



ARKANSAS DEPARTMENT OF EDUCATION

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Marvell-Elaine School District	
Mailing Address (Street, P.O. Box, City/Zip) P. O. Box 1870 Marvell, AR 72366	Starting Date July 1, 2011
Name, title and phone number of authorized contact person: Ruth Denson, Superintendent 870-829-2594	Ending Date June 30, 2014
Amount of funds requested: \$4,077,258	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on March 29, 2011 (Date).

Signature:
Superintendent of Schools AND
Signature:
School Board President

Date: April 6, 2011
Date: April 6, 2011

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

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

State and LEA Allocations

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

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

Consultation with the Committee of Practitioners

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

FY 2010 SUBMISSION INFORMATION

Electronic Submission:

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

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

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

Application Deadline:

Applications are due on or before April 8, 2011

For Further Information:

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

SECTION A, Part 2: Schools to be Served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Marvell High School		7-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Marvell High School

LEA #: 5404032

Context

1. Grade levels (e.g., 9-12): 7-12
2. Total Enrollment: 231
3. % Free/Reduced Lunch: 96.2%
4. % Special Education Students: 11.4%
5. % English Language Learners: 0
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.N/A
 - 2.
 - 3.

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

Marvell-Elaine School District is located in Phillips County, Arkansas and is primarily an agricultural community with many families in the farming business. Marvell has a land area of 1.36 square miles and a population density of 1024.54 people per square mile. (However, in 2006, Marvell School District and Elaine School District were consolidated and the district now spans 595 square miles of land). As of the 2000 census, the population was 1395. The school district is the largest employer in the town.

Marvell is located 30 miles west of the Mississippi River in the beautiful cotton land of east central Arkansas. Marvell is an area of deep poverty, largely ignored by most, including the more well-to-do cities and counties of Arkansas. Historically, this rural, southern city has been an extremely racially divided community of African and Anglo Americans. The racial makeup of the town is as follows: 31.03% are white; 66.76% are African American; and, 1.41% claim "other". Although there has been much work done in recent times to alleviate some of these tensions in the community, Marvell is still a long way from completely reconciling its members.

The existing racial tension is not the only struggle this community strives to overcome. Currently, Marvell struggles with the effects of high unemployment and under-employment rates. Due to the lack of viable community jobs, the people of Marvell often look to local casinos for employment. In 2000, federal statistics reported that 30% of Marvell's residents lived below the poverty level.

In the town of Marvell, the population is spread out with 30.6% under the age of 18; 7.2% from 18 to 24; 20.4% from ages 25 to 44; 21.5% from 45 to 64; and, 20.3% who are 65 years or older. The median age is 38 years. For every 100 females, there are 80 males. The average household size is 2.47 and the average family size is 3.14. 14.13% of the population are married with children and 16.78% have children, but are single.

As reported in the 2000 census, the median income for a household in the city was \$22,368, and the median income for a family was \$26,500. Males had a median income of \$23,854 versus \$15,764 for females. The per capita income for the city was \$16,797. About 22.6% of families and 29.5% of the population were below the poverty line, including 48.1% of those under age 18 and 16.9% of those age 65 or over. The percentages of the population in Marvell with less than a high school diploma is 35.5%. The median home cost in Marvell is \$44,150. The free and reduced lunch count at the high school is 96.2%.

On a scale from 1 (low crime) to 10, the violent crime in Marvell is 3. Violent crime is composed of four offenses: murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. The U.S. average is a 4. Property crime, on a scale of 1 (low) to 10, in Marvell is a 5. Property crime includes the offenses of burglary, larceny-theft, motor vehicle theft, and arson. The object of theft-type offenses is the taking of money or property, but there is no force or threat of force against victims. The U.S. average is 4.

In the early 1900s there were fifteen different merchants in the city of Marvell; in 2011, one can drive down the streets to see there are now just a handful of small mom and pop type businesses. In the 1990s, the population of Marvell was approximately 1545. In 1997 the Marvell Medical Clinic was built with citizen donations. The clinic expanded in only one year to include dental services and interactive two-way compressed video use for medical consultations and health education. However, the declining structures and overall appearance has created a general attitude of helplessness and hopelessness.

Large numbers of teens do not graduate from high school. This city also suffers from a lack of community programs for children, which contributes to a higher than normal crime rate, a high teen pregnancy rate, high drug use and vandalism. Due to the lack of programmed activities and adult supervision, local children often find themselves getting into trouble. Yet, the people of this town are filled with love and abounding in hospitality.

Some students in the Marvell-Elaine School District attend The Marvell Academy

which is also located in Phillips County but is not associated with the Marvell-Elain School District. However, with the grant funds from the 1003g grant, it is the intention of the school to have such an exciting school that meets the needs of all students that the entire student population would never want to miss a day. It is the goal of Marvell High School that all students would be excited to come to school. It is the goal that all students would graduate with a strong future ahead whether it be college bound, career/technical employment, or opportunities with armed services. Regardless, they will have the skills they need to succeed.

Description In Narrative Form:

The Marvell-Elaine School District is in school improvement because of low academic performance of our students. While the main focus of school improvement efforts must be centered on improving student achievement, we do not want it to be our only focus. We would like to use 1003g grant opportunity to change the total teaching-learning environment of Marvell High School. We feel that an academic transformation will occur when we change the total school culture. The faculty, students, parents, and citizens of the Marvell-Elaine School District stand ready to embrace an academically superior educational institution, which will be the results of the implementation of the 1003g grant.

During this grant planning process, each component of the school's ecology has collaborated together to plan actions and initiatives, which will positively affect the academic, social, emotional, and physical attributes of our students. We feel very fortunate that adequate resources may now be available to substantially raise the achievement of our students. The faculty, students, parents, and citizens share in a sense of responsibility and commitment to improving and revitalizing the high school. It is believed that the transformation of the high school will serve as a catalyst for the transformation of the community as well.

Marvell High School's long-term goal of transforming the community by transforming the school supports and embraces the vision of Promise Neighborhoods. The philosophy behind the Promise Neighborhoods and the philosophy behind the new administration are the same— if poverty is a disease that infects an entire community in the form of unemployment and violence; failing schools and broken homes, then we can't just treat those symptoms in isolation. We have to heal that entire community. The design of Marvell-Elaine School District's 1003g application is based on the assumption that it takes both effective, achievement-oriented schools and strong social and community services to support the educational achievement of children in poverty. It is our goal to ensure all students' accessibility to a great school which is supported by all stakeholders. Through a comprehensive support system, our students will be equipped to successfully transition to college, career /technical employment or opportunities with the armed services.

The following goals will be designed and implemented in this grant proposal:

1. To develop and implement a viable curriculum which includes integrating technology in all subject areas.

2. To implement a high yield instructional program including research based strategies which will actively engage students in their classroom activities for maximum learning.
3. To improve parent/community support and involvement in the education of the students.
4. To increase student achievement in all subgroups on multiple assessment opportunities especially on the ACTAAP.
5. To increase the graduation rate at Marvell High School.

Educator Consulting Services will be contracted as the External Provider. A fulltime Transition Specialist will be contracted to provide technical assistance for 90 days during the school year. The services of the External Provider will include the implementation of several interventions to increase student achievement. Educators Consulting Services is a comprehensive, coherent program of services and related materials that address all of the important aspects of school operations impacting the effectiveness of learning and instruction. It is a standards-based, research driven, rigorous program that aligns standards, assessments, curriculum, instruction, and professional development. It embraces high-performance leadership, management, and organization to ensure that all of a school's resources and operations are focused on providing effective, challenging instruction. Family and community engagement is harnessed to ensure that the full spectrum of resources is available to students in support of their academic achievement. The design focuses on the whole school, including school organization and structure as well as day-to-day classroom instruction. Specifically targeting the needs of under-performing schools, it includes an intensive level of on-site coaching and technical assistance provided by experienced educators that leads to increased student achievement.

On-site Professional Development – The majority of the professional development sessions will be delivered by ECS staff members who are specialists in their content area. A Professional Learning Community will be held yearly in order to build capacity throughout the school. Some of the professional development topics include, but are not limited to: Marzano's High Yield Instructional Strategies, Technology, Differentiated Instruction, Analyzing & Interpreting Data – Planning for Results, and Creating an Effective School.

The implementation of the iPads in the instructional program (grades 9-12) will increase the accessibility and use of technology for both the teachers and the students. iPads will be utilized to promote a curriculum integrated with technology in the classroom, through the Accelerated Reading program, and the use of various content application programs. Through professional development sessions and professional learning communities, teachers will be required to implement instructional practices and experiences which are embedded with technology. Students will have multiple opportunities to use technology in their everyday world.

The iPad is a powerful instructional tool which can capture and maintain the interests of students. The interactive experiences allow students to be exposed to a curriculum which is not limited to the traditional textbooks. Some of the benefits of the iPad include the capabilities to upload books and textbooks, increase note taking skills, and

the capability to conduct research. The Technology Coordinator will be responsible for upgrading the current technological network to insure accessibility to a wide broadband system for optimal use of the iPads.

The building will be equipped to operate these iPads while students are in the classroom and stock proof covers will be purchased to protect the iPad from damage. Students will have access to their iPads at all times during the school day, the after school program, and Saturday School. Four classrooms will participate in the iPad Pilot Program. A storage cabinet will be purchased to store the iPads. Through the iPad Pilot Program, students can learn about the different forms of technology and use them when they work in their collaborative groups during instructions. All teachers will be provided with a multimedia center that allows them to facilitate both individual and whole class computer use. Teachers will be provided professional development in the integration of iPads in the classroom, as well as integrating them with their Smart Board. Additional computers will be purchased for ALE and ISS.

A goal in the plan is to develop a viable curriculum, one in which all students are guaranteed an equitable opportunity for learning. Through a collaborative process, teachers will determine essential content. The alignment of instruction, assessment, and the curriculum guarantees that the curriculum being taught is the curriculum being assessed.

The Transition Specialist, along with the principal and the coaches, will facilitate the conversion of the Marvell High School curriculum to the Common Core State Standards. This team will also facilitate the implementation of using The Learning Institute (TLI) on campus and ensure that rigorous and relevant lesson plans are created and utilized effectively and efficiently.

Teachers in the Marvell-Elaine School District are in need of support in the development of high quality assessments in the classroom that are balanced, concise, and rooted in effective classroom instruction and learning. Valid assessments are necessary for effective instruction in order to improve student learning. The Learning Institute (TLI) provides teachers the opportunity to prepare and use classroom test and performance assessments, analyze data and interpret standardized test scores in order to drive instruction and determine areas that need to be remediated. The Learning Institute (TLI) has a long dedicated track record of helping school districts improve the academic achievement of all students. TLI's continuous improvement model includes examining and aligning curriculum, teach and assessing curriculum, reviewing assessment data, and taking action based on results. TLI's three pronged approach to incorporate this model includes providing meaningful assessments, reporting services, and staff development for administrators and teachers in which skills are mastered to make key decisions about curriculum and instruction.

Through the Learning Institute, the school will administer interim formative assessments. By analyzing the data and implementing plans based upon the data, the instructional practices will be more responsive to the needs of the individual students.

Teachers will create criterion referenced assessments using TLI's Quiz Builder. The

TLI staff will also work closely with the school and provide curriculum support, professional development, and instructional strategies to promote research based practices throughout the school.

Renaissance Learning will provide the STAR reading assessments. These assessments will be used to gather data on the reading level of each student. This information will help a student to choose books at the right reading level. By analyzing data from the pre and post test given, the school will be able to measure the increase in reading comprehension. The Accelerated Reader Program will be used to monitor the daily progress of a student's reading. Additional library books will be purchased and an incentive program will be used to encourage student reading.

Renaissance Learning provides an on-site or remote consultant to work with the leadership team to define and communicate the goals outlined in the grant. Members of the leadership team use Renaissance Learning software and Renaissance Real Time web-based hosted programs to monitor the progress of implementation. Training opportunities include on-site seminars, on line training, and coaching sessions. Accelerated Reader measures comprehension and reading on authentic literature (trade books), as well as, measuring literacy skills, vocabulary acquisition, and success on reading assignments in the basal reading series. Accelerated Reader ensures a high rate of success and feedback is given immediately to motivate students and to help them become proficient readers.

