 3/11/11 4/6/11	Math	Lois Morrow Brandon Murphy Elouise Shorter Richard Zeng Tresha James Dornetta Hobbs	Teacher Teacher Teacher Teacher Parapro Dir. Special Programs
		Dr. Judy Boyd	Consultant
		Charles Cunningham Ellis Berry	Math Coach Asst. Prin.
		Arnold Robertson	Principal
11/18/10 12/2/10/16/11 1/27/11 2/17/11	Literacy	Dana Fultz Jeremy Sims Sabrina Threet Lakresha Foote	Teacher Teacher Teacher Teacher
		Stacy Luckett	Literacy Coach
		Arnold Robertson	Principal
12/2/10 3/19/11	Science	David Small	Teacher
		Delois Walker	Teacher
		Ellis Berry	Teacher
		Charles Cunningham	Academic Coach
9/21/10 11/3/10 11/29/10 2/4/11 3/14/11	All Departments	Arnold Robertson	Principal
		Ellis Berry	Asst. Prin.
		Fuller Cherry	Dean of Students
		All Staff	All Staff
1/19/11 3/14/11	Transportation	Billy Williams	Transp. Supervisor
		Ruth Bogy	Transp. Director
		Arnold Robertson	Principal
		Ellis Berry	Asst. Prin.
10/6/10 2/2/11	Special Education	Arnold Robertson	Principal
		Barbara Boyce	LEA Supervisor

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Dollarway High Tier 1

Total 3-Year Budget $1,809,007.45

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

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

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

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

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

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

☒Replace staff deemed ineffective				
☐Negotiate collective bargaining agreements				
☒Support for staff being reassigned				
☒Retaining surplus staff		146703.93	147703.93	148703.93
☒Create partnerships to support transformation model				
☒Change decision-making policies and mechanisms around infusion of human capital				
☐Adopt a new governance structure				
☒High-quality, job-embedded professional development	15,000.00	327,799.00	327,797.00	309,795.00
☒Implementing data collection and analysis structures	10,000.00	23,093.50	19,730.08	19,730.08
☒Increase learning team (extended day, week, and/or year)	50,000.00			
☒Student supports (emotional, social, and community-based)				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
☒ Align curriculum vertically and horizontally	10,000.00			
☒ Neo boards for all students		53,531.00		
☒ Pedagogical		30,000.00		
LEA-activities designed to support implementation of the transformation model				
Teacher Incentive Pay for attendance and growth on Literacy and EOC		49,500.00	49,500.00	49,500.00
Student incentives and rewards (attendance, behavior, academics)		4,640.00.	4,640.00.	4,640.00.
Parental - Community Involvement Activities	2500.00	1,500.00	1,500.00	1,500.00
Total	87,500.00	636,767.43	550,871.01	533,869.01

Tier III:

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

Activity	Explanation	Amount
	.	
Total		

Budget Narrative:

Requirements

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

Budget Summary

The coordination of resources will be critical to the success of the school improvement intiative at Dollarway High School. Some additional funding resources including dollars, from Title I, State, Local and Federal Funds as indicated in the ACSIP plan will be accessed to augment the implementation of the Transformational Model including implementation of an effective evaluation process. Additional staff resources will be redirected; including the intense involvement of District level administrators, the School Leadership Team, central office staff and the academic coaches.

The budget form indicates costs that reflect Year One, Year Two and Year Three of the improvement project for Dollarway High School. Salaries plus benefits - increasing by $500 per year includes three positions at the high school that would otherwise be eliminated by the Disticrict's implementation of the reducduction in force policy Purchased Services includes the purchase of training, coaching and technical assistance from SetPoint (200 days of school improvement coaching from highly qualified specialists and 35 days of professional development with Renaissance Learning consultants using the Star Reader and Math series. This will give us access to effective strategies with the integration of technology and program development to increase academic achievement and effectiveness in teaching and learning. Materials and supplies and includes technology materials and supplies for use with the NEO laptops, software for Star Reader and Math which will be used for formative assessments and student academic needs and books for the library. Neo Laptops simple design and built-in writing tools will make writing so much easier and more enjoyable for our

students. The NEO SmartOption Mobile Lab will help teachers assign, collect, edit, and disseminate students' work. Since students submit their work electronically, it's easier for teachers to evaluate students' work and provide individualized instruction. The extended year funds will allow Dollarway High School an opportunity to offer a Math Smart Camp for 9-12 grade students with a focus on inquiry learning and hands on applications to tare applied to the real world. In Yr. 2 Summer and Yr. 3 Summer funds to sustain this program will come from NSLA and or Title I Funds. Other Objects – these funds will be utilized to pay incentive/performance and attendance bonus pay for staff who are responsible for students scoring proficient or above or make at least a 10% growth on the state mandated assessments. Funds will also be used for student incentive s and rewards for improved attendance, behavior and academics every 4 to 5 weeks.

D. ASSURANCES

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

By the signature of the Superintendent of Dollarway
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.

04/07/2011

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: Dollarway High School

LEA #: 3502-010

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

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

☒ Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

☒ Develop Profiles of Available Partners

☒ Determine Best-Fit Model and Partners

☒ Define Roles and Develop Contracts

☒ Forge Working Relationships

☒ Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
☒ Annual Goals

SECTION B, PART 4
☒ Proposed Activities

SECTION B, PART 5
☒ Timeline

SECTION B, PART 6

☒ LEA Consultation

SECTION C

☒ Budget

SECTION D

☐ Assurances

SECTION E

☐ Waivers

ATTACHMENTS (scanned or mailed):

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

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

☒ Principal's Professional Growth Plan

Additional Resources

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

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

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

http://www.centeroninstruction.org

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

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

Reading Research Links

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

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

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

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

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

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

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

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

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

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

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