STAR Reading Assessments

Better formative assessments are imperative if educators are to capitalize on the standardized, high stakes testing movement and improve student achievement. Each STAR test can measure the same outcomes on a standardized summative assessment. As formative assessments, however, they can be administered periodically or more frequently and integrated into classroom routines while providing teachers the data they need to inform instruction that ensures academic growth for each student. This information can be used to effectively plan for individual students as well as ensure continuous school improvement. Renaissance Learning has consulted with leading national experts in Response to Interventions to define strategies for using data as a part of a model decision making framework.

Research on learners suggest that learning improves when instruction takes account of learner's prior knowledge, that students engage when tasks are meaningful, and that students benefit from differentiated instruction tailored to their readiness.

Strategies must be employed to increase the attendance, retention, and graduation rates for Marvell High School. According to research, some students who are not successful in the traditional classroom may experience success through an alternative curriculum. The current Credit Recovery Program being implemented using APEX Learning software will be expanded. Through APEX, students will have an opportunity to retake a course or courses which they previously failed. By recovering credit, students will be more likely to graduate on time. The two primary indicators of on-track graduation indicators are course completions and credit accumulations. Ongoing monitoring of a student's academic by the ECS Transitional Specialist, the high school

principal, the Graduation Coach/Credit Recovery Director, and the Social Worker will allow the school to implement a pyramid of interventions based upon the Rtl Program. Apex Learning digital curriculum meets students where they are and develops their capacities. It provides differentiated instruction for all students by taking into account pre-existing conceptions, making learning activities meaningful, and enhancing access to curriculum based on learner readiness.

Skills Tutor, a division of Houghton Mifflin, offers a proven, research-based Internet program to help students master core fundamental skills and advanced learning concepts. This Internet-based program will provide students with individualized instruction, remediation, and enrichment while aligning to the state standards and Common Core State Standards. Skills Tutor can be deployed individually depending on the learning level and specific needs of each student. The program is flexible: rich in features but also easy to learn and to put to productive use.

Response to Intervention is a process to assure that students are successful and receive needed instruction. A comprehensive monitoring gives educators the ability to place students at the appropriate level of intervention, predict how well students will perform on state tests, prescribe appropriate instructional material, and track progress to determine if the interventions are truly working.

A 7th Grade Early Start Program will be implemented in order to help the students make the transition from elementary school to high school. The after school program and Saturday school will provide additional academic assistance and high interest enrichment activities for the students. A Graduation/Credit Recovery Director, Registered Nurse, Technology Coordinator, and Media Specialist will be hired. In addition, a Transition Specialist will be hired to work full-time at Marvell High School to ensure the implementation of this grant and of the various school improvement efforts of the district and school. A Social Worker/Community Liaison will be hired to assist the principal in communicating with parents, organizing parent activities, assisting with parent education classes, and in general networking with parents to encourage them into the school. Transportation and child care will be provided for parental involvement activities.

A Science Interventionist will be hired to help the science teachers with interventions in science. An additional Instructional Interventionist will be hired to assist with Tier III interventions with struggling students in math and literacy. The Library/Media Center will be equipped with additional books to facilitate the use of Renaissance Learning, Accelerated Reader, and STAR Reading Assessments. A Professional Retreat will be held during the summer of 2011, 2012, and 2013 where teachers will work closely with ECS to analyze data, learn new instructional strategies, and plan for the coming year. They will also attend the Ropes Course Team Building Program in order to build the staff's leadership capacity. Tuition will be paid for five certified staff members to obtain National Board Certification.

Parent/community support will be improved by revising the Parent/Community Involvement Program. The initial focus of this program will be to increase the

attendance rates for parent-teacher conferences and school activities. Also, to increase the utilization of and visits to the parent center will be a primary focus. The roles of the parent coordinator, the social worker, and the high school principal can be essential to the success of this goal. Family math, science, literacy, and social studies nights which incorporate the use of technology will yield positive results in terms of offering a viable curriculum and differentiating instruction.

A student mentoring component which consists of the Leaders of Tomorrow, an 'Empowerment Camp', and staff/community mentors will insure that the cognitive and affective needs of the students are met. This Leaders of Tomorrow Mentoring Program will be for both males and females. Mentors will include men and women who work to build character, improve self esteem, and increase academic achievement. These programs will focus upon students developing a positive attitude, a positive value system, leadership skills, positive work ethics, good citizenship, and self-motivation while creating a positive mentor-student relationship. Mentors will challenge the males and females to make a difference in their lives and the life of others. Through the mentoring program, students will participate in educational and cultural, empowerment activities, and in state and out of state field trips. The aim of the comprehensive mentoring component is to insure that each student develops positive relationships with mentors while developing skills needed to insure academic excellence and emotional, physical, and social competencies. The young men will participate in the Louis Bryant Boys Camp. The young men and women will visit the NASA Space Center in Huntsville, Alabama. The young ladies will attend the Girls Empowerment Camp which will be co-sponsored by the University of Arkansas at Fayetteville. All students will have an opportunity to visit colleges and universities. During the three year implementation of this grant and after the grant cycle is over, Marvell High School will implement components of the Leaders of Tomorrow Mentoring Program.

With the financial assistance provided by the 1003g School Improvement Grant, Marvell High School will substantially increase student achievement while creating a Promise Neighborhood for the entire community.

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
Marvell Elementary	K-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Ruth Denson Superintendent	Ed.S. UALR (Summa Cum Laude) MSE; ASU BSE; LeMoyne-Owen College; Memphis, TN Assistant Superintendent/ Federal Coordinator of Marvell School District (19 yrs.) As Asst. Super., served as Federal Program Coord; District Test Coord; Curric. Coord; ABC Director; Homeless Education Liaison; Equity Coord; Pathwise Induction/Mentoring Coord; ALE Director; Minority Tchr Administrator and Admin. Recruitment Director; and District-wide Scholastic Audit Chairperson ADE Certifications: P-12 Administration K-9 Elementary Principal	1	36	36

	<p>Early Childhood Educ. K-6 Elem. Teacher Certified Arkansas School Business Official ASCD Conference Comm.2004 Principal-Marvell Middle School- 1984-90 Teacher-Marvell Elem. 1975-84</p>			
<p>Adrian Watkins Principal</p>	<p>M.S. Biology, ASU B.S. Zoology, U of A , Fayetteville, AR AR Principal Certification ASU & TX State Board of Ed. Assist-H.S. Principal, Central H.S. Helena-West Helena Jr. High Principal, Eliza Miller Jr. High, Helena-W. Helena Science Tchr-9th-12th - Osceola, Helena- W.Helena, AR; Copperas Cove; Killeen, TX Publication: Quisenberry, Nancy L. and McIntyre, J.D., Gwendolyn, Case authors "Racisim in the Classroom": Case Studies, 2002, Watkins. Assoc. for Teacher Educator.</p>	1	31	1
<p>Donna Ross Federal Program Coordinator</p>	<p>Ed.S. School Admin. U of A in Fayetteville, AR M.S. Elem. Ed. U of A Fayetteville, AR B.S. UAPB Elem. Principal Cert. UCA, Conway, AR K-3 Initiative, ADE, Little Rock Curriculum Specialist/Director of Academic Operations K-6 Helena-W.Helena School District Formative/Summative Test Data Analysis</p>	1	31	1

	Planned Professional Develop. Co-Chair District CWT Team District Facilitator- AdvancED/NCA Accred. Phillips Comm. College U Of A GEAR-UP ACT Instructor			

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

Administrators are provided with a pre-conference report before the actual evaluation is conducted. Administrators are evaluated by the superintendent twice a year using the board certified Marvell Evaluation of Administrative Performance instrument.

Administrators are rated on the following scale:

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

The evaluation instrument rates eight competencies such as:

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

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

In addition, administrators are required to keep a portfolio. The portfolio must include documentation of meetings attended and any staff development attended. Administrators must also keep any plans they have made and implemented in order to help the school improve.

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

Teachers are provided with a pre-conference form. On the pre-conference report, they can provide the objective(s) to be taught and the method(s) to be used. In addition, they can list materials to be used. If there are any prior activities relevant to the lesson or special characteristics of the lesson they wish the principal to be aware of, they can provide that information ahead of time as well.

Every teacher is evaluated through a formal evaluation process once each semester. The formal evaluation is performed by the principal. During the formal evaluation observations, the principal looks for such things as: 1) Classroom management; 2) Instructional Strategies; 3) Student Engagement; and 4) Organizational skills.

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

Should an Individual Improvement Plan be written, the teacher is required to complete a Summative Individual Improvement Plan and submit this form to the principal within two weeks. A separate form is required for each job improvement target. If this is the case, teachers are required to state specific improvement goals to be achieved and an approximate time frame; identify process by which the plan will be achieved; describe how the achievement of the plan will be measured; and, indicate what staff development activity would best address their individual improvement plan. They are then required to record the date the goal was achieved and they can record comments if they wish.

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

In addition, Classroom Walk Through's (CWT) are performed on a daily basis by the principal. A CWT is a 5-7 minute quick assessment of a classroom at a certain point in time (beginning, middle, or end) which noted on the form. They are done on a rotating basis and the principal makes an effort to get to every teacher's classroom every two to three weeks as possible. CWT's will also be performed by the External Provider, Transition Specialist, and/or GRESC personnel in order to provide a more comprehensive job imbedded data set from which continuous ongoing professional development will be provided.

A CWT determines whether or not an objective is posted and if so, if it is evident to the students. Data collected on the CWT's is used to determine areas of potential professional development need or improvement for teachers on both an individual and group level. They also provide vital data to determine whether teachers are using research based instructional strategies and if so, which type. They identify grouping

formats of students and the student actions. A CWT determines what type of instructional materials are being used, the levels of student work (based on Bloom's Taxonomy), and whether or not students are engaged in the learning. The CWT is also used to determine if a teacher is responding to specific needs of learners through differentiation.

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

The Marvell-Elaine School District was awarded a 1003a grant in order to provide job-embedded professional development and training to leadership and instructional staff at both the elementary school and the high school. The activities provided by the Elbow 2 Elbow (E2E) Consultants were designed to increase academic proficiency in both literacy and math. Fifty seven days were divided between Marvell Elementary and Marvell High School. Funds were documented in the ACSIP.

The professional development included analysis of data by subpopulation (weekly); Creating and continuing use of data assessment walls ((monthly); Creating Academic Action Plans for systematic re-teaching of skills not mastered (monthly).

The current capacity of the school is that teachers have received training in Kagan, Ruby Payne (low socio-economic), and High Yield Teaching Strategies to enhance the ability of all learners. However, teachers are still not consistent in using varied teaching strategies and assessments to engage all learners. All Special Education teachers have been trained with core teachers in the Co-teaching model, yet individual student needs are not addressed in lesson design and delivery throughout the staff. Most teachers teach whole group with little differentiation or remediation.

Parent involvement policies have been reviewed and updated. Parent involvement activities have been planned and held, but with little participation at the high school. Parent notifications, as required by Title I, have been disseminated through a variety of means (letters, website, business partners, flyers, and newspaper articles), such as School Improvement/Choice letters and the notification of Supplemental Education Services (SES) and the SES application.

In 2009 a survey was conducted for students, teachers, and parents as part of a comprehensive needs assessment for the Marvell-Elaine School District. The disaggregation of that data set reveals the following areas of concern:

STUDENT SURVEYS: 1) Over 25% Dissagree/Strongly Dissagree that computers are available at school for student use; 2) Over 36% Dissagree/Strongly Dissagree that students respect each other and their property; 3) Over 20% Dissagree/Strongly Dissagree that the school is doing a good job preparing them for their future.

CLASSIFIED STAFF SURVEYS: 1) 75% Dissagree/Strongly Dissagree with the level of student performance; 2) 88% Dissagree/Strongly Dissagree with the level of student motivation; 3) 88% Dissagree/Strongly Dissagree with the level of student discipline; 4) 75% Dissagree/Strongly Dissagree with the level of overall community relations; 5) 88% Dissagree/Strongly Dissagree with the level of parental involvement in the education of their children.

CERTIFIED STAFF SURVEYS 1) 79% Dissagree/Strongly Dissagree with the availability of computers and other technology to the students; 2) 90 %

Dissagree/Strongly Dissagree with the level of performance of the students; 3) 69% Dissagree/Strongly Dissagree with the level of student motivation, 4) 57% Dissagree/Strongly Dissagree with the level of parent communication, 5) 50% Dissagree/Strongly Dissagree with the level of student discipline in the district; 6) 75% Dissagree/Strongly Dissagree with the level of parent/community volunteers in the district; 7) 71% Dissagree/Strongly Dissagree with the level of parental involvement in their child's education, 8) 64% Dissagree/Strongly Dissagree with the district's decision making processes. 9) 54% Dissagree/Strongly Dissagree with the teachers' involvement in the decision making processes; 10) 43% Dissagree/Strongly Dissagree with their ability to teach due to lack of discipline in the district; 11) 50% Dissagree/Strongly Dissagree with the support services that are available to the students; 12) 69% Dissagree/Strongly Dissagree with the teachers' ability to influence the direction of the school district.

PARENT SURVEYS: 1) 50% Dissagree/Strongly Dissagree with the school district's stability; 2) 64% Dissagree/Strongly Dissagree with the amount of communication between the school and the home.

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	35	22	34	33
Mathematics	32	39	26	30	28
Science	26	11	4	NA	NA
Social Studies					
Writing					
Geometry	47	30	32		

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

Test Year: 2008-2011

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	RV	NA	RV	24	30	19.1	NA	NA	NA	NA	NA	NA	RV	RV	RV
Mathematics	RV	NA	RV	48	59	32.1	NA	NA	NA	NA	NA	NA	NA	RV	RV
Science	RV	NA	RV	11	25	14.3	NA	NA	NA	NA	NA	NA	RV	NA	RV
Social Studies	RV	NA	RV												
Geometry				48	30	31.1	NA	NA	NA	NA	NA	NA	NA	RV	RV

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	6 0	4 8	5 2	3 3	3 1	5 3	N A	N A	2 3	N A
Mathematics	6 5	6 0	5 2	5 6	2 9	2 3	2 9		N A	N A
Science			1 9		7			1 0		
Social Studies										
Writing										
Other Geometry								4 8		

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	60	32	29	33	32	42	NA	NA	31	NA
Mathematics	87	42	41	60	36	17	51		NA	NA
Science			3		11			24		
Social Studies										
Writing										
Other Geometry								47		

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	4 1	4 4	3 2	3 4	1 7	3 3	N A	N A	1 9	N A
Mathematics	7 4	4 8	3 4	3 7	1 5	2 7	3 2	N A	N A	N A
Science			1 9		4			1 7		
Social Studies										
Writing										
Other Geometry								3 1		

4. Average daily attendance percentage for the 2009-10 school year: 89.6

5. Mobility rate for the 2009-10 school year: 18.7

6. Graduation rate for all students for the 2009-10 school year: 63.2%_

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

	All Students
2010	63.2
2009	54.8
2008	60.99

Key Questions

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

Trend data shows the African American males are experiencing the lowest achievement rates in all end of course assessments. This is a trend that spans many years of data at Marvell High School.

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

Again, trend data shows the African American males are experiencing the lowest graduation rates.

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

A trend analysis of students scoring proficient on the Arkansas End of Course Benchmark Exam in Literacy, Algebra, and Geometry reveals that student success in both literacy and math is very limited. End of Course in Literacy tends to be the lowest of the exams. The results from 2008 - 2010 on the EOC Literacy Exam show an increase from 2008 (19%) to 2009 (31%) and then the fell again in 2010 (23%) for the combined population.

The last three year's Algebra scores show an increase from 31% in 2008 to 47% in 2009 and 48% in 2010. This is an encouraging trend that should continue in the upcoming years.

Geometry scores show that in 2008 our students scored 32%; in 2009 they scored 30% and in 2010 they scored 47%. Again this is an upward trend that we expect to see continue in the future.

Seventh grade students that have scored proficient or advanced over the least three years are as follows: In Literacy: 17% in 2008; 32% in 2009; and, 31% in 2010. In Math, the percentage of students who scored proficient or above were: 15% in 2008; 36% in 2009; and 29% in 2010.

Over the last three years, eighth grade students who scored proficient or advanced are as follows in Literacy: 33% in 2008; 42% in 2009; and, 53% in 2010. In Math, the percentage of students who scored proficient or above was 27% in 2008; 17% in 2009; and, 23% in 2010.

Other data reveals that students are experiencing a lack of success in other core subject areas as well. A lack of basic skills necessary for success in all classes is evident.

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

An important consideration should be given to the cultural issues that are prevalent in Marvell. Poverty is prevalent in the district as evidenced by the 96% free and reduced lunch count. There are many issues in a highly impoverished culture and one of the most difficult to overcome is that of low expectations. With high poverty comes so many other factors as well. Factors that include poor nutrition, poor health, poor dental health, lack of knowledge or ability to access additional community or state resources.

When the state assessment scores are looked at over several years time, there is no grade level or subject that jumps out and says, "Hey, look at this grade. The expectations here are extremely high and the instruction is great!" There are no percentages that show any tremendous increases across time or content areas. The

graduation rate in 2009 was 54.5%. The dropout rate was 11%. The college remediation rate for the 2009 report card was 85% as evidenced by the composite ACT score of 17. Marvell High School is in desperate need of transformation.

In addition to the above information, data from the Phillips County Youth Risk Behavior Survey revealed that 26% of the students in Phillips County said they had used marijuana at least once during their lives while 10% said they had smoked marijuana at least once during the last month prior to the survey. Four percent of the students had tried methamphetamines, 1% tried heroin, and 4% had tried cocaine at least once during their lives.

Data from the Phillips County Youth Risk Behavior Survey indicated that 61% of the students surveyed had at least one drink of alcohol other than a few sips at least once during their lives, and 32% had taken their first drink by the age of thirteen. A total of 31% of students said they had taken at least one drink of alcohol in the month before the survey, and 14% had five or more drinks in a row or within a two hour period on one or more of the past 30 days.

The Phillips County Youth Risk Behavior Survey pointed out the large percent of students who had been involved in some type of violence. A total of 20% of the students carried a weapon such as a gun, knife, or a club in the past 30 days, and 5% carried a weapon on school property during that time. During the 12 months preceding the survey, 42% of the students had been in a physical fight one or more times. Of those students who had been in a physical fight, 10% had been treated for injuries sustained while fighting.

The school needs a transformation model that will improve student academic low performance- a model that will not only build the capacity of teachers and instructional leaders, but one that includes delivery of high-quality and effective instruction to all students. One that effectively determines the learning styles and needs of students and then sets about the business of meeting those needs. Marvell High School needs a system that incorporates high expectations and increased accountability not only for students, but for teachers, administrators, school board members, and community members as well.

Marvell High School has chosen to implement a model based on the Promise Neighborhoods as outlined by the Department of Education Appropriations Act, 2010. The primary purpose of a Promise Neighborhood is to significantly improve the educational and developmental outcomes of children in the most distressed communities. Marvell, Arkansas meets the requirements of a most distressed community.

After several discussions in team leadership meetings the high school has chosen to select Educators Consulting Services as an external provider and transformational specialist in order to spearhead and implement the changes that will need to take place. ECS has extensive experience in working with high-poverty student populations. They will assist teachers and staff with innovative strategies that acknowledge and address

the daily disruptions caused by student misbehavior, little parent involvement, and learning deficits. They will assist teachers and staff in believing that their students can learn at higher levels and motivate the teachers to teach in dramatically different ways than they have in the past.

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

Marvell-Elaine School District is located in an area that is primarily an agricultural community, with very few people actually owning their own farms. Agriculture work is dictated by the weather and/or crop conditions. We have seen many years with reduced crops because of conditions that could not be prevented such as weather. The community contains over 30% poverty level families with 96% of the students being eligible for free and reduced lunches. Trying to confront and change generational poverty is serious business; the implementation of proven researched based strategies is needed to help solve this problem.

The main characteristics to consider are the cultural issues that stem from the current demographics circumstances. The majority of the student population is African American, and most students come from low income backgrounds (96.2% are on free and reduced lunches). There are no other high schools in the district and the next closest high school would be in Barton, Arkansas. The students that have already been consolidated from Elaine should not have to undergo another displacement. The students from the Snow Lake area already ride the bus for nearly two hours each way from home to school and back. A model is needed that will foster high expectations and high accountability, and also build the capacity of instructional leaders and classroom teachers that can and will deliver effective, meaningful, data-based instruction to our students.

The model we have selected includes several core features:

- 1) Organizations and schools implementing academic programs and family and community supports that have the capacity to collect, analyze, and use longitudinal data to evaluate their efforts.
- 2) Academic programs, family and community supports, and schools that work together and closely integrate their efforts so that time and resource gaps that contribute to children missing academic and developmental milestones do not occur.
- 3) Academic programs and family and community supports that are managed, directly or indirectly, by a leader and an organization that can engage the community.
- 4) Schools, academic programs, and family and community supports that are implemented by using a "place-based" approach that leverages investments by focusing resources in targeted places, drawing on the compounding effect of well-coordinated efforts.
- 5) Academic programs that integrate technology across the curriculum.

It is only through the comprehensive approach to a broader neighborhood revitalization plan that focuses on high-quality academic programs, effective schools,

and family and community supports, which are all primarily developmental assets will the broader vision of true transformation occur.

Marvell High School will partner with Educators Consulting Services (ECS) from Hot Springs, Arkansas as an external provider and as a transformational specialist. ECS consists of teams of specialists who work with schools to change their low-performing status. ECS has worked with several schools across the state in the 2009-10 year as an external provider and comes with high recommendations and results from those schools. The specialists will be involved in administrative leadership, instructional leadership, and professional development, through a continuous support model. The difference is the professional development received from ECS will provide continuous support - really on a 24 hour basis. They will work with leadership teams, instructional facilitators and students. They will also model instruction strategies for teachers. They will facilitate team meetings with teachers (using training in the development of Professional Learning Communities) in order to analyze data, discuss appropriate instructional strategies and interventions, differentiate instruction, and help meet the needs of students and teachers alike. This is something that typically can't be provided through the Co-op because they have so many schools to try and serve not to mention all the professional development they have to prepare to present to multiple schools. Specialists from ECS will be on the high school campus every week.

In addition, the school will partner with the Great Rivers Educational Service Cooperative . The Co-op is available to provide additional support for leadership with roles such as math, literacy, and science facilitators. They also offer professional development that can meet some of our needs as determined by student data. Funding of this PD will not come from these grant funds. The Co-op School Improvement Team will work in tandem with the specialists from ECS in order to plan any joint trainings, guest speakers, etc.

The school will partner with parents and the community as they work to move this school forward into the 21st century. More effort will be made to involve the parents and community members. This is a great area of concern as evidenced by our most recent Perceptual Surveys. Assistance will be provided by the external provider and transformational specialist by giving us new ideas and activities such as family math, science and literacy nights, parent volunteers, student-led parent-teacher conferences, and reading buddies (from the community) in order to get parents excited about coming to school and students excited about sharing their work. It should become the norm for parent to come to school for a positive experience rather than a negative one. Students will be provided with enrichment activities they have never before had the opportunity to experience. Cumulative growth will occur when all of these elements along with positive attitudes, motivation, achievement, and personal accountability are in place.

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.

A Scholastic Audit was conducted at the Marvell High School from January 7, 2007 to January 12, 2007. The High School did not fare well on the audit, receiving a performance level of 1's and 2's on all nine standards. In addition, the school received a list of relevant facts identified as deficiencies and next steps that were not within the standards that needed to be addressed at once. They were:

1. Deficiency: The bell and intercom systems are not working which contributes to the confusion between class changes; this creates poor communication between the buildings and creates additional problems related to lack of supervision.

Next Steps: Priority should be given to getting the bell and intercom system working. This equipment problem adds leverage to the poor behavior/culture problems.

District Action Steps to Covercoming Obstacles: The high school bell system is now fully functional and a two-way intercom system has been installed.

2. Deficiency: There is not a safe and orderly environment during lunch time due to overcrowding and inadequate space in the cafeteria which creates supervision problems.

Next Steps: Adjust the master schedule and create two short lunch periods allowing one half of the students to be released at separate times. Either fourth or fifth period would be split with lunch in the middle. The value would be worth the interference with splitting the class period. The current practice allows the culture issues connected to environment to escalate during lunch period.

District Action Steps to Overcoming Obstacles: A split lunch period has been implemented to reduce overcrowding and the discipline problems that have occurred in the past.

3. Deficiency: Poor relationships and a disconnect in communications exist between the different communities due to the annexation.

Next Steps: Contact the Arkansas School Boards Association and ask for assistance in implementing "Study Circles" to allow for immediate communication among school officials, board members, and patrons in the outer communities. Many individuals have strong feelings and they need the opportunity to express their ideas to someone they believe will listen. This could be a first step toward building some level of trust.

District Action Steps to Overcoming Obstacles: District staff members have implemented a program to identify stakeholders and involve these persons in school programs and activities. A committee has been organized to accomplish these tasks. Members of the committees includes representative of teachers, parents, students, administrators, and citizens. The committee has developed a plan with specific steps to involve a greater number of parents and citizens. These steps have been reviewed, refined, and adopted by the group and presented to the entire faculty.

4. Deficiency: Lack of communication/collaboration among most staff regarding curriculum, instruction, and assessment.

Next Steps: School leadership should revisit the purpose of the departmental organization that is being emphasized this year. The expectations and desired outcomes for the departmental organization structure should be communicated to the chairperson. School leadership should monitor more closely the frequency of the meetings and require attendance of all staff. The department chairs should receive specific tasks to address regarding curriculum, instruction and assessment and be held accountable for the outcomes.

District Action Steps to Overcoming Obstacles: District staff conducts a minimum of four meetings each school year of the combined leadership (Teams/ Literacy/ and Math committees from each of the schools). The purpose of these meetings is to establish a

framework to create discussions among teachers to identify curriculum gaps, avoid overlaps, focus on key transition points, and enhance teacher growth and development. The meetings are conducted by a district staff person and/or consultant. Records are maintained and the results of all meetings reported to each school faculty.

5. Deficiency: The high school is not safe. The position of School Resource Officer is vacant.

Next Steps: The school/district should employ the School Resource Officer as quickly as possible to address safety issues and extreme student behavior.

District Action Steps to Overcoming Obstacles: A full-time resource officer has been hired. Video surveillance and metal detectors have been installed in the high school building.

6. Deficiency: The security of the building is compromised.

Next Steps: High priority should be given to fix and replace all panic hardware on exterior doors. The chains create hazards due to safety with fire codes.

District Action Steps to Overcoming Obstacles: All of the exterior doors that were damaged have been replaced.

Each and every one of the above listed recommendations were addressed and have been resolved.

ADE Scholastic Audit Report Standards Indicators were as follows:

Standards 1-3 address Academic Performance.

Standard 1 Curriculum: All indicators received a score of 1. (Little or no development and implementation).

ADE Findings: The Scholastic Audit determined that there was no locally developed curriculum plan to systematically guide the development and delivery of classroom instruction. Instruction was primarily based on textbooks with reference to the Arkansas Academic Content Standards and Student Learning Expectations. Curriculum Maps and pacing guides were being used in some areas. At that time, America's Choice classes such as Ramp-Up had access to lessons designed and monitored by the America's Choice Program staff.

The Marvell-Elaine School District had a nonfunctional process for curriculum review. It was not evident that the district systematically ensured school participation in district wide discussions by grade level across content areas. Horizontal articulation within the school did not encompass all content areas, and vertical articulation had not been initiated with feeder schools. The curriculum accommodated the learning needs of only some students and/or does not maintain expectations for high academic performance.

District Actions: 1.1b The district initiates and facilitates district-wide staff development sessions at which curriculum standards are discussed across all levels (K-12).

1.1.d A district-wide Achievement Gap Committee meets annually to discuss the elimination of unnecessary curriculum overlaps and the closing of curriculum/achievement gaps.

1.1.f A district-wide curriculum review committee meets annually to monitor, evaluate and review curriculum.

Standard 2 Classroom Evaluation/Assessment: Five indicators received a score of 1; three indicators received a score of 2 (Limited development or partial implementation).

ADE Findings: Assessments were not consistently used as instruments to drive instruction. Few assessments were authentic and teacher-designed. Most assessments were commercially prepared, lacked rigor, and authenticity and were not aligned to the State Standards. Assessments indicated that true-false, multiple choice, and short answer questions are the most common methods used to assess student learning. Student projects and demonstrations are seldom used. Students were given limited opportunities to choose ways to demonstrate learning. Student work was not displayed. Objectives were written on the board in some classrooms. Strategies for improving student performance were identified in the ACSIP plan and there was evidence that some strategies were being implemented.

District Actions: 2.1.a: Teachers in all school and subject areas have been provided professional development related to disaggregation, interpretation, and use of data to address the needs of all students to include the various populations. The training included how to relate the need identified to the particular strand in the Arkansas Academic Content Standards and Student Learning Expectations. The training has been sponsored by the district staff and will be required of all teachers.

2.1.c: District staff members implemented a program to identify stakeholders and involve these persons in school programs and activities. A committee has been organized to accomplish these tasks. Members of the committee are a representative of teachers, parents, students, administrators, and citizens. The committee developed a plan with specific steps to involve a greater number of parents and community citizens. These steps have been reviewed, refined, and adopted by the group and presented to the entire faculty.

Standard 3 Instruction: Two indicators received a score of 1; six indicators received a score of 2.

ADE Findings: Primary instructional strategy was teacher directed, whole-group, instruction. Various learning styles, brain research, and multiple intelligences were not the focus of instruction in the classroom. Most instruction ranks at the lower levels of Bloom's Taxonomy. Writing across the curriculum was encouraged as a way to improve writing. Teachers, students, and parents indicated a lack of working computers to support instruction.

District Actions: 3.1a; 3.1b; 3.1c; 3.1d; 3.1e: District staff members organized a committee to develop and implement a plan to review the curriculum at the school on a

continuous and on-going basis to identify problem areas, curriculum gaps, and program weaknesses. The review has been accomplished through a Leadership Team and/or Literacy and Math Committee and has determined the extent the curriculum is aligned with the State Academic Standards. The review included course offerings, programs, and materials, instruction, and student progress. The findings of the team were presented to the entire school staff for action on identified needs. The process included a review and study, recommendations for improvement, and an evaluation of the program. Members of the committee were provided training to accomplish their tasks.

3.1.f: District funds have been made available to ensure that Marvell High School students will have a classroom set of books available in classrooms and a separate set of books to keep at home in order to improve academic performance.

Standards 4-6 address Learning Environment.

Standard 4 School Culture: Five indicators received a score of 1; Six indicators received a score of 2.

ADE Findings: The overall conditions of the school did not provide students and staff members with a safe, healthy, orderly and equitable learning environment. School facilities reflected a neglect of regular maintenance. Buckets collected dripping water. Restrooms were unsanitary. Students reported rodents in the locker rooms. The intercom and bell system were inoperative creating inconsistency with class dismissals, communications, and day to day operations. There were no security cameras and limited phone access throughout the buildings. Student behavior violations were frequently observed and there was a lack of communication regarding in-school suspension procedures. Overcrowding in the 150 seat cafeteria occurred as approximately 330 students in grades 7-12 were dismissed for lunch. Parents and staff members had voiced concerns over the inability to employ a Security Resource Officer.

The master schedule did not provide equitable opportunities for all students. Parents complained about the lack of certified teachers due to a recent turnover and complained about the length of time students were being taught by substitute teachers. Students were out of class an abnormal length of time waiting for schedule changes. While teachers stated they held high expectations for their students, their practice of lesson design and assessments was not consistent with this belief. Some teachers stated the lack of student success is due in large part to student home life and lack of parental support. The district did not have a policy linking teacher efficiency and student performance. School leadership had not fully provided for the cultural, socioeconomic, and intellectual needs of all students. Students and parents from outlying areas complained about inequities that included travel time from home to school and the lack of opportunities to participate in school activities.

District Actions: 4.1.a The district improved the learning environment of the high school by: painting the high school halls, remodeling the student restrooms, replacing the intercom and bell systems, installing security cameras, replacing all doors, and building a seventh and eighth grade annex.

4.1.a An improved duty schedule for student supervision has been implemented to reduce the number of student incidents at Marvell High School. These changes in the structure and environment at MHS have improved the climate, reduced the discipline incidents, and created a safer and more pleasing atmosphere for the students at Marvell.

4.1.b District funds have been used to hire a full-time resource officer. NSLA and District funds have been used to hire a full-time Director of Student Support Services.

Standard 5 Student, Family and Community Support: One indicator received a score of 1; four indicators received a score of 2.

ADE Findings: The High School teachers and staff had a limited variety of instructional materials and resources that promoted active and service learning. Some classroom textbooks were copied to provide appropriate materials to students. The district's technology plan indicates that all classrooms had three computers for student use and a computer for staff use. There was a disparity among classrooms in instructional equipment and materials with some having Smart Boards and laptops available for student use while most classrooms did not. Limited evidence to support that all classrooms use research proven strategies on a daily basis.

District Actions: The district expends funds to ensure that a variety of instructional materials and resources are provided to deliver the curriculum. The integration of technology in the instructional program has increased through the purchasing and utilization of additional Smartboards, computers, and computer software. Outside consultants from Elbow 2 Elbow and America's Choice were used to assist teachers in implementing specific instructional strategies that will reduce the barriers to learning. Educators Consulting Services consultants provided parent involvement and para-pro training.

5.1.a Title I funds are used to employ a full-time (1.00) parent coordinator to work in grades PreK-12 to ensure that parents are involved in the program and the students are getting the maximum benefits.

5.1.c Programs are provided to students who are not achieving proficiency or at risk of failing to achieve proficiency with point-in-time remedial activities designed to improve or correct deficiencies service as barriers to the students. Activities include tutoring during school day, before or after-school or in a summer session or other appropriate remedial activities. The instruction provided is based on student AIP/IRI's.

Standard 6 Professional Growth, Development, and Evaluation: Ten indicators received a score of 1; two indicators received a score of 2.

ADE Findings: Teachers participated in 60 hours of district and building level professional development at the beginning of school; however, professional development (PD) was not focused on building capacity for school improvement. There

was no formal process to identify professional development needs. Some of the professional development sessions were written into the ACSIP. Professional Development was more whole group and not prescriptive to meet the individual needs of teachers or personal improvement plans. It was neither on-going nor job-embedded. Some teachers participated outside the district in PD that addresses their content knowledge. Administrators are provided with training required by the ADE; but there was little evidence that there is any emphasis on PD that will lead to building capacity with the staff to improve instructional practice or student achievement. There was no evidence that data analysis was being used to alter classroom instruction. School provided a limited professional library.

Personal improvement plans were being developed based on the individual interests of the teacher. There was no connection between the evaluation process, school improvement, and professional development. As of January 10, 2007, there had been a minimal number of formal evaluations of certified staff.

District Actions: 6.1.c Professional development activities of the district relate to personal improvement plans of faculty.

6.1.d An on-going district-wide survey of professional development needs is conducted to determine and prioritize future professional development activities. Professional development activities are focused and designed to connect student achievement goals and employee evaluations.

6.1.e To improve student achievement, the district has employed academic coaches in the areas of mathematics and literacy. Academic coaching is in place to ensure that acquired knowledge is integrated into classroom instruction to improve student learning. (Previously -- America's Choice) (Elbow to Elbow, District Math and Literacy Coaches)

6.2..b Based on needs assessments, fiscal resources are fully utilized to support maximum professional growth and to improve staff proficiency.

6.2.d Personnel evaluation meets the intent of the state requirements which included observation and feedback.

6.2.e To improve instructional practice and student achievement, professional development activities are designed to build capacity within the staff.

Standards 7-9 address Efficiency:

Standard 7 Leadership: Eleven indicators received a score of 1.

ADE Findings: Mission statement had been developed several years prior to 2007. Vision and belief statements had not been developed. There was a lack of data in the local school board meetings' minutes to indicate that the mission statement guides their decisions. There seemed to be no evidence of effort to update the mission statement by school leadership. Minutes of school board minutes indicated that board members received minimal information regarding student achievement data. School leadership analyzed the data and reviewed it with faculty. No evidence of school leadership professional growth plans was available. There were minimal planned activities that would lead to developing strong leadership skills. Student achievement data was disaggregated in a format that identified the differences in academic performance of

subgroup populations and that data was incorporated into the ACSIP. Limited evidence that the data was continually used to make changes within the instructional program. No evidence available to indicate that staff has been trained to develop appropriate curriculum.

The school board had a policy on the use of instructional time, however, building leadership had not provided the structure or implemented the policy. Student discipline referrals to the office were frequent and students awaiting schedule changes were out of class for an abnormal amount of time. Students were observed walking around several times after classes had started before they entered a class. A waste container in the boys restroom was set on fire at lunch on January 8, 2007 and a second fire occurred in the same restroom after basketball practice on the same day. School leadership was consumed daily with numerous discipline referrals on a daily basis. There was a high teacher turnover from semester-to-semester and year-to-year which hampers continuous school improvement.

The school board had not adopted a policy that focused on providing a supportive, safe, healthy, orderly, and equitable learning environment. Sufficient resources had not been allocated to properly maintain the facilities and equipment. The school board had not adopted all policies required by the statute and school leadership did not have a working knowledge or were not familiar with the policies. Some district policies had been partially implemented, but implementation was only sporadic and not consistent. School leadership infrequently conducted classroom observations or formal evaluations. The primary emphasis was on discipline and behavior. The Student/Parent Handbook defined behavioral expectations which were not consistently enforced within the classroom and throughout the building. Minimal organizational direction was provided for certain common procedures and daily practice. The daily distractions throughout the building impacted the focus on instruction and student achievement.

District Actions: 7.1 The local school board has adopted all policies required by statute in accordance with ASBA model policies.

7.1.a; 7.1.h; 7.1.i: All policies and procedures adopted and used by the district have been reviewed to determine if any revision is needed to strengthen the program and to enhance the overall operation of the school district. The superintendent working with members of the Board of Education have established the framework and outline the procedures for the review. Particular emphasis has been placed on improving the instructional program, student achievement, and the professional growth and development of the faculty and staff. Changes and recommendations were presented to the Board for action.

7.1.b; 7.1.d: Staff members have analyzed data from the required Benchmark Exams, SAT-10, attendance, and graduation rates, and other relevant sources to determine student learning needs. Data representing the combined population and each sub-population was identified as well as the specific weakness of each group.

7.1.a; 7.1.h; 7.1.i: All policies and procedures adopted and used by the district have been reviewed to determine if any revision is needed to strengthen the program and to enhance the overall operation of the school district. The superintendent working with members of the Board of Education has established the framework and outline the procedures for the review. Particular emphasis was placed on improving the instructional program, student achievement, and the professional growth and development of the faculty and staff. Changes and recommendations were presented to the Board for action.

7.1.f: PD funds have been used to provide professional development to teachers and administrators to include Special Education related to the state mandated training to include but not limited to Law of Arkansas History, Parent Involvement, Technology, Development and Use of Student AIP, disaggregation and use of data, Curriculum Alignment, Leadership Capacity, and others which are appropriate. Training has been provided by the Great Rivers Education Service Cooperative, outside consultants, conferences/workshops, and other providers as needed.

Standard 8 School Organization and Fiscal Resources: Five indicators received a score of 1; five indicators received a score of 2.

ADE Findings: The local school board had a policy to protect instructional time and the school/district placed high priority on classroom management by providing four workshops on classroom management during this school year. Many teachers lacked control in their classrooms which prevented quality use of the instructional time. There was minimal evidence that any differentiation was taking place in any of the classrooms. The master schedule reflected no common planning time for most teachers either by content area or grade level. Teacher collaboration was limited. Departmental minutes indicated that much of the discussion was not substantive regarding teaching and learning and many teachers were not actively participating in departmental meetings. The study groups were not functioning as planned and were unorganized. In addition, the master schedule reflected that the developmental and academic needs of the students were not considered. Some changes in the master schedule were reflected in order to customize the need for America's Choice Ramp-Up program for seventh and eighth grade students. The evidence indicated that the needs of students were not a high priority in scheduling or delivery of instruction.

The local school board had not adopted a budget policy. Many teachers indicated they did not have adequate resources for materials and supplies which was contrary to information received from the Central Office. There was a procedure established for requesting instructional materials and supplies but there seemed to be a lack of understanding regarding this process. There was no local school board policy for distribution of discretionary funds and there was no evidence of any type of needs assessment being used to solicit input regarding the use of discretionary funds. Planning for expenditures was not based on data that reflected an intentional focus connected to the mission of improving student achievement.

District Actions: 8.2 Title I funds have been budgeted to employ a half-time coordinator to manage and operate the schoolwide program and to coordinate all activities included in the program. This person ensures that students are provided the services.

Standard 9: Comprehensive and Effective Planning: Twelve indicators received a score of 1; four indicators received a score of 2.

ADE Findings: The ACSIP plan included a mission statement at the beginning of the plan but the district mission statement had not been revised in recent years. The school/district did not have a system in place or an individual responsible for managing student achievement data and it did not include any provisions for ongoing data analysis throughout the year to inform and influence the decision making process toward altering instruction or assessment. Many actions listed in the ACSIP were not specific in addressing deficit areas revealed within the data. There was minimal evidence that data was guiding instructional practices.

There was little evidence that the district/school gathered information from the stakeholders through any type of needs assessment. There was minimal evidence of planning for the diversified needs students. There were not clearly defined goals within the school that defined the desired results for student learning. Many actions within the ACSIP lacked specific statements of expected results, frequent benchmarks, or procedures to measure results. The teachers, staff, parents, and stakeholders were not aware of the goals or actions within the plan and did not share responsibility for implementing the plan or accountability for the results. The school did not have a monitoring process for ACSIP actions during the year.

District Actions: 9.3.b The district gathered information from the stakeholders through a needs assessment during 2007-2008 school year. The results were analyzed and the data considered while designing the 2008 ACSIP.

9.6.b After the administration and scoring of the district Target tests, the data is analyzed and classroom instruction and assessments are modified to increase student achievement.

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 design of the implementation plan for the 1003g grant specifically addresses school improvement, building level administration and staff capacity, and accountability at all levels. The model includes support and training in a top-down fashion beginning with the school board and district leadership, building leadership, all teachers and support staff, students, and parents and community; hence all stakeholders. Beginning in Year One, all stakeholders will begin training in the Professional Learning Community concept and team building strategies. Everyone will be involved in this process and held accountable for the results.

It is imperative to the success of this district that all students become academic achievers and life-long learners as typically described in most school mission statements. This begins as described earlier with high expectations and mutual accountability between staff and students. All stakeholders must be held accountable at the highest level. The plan outlined in the 1003g application includes not just an instructional shift, but a learning shift and cultural shift as well.

This plan includes development of a leadership team consisting of: the State Leadership personnel, the External Provider, Transition Specialist, the Great Rivers Educational Service Coop staff, parent and community leaders in addition to the traditional leadership team consisting of school personnel. This team will come together to look at all aspects of the past, present, and future condition in Marvell that have effected students ability to learn and succeed.

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

The Marvell High School (and indeed the entire district) struggles with the issues of deep-rooted, generational, poverty and the many stigmas that are attached to it. Poor nutrition, poor health, poor dental health, poor living environments, and all too often, poor parenting does not make a child understand or value an education. It is hard enough to help a middle class student to see how an education can help them in the future; but to get a hungry child who hasn't slept in two or three nights because the electricity or gas is turned off and he is cold to see how coming to school is going to help him in the future. If you are 15 years old, with a baby, it is hard to see how a high school education will help you; especially if you have no one to care for your baby. If you are living with your grandparents, they are probably raising you with a different perspective than other classmates with younger parents. Trying to help every child succeed is a daunting task.

Marvell really has no cultural or enrichment opportunities for students. The students must be taken to Little Rock, other areas of the state, or out of state to experience any real type of cultural experience. The students often have limited access to technology at home. Many may have a computer, but don't have access to the internet.

That is why the transformational model in Marvell, Arkansas will include a social worker/community liaison to provide a level of support the students have never had. It will include a full time parent coordinator that can go into the community in order to garner their support and increase their knowledge of the school and the curriculum. It will include an additional full time RN to meet the health needs of our students. It will add a science instructional facilitators. The high school will hire a math, literacy, and science interventionist to work directly with those students who require Rtl, extended time, or extra help in order to be brought up to grade level. A certified graduation coach/credit recovery director will also be added to the high school personnel in order to help increase our graduation rates. With the help of the social worker/community liaison they would seek out former students who have dropped out of school short of graduating but may be encouraged to use credit recovery to come back and get a diploma or GED in some instances. In addition, a full time media specialist will be added to the high school staff in order to implement the Accelerated Reader program that will be added at the high school (the high school currently shares a media specialist with the elementary building). The addition of the high school media specialist will also allow the library to remain open for extended hours after school for student use.

The transformation model will include job-embedded, relevant, data-based, professional development designed to take the students of Marvell forward. Teachers will receive intensive training on how to analyze data and not stop there, but how to use it to drive their instruction and assessments. The development of a Professional Learning Community will ensure instructional decisions are data driven. Teachers will receive intensive training and modeling in the classrooms on differentiated instruction by consultants from Educators Consulting Services. Professional development will be provided in Core Content Standards with an eye on moving forward to the Common

Core Standards. The Transformation Specialist will monitor instructional facilitators and teachers as they implement the new standards as well.

Response to Intervention training will be provided so teachers will learn what to do when the students don't understand or "know" a topic. Teachers will attend a three-day Professional Learning Community Summit during the summer. Over the course of the three-year grant funding, the entire staff will attend a "Ropes Course" at the C.A. Vines Center. The Ropes Course will reinforce the PLC concept of "every single staff member working as a team".

Additionally, the master schedule must be evaluated and modified to allow additional time for students who need Rtl interventions. A plan must be designed to allow teachers to attend regularly scheduled weekly PLC meetings. Using the Rtl concept it is the strong belief that providing targeted interventions for students will be much productive than after the fact (that students have not learned the material) remediation.

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).

Perceptual data was collected in 2009 and used for the purposes of supplementing the needs assessment and selection of the Transformation model. The perceptual data survey was administered to students, staff, and parents. The results of this data survey are listed on pages 16 and 17 of this application.

School report cards show some upward trends in the areas of Algebra and Geometry. However, there seems to be a leveling off in the area of Literacy with no growth. Another disturbing trend is that there is generally no growth when you analyze data from a group of students across time. For example, if you take 6th graders from 2008 and follow their data through 2010, you find the following:

	Literacy	Math
2008	34%	37%
2009	32%	36%
2010	53%	23%

The data that can be seen above seems to be a typical trend from all grades at the high school level. This is a trend that has to be broken. The students at Marvel High School deserve to be taught at higher levels and to be moved to higher levels of understanding. Expectations must be raised. Instruction must be improved. Accountability must be increased. Students and parents need to raise their expectations as well.

On the Certified Staff Surveys, teachers felt there were issues with student motivation, discipline, and student performance. They also disagreed or strongly disagreed with the level of parent communication and parent involvement. An area that both teachers and students were concerned with was the level of technology that was available to students. Another area of concern to teachers, students, and parents was a lack of support services that are available to the students.

In addition, information from our APSCN reports such as mobility rates, graduation rates, remediation rates, etc. was utilized. Graduation rates clearly must be increased as evidenced from the data in 2007 (67.6%), 2008 (61%), 2009 (54.8%), and 2010 (63.2%). The last three year's average graduation rate is 61.2%. Remediation rates also must be reduced in order to give our students a stronger foundation when they begin their college journey. Remediation rates over the last three years are as follows: 2008 (81%); 2009 (85%); 2010 (75%). It is felt that if students did not have to experience so much remediation at the beginning of the college experience, they would not become discouraged and would go on to graduate as opposed to dropping out because of the feeling of working towards no actual credit hours.

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? America's Choice provided a multi-year school improvement initiative--there was limited improvement. The restructuring plan included the hiring of a new high school principal during the 2010-2011 school year.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. All stakeholders have been involved in the selection and planning of initiatives outlined in this grant proposal and are excited about the possibilities. The hiring of a new superintendent for the 2010-2011 school year has created a new level of interest, excitement, and higher expectations for the academic success of all students.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? No
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? The LEA has used the America's Choice model in the past and has used 1003a grant funds for additional professional development.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. See Organizational Chart in Appendix
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. Marvell has advertised for teaching vacancies and has utilized a number of Teach for America staff members during the last several years who have brought a new perspective to Marvell High School as these staff members are typically younger and more grounded in their content area. A larger school district in the county has made plans to layoff over 100 certified positions--this would open another pool of highly qualified applicants.
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. Marvell will use non-allocated Title I and NSLA funds to supplement 1003g funding.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. NA

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

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

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

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

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

Transformation

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

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

The district hired a new high school principal last fall after the semester started. So even though the transformation model calls for the dismissal or non-renewal of the principal, in this case, the hiring of a new principal has preceded the model. It is felt there are few barriers to the transformation model. These barriers are primarily the amount of time that a school can ask teachers to actually use their planning periods for conferences, principal meetings, and working with consultants. The external provider and the transition specialist will be working with teachers on days that are scheduled for professional development days and early out days. In addition, the consultants will be working side by side with the teachers and students in the classrooms modeling instructional strategies, classroom management techniques, and technology inclusion in instruction. They will also facilitate PLC meetings and work closely with administration in order to implement a top-down model of transformational change.

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

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

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

The district has recently hired a new superintendent, high school principal, and elementary school principal. This new administration is ready to implement changes that have long been needed in the district. A new teaching/learning culture that fosters accountability is being created. Improvement in learning and school success for students is the focus of the new administration. Since it is difficult to attract teachers to such a rural and remote area, the district has also begun to utilize the services of the "Teach for America" teachers when necessary.

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

At this time, there are none.

Turnaround

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

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

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

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

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

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

There are no district policies that would exclude or impede the implementation of the turn around model. The district policy includes strategies that would tend to support the transformation model more than turnaround due to teacher fair dismissal and the support of research-based instructional strategies.

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

At this time, there are none.

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:

At this time, there are still questions as to whether or not a school that restarts using a SIG can be considered as an open enrollment charter or a conversion charter. A conversion charter is still operated by the district. (At this time, it appears that federal regulations for SIG require the charter to be restarted under the direction of a non-profit Charter management organization or a for-profit Educational Management Organization.)

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

There are no district policies that would exclude or impede the implementation of the restart model.

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

At this time, there are none.

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:

The only limitations that would apply are those that apply to charters.

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:

There are no district policies that would exclude or support the implementation of an educational management organization.

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:

At this time, there are none.

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:

The State Board would have to approve the closing of the Marvell High School. While there is a private school in the area that is certified by the Mississippi Private School Association, the students of this district cannot afford to pay tuition to attend a private school. It should also be noted that there are no African American students that attend the private school.

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

While local boards may have the option to close a school, there is no other school in the district. Marvell and the Elaine School District were consolidated in 2006 so the district currently encompasses 595 square miles. The students who come from Elaine already make as much as a two hour one way trip to and from school. Neither the parents or students would be open to the school closing and the children having to be transported even farther away.

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

At this time, there are none.

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

There are no higher achieving public high schools in this district. An arrangement would have to be made with another district to accept students from this 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 initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

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

Great Rivers Educational Cooperative	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and strong support in school initiatives.
Community Health (Local Doctors and Dentists)	N	Y	Education of students regarding nutrition, dental health, etc.	Strong history of supporting and helping children in the community.
County Health Department	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.
Educators Consulting Services	N	Y	Transitional specialist to oversee new positions created by the model; oversee the positions of instructional facilitators; provide expertise in a gradual release of responsibility model	This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores through Benchmark Bootcamps, professional development, and the Professional Learning Community Concept.
Elbow 2 Elbow	N	Y	Professional Development	Company has worked with schools in the role of professional development provider.

Turnaround

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

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

Community Health (Local Doctors and Dentists)	N	Y	Education of students regarding nutrition, dental health, etc.	Strong history of providing assistance as they can for children in the community.
County Health Department	N	Y	Educate students about health, immunizations, etc.	Strong history of providing assistance as they can for children in the community.
Educators Consulting Services	N	Y	Transitional specialist to oversee new positions created by the model; oversee the positions of instructional facilitators; provide expertise in a gradual release of responsibility model	This company has worked successfully with schools as an SES provider, a school improvement specialist, and an external provider. They have worked with schools in improving benchmark scores through Benchmark Bootcamps, professional development, and the Professional Learning Community Concept.
Elbow 2 Elbow	Y	N	Professional Development	Company has worked with schools in the role of professional development provider.

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)
Not under consideration				

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)
Not under consideration				

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)
Not under consideration				

Step 3: Determine Best-Fit Model and Partners

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

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: __Transformation_____

B. Second Best Fit: _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?

This school year, Marvell High School has not had a school improvement specialist. The LEA has selected Educators Consulting Services (ECS) as the external provider and as a transformation specialist. The current superintendent has held her position for less than a year (although she was assistant superintendent/federal coordinator in the district for 16 years). The high school principal has held her position for less than 1 year in this district. ECS provides the leadership support that will be vital for success for leadership throughout this process. They will provide job-embedded professional development based on

assessment data, teacher improvement plans, and personal growth plans. They will also provide staff development that is meaningful, appropriate and interactive. Multiple ECS Consultants will be in the classrooms observing and modeling in order to provide a continuous support model for both the staff and the leadership. As a transformation specialist, the consultant will facilitate PLC meetings, instructional leadership meetings, technology meetings, parent/community meetings, departmental meetings and school board meetings. ECS will help transform the culture of the school into one of positive, high expectations from the perspective of administration, teachers, and students.

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

The new principal/school leader has Arkansas Principal Certification and 31 years of experience in education. She has served as an assistant high school principal, junior high principal and teacher. The principal demonstrates effectively leadership skills, which will lead to improving student achievement.

The Principal:

- Promotes collaborative problem solving and open communication
- Collects, analyzing, and using data to identify school needs
- Uses data to identify and plan for needed changes in the instructional program
- Implements and monitors the school improvement plan
- Use systems thinking to establish a clear focus on attaining student achievement goals.

The Principal is expected to believe in, value, and be committed to:

- Student learning as the fundamental purpose of schooling
- The proposition that all students can achieve high standards of learning
- Collaborative problem solving with staff and stakeholders
- Ongoing collection and analysis of data
- Data-driven decision making

- Life long learning for self and others
- Focus and alignment to achieve goals
- Doing the work required for high levels of personal and organization performance.

In order to demonstrate effective leadership in improving student achievement, the principal must have an understanding of and continuous training in:

- The relationship of assessment to improving student outcomes and strengthening instruction
- Information sources, data collection, and data analysis strategies
- The school improvement planning process
- State content standards, core learning goals, and student learner outcomes
- School district curriculum guidelines
- Evaluation and assessment strategies
- Strategies for classroom teachers to monitor student understanding and progress
- Research-based best practices
- The principles of Dimensions of Learning, Constructivism, and Multiple Intelligences
- Collaborative problem solving and consensus-building
- Staff development standards
- Systems thinking
- The change process for systems, organizations, and individuals
- Effective communication strategies
- Technology as a tool in organizing and analyzing data and in monitoring progress.

The principal must be able to implement a shared vision and have the ability to facilitate the successful implementation of all components of this grant.

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

At this point in time, we would rather retrain and mentor the staff by providing them with opportunities to achieve based on the personal improvement plans or their own growth plans. We also want them to see how all instruction and assessments should be grounded in student data and how that data must be analyzed periodically. The LEA will also make possible support for the pursuit of National Board Certification. Those teachers that continue to be resistant to this change process, will be afforded due process.

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

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

There are limitations to the transformation model in that you may still be dealing with the same people you have been dealing with in the past. However, these same people can be made aware that change is imminent and that could be a good thing. The external provider brings a dimension that hasn't been available before. There is now a very strong leadership support for change and this could not be said seven months ago. Change and support has to begin at the top and we finally have the "top in place". With the hiring of a new superintendent and a new high school principal it is a perfect time to implement a change process. Additionally, we have an administration that is open to these changes and that in itself brings a new perspective to the district.

The central office is extremely capable (over 65 years of teaching experience) and supportive of the transformation efforts. The central office is also dedicated to efforts at recruiting and retaining high quality staff. In

addition, they are ready to establish a more streamlined system of data collection and efforts toward data driven professional development and instructional strategies based on that data. In addition, data from the Classroom Walk Through instrument will be used more emphatically to determine professional development needs.

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

All decision-making must become student centered. It can no longer be based on what teachers or administrators want - but what students need in order to be academically successful. When teachers and instructional leaders attend the Professional Learning Community Summit, they will come to recognize that all decisions are based on data. All decisions made regarding the master schedule, planning periods, staffing, etc., will be made based on student needs, student achievement, and creating a learning environment where all children can learn. The external provider and transitional specialist will help in providing assistance for a new master schedule, improvement plans for staff, and implementing a curriculum that includes rigor and relevance with technology for the students. This will include preparation and implementation of the new Common Core Standards.

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

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 new leader will be supported by having appropriate professional development provided to the staff that will support the transformational model. Through the professional development and the mentoring and modeling by the consultant staff, the building leader and teachers will learn how to build capacity to improve instruction. High expectations and increased accountability will be in place for students - but they will be in place for teachers as well. Sustainability will come as a result of improving professional practices, over the long term, by confronting the

pervasive culture of low expectations, and by implementing a more systemic approach to educating the children of this high school. The district will conduct regular meetings with administration and External Provider consultants to keep current with what is happening and the results on a weekly basis. The Transitional Specialist will be responsible for monitoring and providing weekly updates to the principal and superintendent as well. The district is open to making changes that can positively effect the academic achievement of the students and increase involvement of parents and community. The district will empower the school leadership to implement a collaborative planning and implementation process within the building and support them throughout the process.

The principal will have assistance in conducting CWT's, using this data, and additional student data to determine instructional changes that must be made in order to meet the needs of the students. Response to Intervention training for the staff will be provided in order to meet the needs of students who are not functioning on grade level. Rtl by its nature is designed to intervene before student fall so far behind that they can't catch up. Teachers will have help in completing lesson plans based on the TLI pacing guides (developed during the summer) with the appropriate Rtl information, differentiated instruction, state frameworks (or common core when the time comes). The district stakeholders have a high level of support for the model that has been proposed. The building principal will be provided the support, time, technology, and necessary training needed to aid in the full implementation of this model and to meet the stated Goals and Objectives of this proposal.

The Professional Learning Community concept will be strongly supported once the staff has received training and begins to fully understand and implement the concept. The PLC concept is asked to answer the following questions: 1) What do we expect the student to learn (Curriculum); 2) How will we know if they learn it (Assessment); 3) What will we do if they don't learn it (Rtl Interventions and related remediations); and 4) What will we do if they already know it (Differentiated Intruction). The district supports on-going training in this concept and understands that the on-going, job-embedded professional development is key to the success of this model. Change has to begin in the classrooms with the teachers. One of the keys to the success of this model will be having the outside support staff on the campus specifically to mentor and model for teachers and students, to implement off campus cultural activities for students, to assist in increased parent involvement (which may include providing travel and child care for parents to attend meetings at school), and with success in school to increase the graduation rate at the high school, and other positive changes.

The Turnaround Model

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

In order to find enough teachers in the Turnaround Model, the LEA would have to resort to outside resources. This would include having to find teachers using the help of the ADE, colleges from around the state, Teach For America, and any other available resources. It would be necessary to develop an intensive recruiting campaign on a state and national level.

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

The LEA has just hired the new principal who has been employed at the district for less than a year, so it is not felt that this would be an issue.

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

The LEA would provide high quality professional development in the hope that it would attract new teachers. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and technology.

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

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

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

NA

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

No other high schools in district

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

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

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

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

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

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

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?

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

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?

The District has not looked at establishing this model.

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

School Closure Model

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

The District has not looked at establishing this model.

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

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The District will look to the SEA for continued technical support in implementing the 1003g grant. The LEA will continue to seek PD opportunities from the SEA such as Literacy Lab.
Local Education Agency	Provide technical assistance with CWT's; professional development as needed; data support.
Internal Partner (LEA staff)	Provide all necessary staff, time, and resources to ensure the success of the external provider and the implementation of the Transformation Model.
Lead Partner	While the school will not be taken over by outside management, Educators Consulting Services consultants will serve as the external provider and the Transition Specialist. They will provide the support necessary for the implementation of the Transformation Model.
Support Partner	<ol style="list-style-type: none"> 1) Phillips County Community College (U of A) 2) University of Arkansas (Fayetteville) 3) Great Rivers Educational Services Cooperative 4) Alpha Kappa Alpha Sorority 5) City of Marvell 6) Boys/Girls Adult Community Center 7) Helena National Bank 8) William Jenkins
Support Partner	<p>*National State Troopers - Louis Bryant Chapter Provide a 7-day camp that helps students gain respect for themselves and others through activities that demonstrate the rewards of hard work and dedication.</p> <p>*Great Rivers Educational Service Cooperative and the Phillips County Community College will provide professional development.</p> <p>*Fraternities and sororities will provide mentors for</p>

	<p>the Leaders of Tomorrow mentoring program. *Adult Community Centers will provide volunteers for programs throughout the year.</p>
Principal	<p>Adrian Watkins, Principal: Provide leadership for staff, students, and parents. Participate in training and team meetings with external provider and transition specialist.</p>
School Staff	<p>The school staff will be responsible for attending professional development and implement learned strategies and begin to develop into a Professional Learning Community. Increased accountability will be expected of all staff members.</p>
Parents and Community	<p>Help establish an environment where students want to and can achieve. Support the roles of the school and the teachers toward increasing academic achievement. Participate in their child's education and school activities.</p>

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

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

Performance Expectations of the Transformation Model to be Implemented:

Educators Consulting Services will provide on-site technical assistance and job-embedded consultation for approximately 90 days per year. As an external provider, the services of ECS are aligned to the nine standards of the Arkansas Department of Education Scholastic Audit. (A copy of their exit form is attached.) Before school begins, ECS will review the master schedule for maximum efficiency. As the External Provider, ECS will coach and mentor the instructional leaders through assisted Classroom Walk Through's (both completion and disaggregation of the instruments), instructional planning and mentoring, and facilitating professional development. The principal will be required to set aside a minimum of 120 minutes a day to conduct CWT's. The consultant will oversee the ACSIP plan at the building level to determine if the plan is being implemented and monitored. As evidenced by the ECS exit form, the ECS external provider consultants essentially become an oversight committee ensuring the ACSIP plan is being implemented, trend data is being used, committees are meeting, principals are conducting walk throughs, etc. The external provider will be on the high school campus every week and will exit with the principal and the superintendent weekly. ECS will provide quarterly reports to the district school board.

The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 60 days per year. The TS will provide assistance with new personnel such as instructional facilitators and intervention specialists (literacy, math, and science), graduation specialist, social worker, the Leaders of Tomorrow mentoring program, technology support, etc. They will facilitate grade level meetings and departmental meetings with the instructional facilitators. While it is felt that this role will play a very important part in the Transformation Model, it is also felt that the role of this position can gradually be taken on by other personnel after three years and those employees would be proud to have the ownership and success that comes with the role that might come with the division of the role. For example, a couple of the teachers might be responsible for contacting potential providers for the Leaders of Tomorrow mentoring program. Once teachers have mastered the new technology over a three year course of time, they could mentor any new teachers to the district that might not be familiar with that particular technology. Instructional facilitators will learn how to conduct their own departmental meetings. After all of the staff have attended Professional Learning Community Conferences and had a facilitator for

those on-site meetings, they will learn how to conduct PLC meetings with fidelity. The potential for growth is phenomenal. The Transition Specialist and Math, Literacy, and Science Interventionist will hold weekly meetings, will debrief weekly with the principal and superintendent and quarterly reports to the district school board.

The Transition Specialist, working in conjunction with the Great Rivers Educational Cooperative Specialists will help analyze data and to create a data wall. The total number of students would be divided by the total number of all certified staff. Each certified staff member will be responsible for moving their students' card on data wall every quarter based on assessment data received from The Learning Institute. This will be monitored by the specialists, the external provider, and the principal. The Transitional Specialist will also help facilitate Family Math, Science and Literacy nights for students and their parents. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. In addition, they will work in tandem to examine the curriculum and facilitate the staff in making a smoother transition to the Common Core Standards. Since the school will be involved in an environment of change, this will be a perfect time for our school to make this transition even though it is not required until 2013-14 for high school. The ECS will work as an oversight person during the entire process.

The principal will be required to conduct daily CWT's for a minimum of 120 minutes a day. Part of the CWT observation will be to determine whether or not rituals and routines have been established and a required level of classroom management has been attained. Additional PD and support will be provided if the acceptable level of classroom management has not been attained. This will be monitored by the External Provider and the Educational Cooperative personnel. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. It will be the principal and their staff's responsibility to monitor arrival and departure of all guests entering and exiting the building. The principal will be a key person in monitoring the implementation of the ACSIP plan as well.

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

Educators Consulting Services will serve as an external provider for the high school for approximately 90 days each year of the grant. As an external provider, they will be responsible for working with leadership as they work to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual and groups of teachers. The ECS consultant will assist the principal in making sure the ACSIP is implemented on a continual basis as written. ECS will monitor curriculum and help the leadership as they provide opportunities for staff to implement the Common Core Standards. This will be no small task, but the timing is perfect for the change. ECS will meet weekly with the principal and quarterly with district leadership (or more often if requested).

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

The ECS external provider will work with staff to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community where varied instructional strategies based on multicultural considerations are integrated into the curriculum in order to result in the reduction and eventual elimination of achievement gaps. There is a much more extensive list of services that will be provided by the external provider. A copy of the ECS exit form that is completed on a weekly basis is supplied with this application.

The Great Rivers Educational Service Cooperative specialist will work with ECS in conducting CWT's. (The GRESC personnel can't be on-site every week, but can come on at least a monthly basis.)

The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 60 days per year. The TS will provide assistance with new personnel such as instructional facilitators and intervention specialists (literacy, math, and science), graduation/credit recovery specialist, social worker, the Leaders of Tomorrow mentoring program, technology support, etc. They will facilitate staff meetings and departmental meetings with the instructional facilitators. The Transition Specialist will

hold weekly meetings, debrief weekly with the principal, and provide quarterly reports to the district leadership.

The Transition Specialist, working in conjunction with Math, Literacy, and Science Interventionists, and the Great Rivers Educational Cooperative Specialists will help analyze data and to create a data wall. The Transitional Specialist will also help facilitate Family Math, Science, Literacy and Technology nights for students and their parents. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. In addition, they will work in tandem with the staff and External Provider to examine the curriculum and help the staff make the transition to the Common Core Standards.

In the rural Delta, students have the problem of not having access to the most current, most competitive technologies and contents that will define the operations, skills, and careers in the twenty first century. Marvell High School will serve as a pilot program for iPad (2nd generation) classroom laboratories. A laboratory will be established in the biology class, algebra class, social studies, and 10th and 11th grade english classrooms. All 9th, 10th, 11th, and 12th graders will be provided with iPads to use as they transition between classes. The iPad will engage the students of the digital generation in a way that the current practices and technology used in the classroom cannot because the students are not intellectually stimulated in the classroom due to the draw of video games and television. The iPad will allow students to access content on the Internet and through educational applications as well as generate their own content in community-based formats. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar.

MHS will utilize the iPads as instructional tools to enhance the standards-based curriculum and to allow the students access to various texts, media content, and educational software applications. The current technology at Marvell needs to be updated and improved. As a school, we need to build the competencies in technologies that will be crucial to student success now and in the future. The goal will be for students to be able to manipulate the most current technology to build critical thinking and collaboration skills in literacy, math, science, and social science; to access, analyze, and evaluate a plethora of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. (Apple will engrave "Marvell-Elaine School District") on the back of each iPad, which will enable administrators and teachers to determine easily the property rights of the device.) Classrooms will be equipped with HP Officejet Pro printers which uses the Air Print software that connects the iPad to the printer via a WiFi network. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training to

16 participants. The program will be monitored by the high school technology coordinator, the high school principal, and the outside consultants.

The Early Start program for 7th graders will begin in the fall of 2011 and will be held each fall thereafter. The 7th grade students will arrive on the high school campus two weeks before the rest of the student body. They will receive pre-assessments administered from the Accelerated Reading (STAR assessment) program that will help teachers know what reading level the students are functioning on. The 2011 Benchmark scores will be analyzed before students arrive on campus in order to plan for instruction appropriately. Students will receive instruction in the core curriculum, CAP counseling, tours of the high school campus, and opportunities on a more casual level to get to know the administrators, teachers, social worker, etc. Breakfast, lunch, and transportation will be provided.

The Leaders of Tomorrow mentoring program will begin in the fall of 2011. Students will meet the mentors early in the fall semester. Monthly meetings will be held on Saturdays and will consist of activities and awards for academic achievements, attendance, etc. The mentoring program will be monitored by the graduation coach.

The National State Trooper Louis Bryant Chapter boys camp will be conducted during the summer months. Students will be picked up at the Marvell High School campus and driven to Little Rock. Students in grades 7-10 will attend a week-long program where they are exposed to positive male role models and have opportunities to develop leadership, character building, and the social skills necessary to become successful citizens in the 21st Century. The principal and district leadership will be responsible for setting up the details for students to attend the camp. In the second year, 7th grade students will be taken to the U.S. Space and Rocket Center in Huntsville, Alabama for a weekend trip. This program is designed to motivate, excite, and inspire young scientists. It includes a guided tour through the U.S. Human Spaceflight Program and beyond. The young scientist will also tour the Museum and Rocket Park, watch a Space dome IMAX or 3D movie, see the only fully-assembled space shuttle on display, and participate in a one hour hands-on lab entitled "Back to the Moon." Students also get to experience some of the forces of space flight with the G-Force Accelerator and Space Shot attractions. The field trip correlates with the National Science Education Standards and Arkansas Science Frameworks.)

Accelerated Reader™ software will be purchased for the high school students. The Accelerated Reader makes the essential student practice component of any reading curriculum more effective. Using Accelerated Reader, this practice time is personalized to each student's individual level to ensure a high rate of success and immediately followed by feedback to motivate students and help educators target instruction. Personalized reading practice includes guiding students to books at appropriate levels, closely monitoring their progress, and intervening with appropriate instruction when necessary. Accelerated Reader is one of the few products with

studies that met the selective criteria of the What Works Clearinghouse. This reading program will allow all of our students the chance to read more text that is more interesting to them - but at the appropriate level. The high school will hire a new full-time media specialist to run the high school library and oversee this AR program (currently the high school shares a media specialist with the elementary school).

The STAR Reading™ assessment, used for screening and progress-monitoring assessment—is a reliable, valid, and efficient progress-monitoring assessment of general reading achievement and reading comprehension and is the assessment portion of Accelerated Reading. STAR Reading provides accurate, nationally norm-referenced reading scores for grades 1–12, criterion-referenced measures of students’ instructional reading levels, and a way for teachers to track student growth throughout the year. STAR Reading uses computer-adaptive technology to tailor each student’s test based on responses to previous items. By administering test items that are closely matched to student achievement levels, STAR Reading’s reliability is enhanced and testing time is minimized. A STAR Reading assessment can be completed without teacher assistance in about 10 minutes and repeated as often as weekly for progress monitoring. The software immediately provides feedback via a variety of informative, easy-to-understand reports for teachers, administrators, and parents.

The APEX Learning software will be purchased for students who are placed in the Alternative Learning Education (ALE) and/or In School Suspension (ISS) classrooms. It will also be available for regular ed students who need credit recovery classes. For many students, the need to recover only one or two course credits is all that stands between them and graduation from high school. These students may have already satisfied seat time requirements for a course in which they were unsuccessful and may have learned a significant amount of what was expected of them. These students are seeking an opportunity to accelerate through the required course material to earn those final credits. Other students are not adequately prepared for high school coursework and have failed several classes. For these students, the challenge of making up the required credits is daunting. If the only option is to repeat the same course, in the same traditional format as the first time, the chance of success is low. Not wanting to fail again, these students are at increased risk of dropping out or may have already dropped out. With support, these students can be successful. The APEX Learning digital curriculum makes it possible to offer a credit recovery program that can address the diverse needs of all these credit-recovery students. Individualized instruction fosters student success. With Apex Learning online courses, students can progress at their own pace, taking as much — or as little — time as necessary to master the material. Particularly significant for credit-recovery students, unit-level diagnostics allow students to move quickly over material they have previously mastered. Direct instruction incorporates multimedia — in the form of images, audio, video, animations, and interactive elements — along with instructional text to provide students with multiple representations of concepts as well as address their different learning styles. This could be just what is required for a previously unsuccessful student to succeed in rigorous high school courses.

Research shows that each student has their own style of learning. Some cannot learn in a traditional setting and look for a different way to learn. Especially vulnerable are those students who are at-risk or disengaged and need an alternative method to learn.

The common strand is that each student in an alternative educational program has a unique style and requires individual curriculum. SkillsTutor programs can accommodate each student with its diagnostic and prescriptive, standards based curriculum. Teacher can quickly assess individual needs and provide targeted interventions. SkillsTutor makes it possible to offer individual instruction that fosters student success.

The key strength of the A+nyWhere Learning System Learning Link is that it works hand in hand to offer an integrated solution that links an assessment plan to interventions therefore works seamlessly with RtI strategies. We know that all students are not alike. That is why A+nyWhere Learning System allow teachers to customize teaching and learning approaches so that students have multiple options for taking in information and making sense of ideas. Teachers have the flexibility to adjust the curriculum and presentation of information to learners rather than expect students to modify themselves for the curriculum. Classroom teaching can be a blend of whole-group or individual instruction.

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 begin promoting relationships by hosting a meeting at the district site with the External Provider, GRESC specialists, the Transformation Specialist, new personnel, teachers, parents, and community members. A plan for implementation will be outlined for all concerned stakeholders and they will be introduced to the process. In addition, the LEA will host a community meeting in order to provide the parents a chance to meet consultants, GRESC specialists, new personnel, etc., and be introduced to the new plans for the school. Parents will have opportunities to ask questions and will be provided written materials regarding the consultants, the concept of a Professional Learning Community, the new mentoring program, the Family Math, Science and Literacy nights, and other activities that are planned throughout the upcoming months. Parents and community members will have opportunities to have experiences with the new iPad interactive classrooms. They will be taken to the library and shown the new Accelerated Books and be walked through an AR reading quiz. It is important that parents and community members understand the new technology and instruction that will be taking place in the classrooms.

During the year, all consultants, specialists, and leadership will conduct meetings as professional development or training is provided. It is important for all team players to meet and keep open communications at all times. It will take all key players working together to implement this model and make a difference at the high school and for the community as a whole.

The LEA will request that over the course of three years, all staff members attend a Professional Learning Community Summit. This will be the tip of the iceberg as teachers begin to see that they must work collaboratively to analyze data and determine the best course of instruction for each student. This will also include additional training in Response to Intervention (RtI), Differentiated Instruction, Common Core Standards, etc.

The LEA will be responsible for contacting all parties to set up meetings. A lot of communication to supporting partners at times they are not on-site will be conducted through electronic means.

The school will maintain on-going relationships with the Apple technology staff as the classrooms are piloted. It would be the desire of the district to have all 7 - 12th grade classrooms function as technologically driven in the future.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Ruth Denson	Superintendent			
Donna Ross	Federal Programs Coordinator			
Adrian Watkins	Principal			
Denetra Williams	Math Coach			
Paulette Parker	Literacy Coach			
Verlene McCall	Director of Student Support Services			

Meetings

Location	Date		Location	Date
Marvell, AR	1/11/11		Marvell, AR	3/15/11
Marvell, AR	2/18/11		Marvell, AR	3/16/11
Marvell, AR	3/9/11		Marvell, AR	4/4/11
Marvell, AR	3/10/11		Marvell, AR	4/5/11

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 1003g grant funds are used primarily as startup funding to jump-start the transition into a high school which will continue to show marked improvement after the three (3) year grant funding has ceased. It should be noted that almost 40% (\$576,356) of the funding is purchased services cost which by its design will not be necessary after the grant funding period. As an example the ECS cost for an External Provider and Transition Specialist will not be necessary after the grant funding period since the purpose of these positions is to build internal capacity to sustain the programs and practices that have been provided as a result of the 1003g grant funds.

The added professional development activities will also not be necessary when internal capacity is improved. As more of the students become proficient on benchmark exams, the scope of the after-school tutoring programs will be reduced. Many of the field trips will be curtailed or funded with district or federal funds.

Additionally, over eleven (12) percent (\$178,124) of the 1003g grant funds were utilized for materials/supplies purchases. Most of these purchases have a normal use life that exceeds the three year grant funding period, with repairs and/or replacement being funded out of existing district or federal funds. Lastly, the equipment purchases of almost 7% (\$85,500) will also outlast the grant funding period and will not necessarily be required to be sustained other than normal repairs or minimal replacement which will be done with district or federal funds.

The above mentioned budget items make-up almost 60% of the expended funds from this grant. The remaining 40% consists mostly of the salaries/benefits of additional staff hired to enhance the success possibilities of the programs and practices implemented by grant funds. The staff positions hired as a result of the grant funds will be evaluated both during and after the grant funding period has ended. Some of the positions (duties) will be reassigned to existing staff members, while some of the staff positions will be maintained with federal funds (Title I) and/or state categorical funds (NSLA). It will be determined both during and after the grant funding period which positions are necessary to continue the progress being made as a result of the programs/practices which were a part of this process.

The primary purpose of the 1003g grant funds will be to build internal capacity of the district administration, staff, and community by providing appropriate professional development and supervision, and by holding all parties accountable for improvement in the achievement of Marvell High School student now and in the future.

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: To develop and implement a viable curriculum which includes integrating technology in all subject areas.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Implement the conversion of the Marvell HS curriculum to the Common Core State Standards. 2. Implement the changes in instruction and assessment practices to reflect the change to the Common Core State Standards 3. Ensure that instruction, assessment, curriculum are aligned in order to get maximum results on ACTAAP exam.	There will be a 50% increase in conversion/alignment between the curriculum used in Marvell HS and the Common Core State Standards in 2012 and 100% conversion/alignment by the 2013 school year.	Aligned Common Core State Standards. Daily Lesson Plans, Pacing Guides, TLI Interim Assessment and teacher made Common Assessments	August 1, 2011	August 1, 2013	ECS Transition Specialist, Adrian Watkins, HS Principal, Math, Literacy, Science Coaches

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

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

Goal # 2: To implement a high yield instructional program utilizing research based strategies which will actively engage students in their classroom activities for maximum learning

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>1.Implement the ECS Continuous Support Model utilizing Marzano’s High Yield Strategies for Classroom Instruction 2.Implement instructional strategies designed to improve student engagement in the classroom. 3.Implement a meaningful professional development program designed to improve classroom instruction.</p>	<p>There will be a 25% increase in utilization of Marzano’s High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data. There will be a 25% increase student engagement as evidenced by Classroom Walkthrough (CWT) data.</p>	<p>The results of Classroom Walkthrough data will be available to document success in this program</p> <p>Professional Development Sign-in logs and PD evaluations</p>	<p>September 1, 2011</p>	<p>May 30, 2012 (ongoing)</p>	<p>ECS Transitional Specialist, Adrian Watkins, HS Principal, Math, Literacy, and Science Coach, ECS External Provider</p>

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

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

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1.Implement The Learning Institute (TLI) data analysis and assessment program. 2.Implement a Professional Learning Community program in Marvell HS 3.Implement a strong Response to Intervention program in Marvell HS. 4.Provide effective remediation and a before and/or after-school tutoring programs in the HS.	There will be a 5% increase on each of the TLI quarterly Interim Assessments. There will be a 25% increase in the number of students scoring proficient or advanced on the EOC Algebra, Geometry, Biology, and 11th Grade Literacy exams	A data wall will document the quarterly progress of student in Marvell High School Results of the EOC Algebra, Geometry, Biology, and Literacy exams.	August 15, 2011 October 1, 2011	May 30, 2014 (ongoing) June 30, 2012 (ongoing)	ECS Transition Specialist, Adrian Watkins, HS Principal, Math Literacy and Science Interventionist

SECTION B, PART 4:

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

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

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

The following interventions will be designed and implemented to reach the stated goals and objectives listed in this grant proposal. 1) Implement a viable curriculum through changes in technology, instructional practices and multiple assessment. 2) Through meaningful, job-embedded professional development and the support of consultant staff instructional practices will improve which will result in the increase in student achievement. 3) Parental/community involvement will increase through academic/technology family night, student led conferences, a student mentoring program, and better utilization of the parent center. 4) A renewed focus on success and implementation of credit recovery by the graduation coach will improve graduation rates. 5) Through the improvement of teaching strategies (instruction), the focus on data driven decisions (PLC), the development of a viable curriculum (Common Core State Standards) and increased high expectation and real accountability student achievement will undoubtable increase.

As part of the pre-planning process, the district has already screened and interviewed prospective external providers. Based on their previous record of working with schools in school improvement and recommendations of other schools, we have chosen Educators Consulting Services as our external provider. By choosing a provider as part of pre-planning, we can start working with them as soon as we are funded and everyone is up to date on the process of implementing the model. As an external provider, ECS performs services that are correlated to all nine of the content standards as indicated in the Scholastic Audit and to the ACSIP plan.

The external provider will play a large role in helping us move towards academic achievement and improved instructional implementation for the teachers. The external provider will work with the high school principal to improve leadership at that level. The principal at the high school is new to this district and has been in the position for less than a year. They will work with the district leadership to ensure the vision of the school has been developed in conjunction with the vision of the district. Implement a

transformation leadership framework; allowing the leader to motivate and inspire employees when facing a challenge or change in direction. They will provide assistance in analyzing student data and guarantee the results of the data are validated against educational research. They will assist the principal in ensuring effective and varied instructional strategies are routinely implemented in all classrooms.

ECS will assist with alternative scheduling options as needed in order to make efficient use of instructional time to maximize student learning. This will take place each summer before the fall semester actually starts. The consultant will work with the principal to review intended curriculum versus the actual or taught curriculum as they help to monitor lesson plans, conduct CWT's, review curriculum alignment and the total instructional alignment process. The consultant will also work with teachers to determine appropriate point-in-time intervention versus remediation for students (Rtl). As the consultant works with the principal in reviewing aspects of CWT's, evaluations, lesson plans, data, student needs, etc., they will make recommendations for professional development. PD recommendations may be made for teachers with individual growth plans, small groups of teachers, or the entire staff depending on the needs.

A copy of the Educators Consulting Services exit form has been attached for review. There are many aspects to the services they provide. These services will be provided on a constant basis throughout the each school year and the summer as well. Consultants are available 24 hours a day either by phone, e-mail, conference calls, electronically for times they may not be scheduled on this campus.

The Great Rivers Educational Services Cooperative will provide technical assistance in the form of additional CWT's and professional development as needed. The Co-op employees are a wonderful support system for school districts. They keep schools up-to-date on the most current issues and keep school linked to sites such as the ADE, Common Core, Technology sites, etc. They will serve as a support partner in providing additional partners for meetings to be facilitated by the external provider, instructional facilitator training, and CWT observations. The Co-op personnel cannot be on-site every week due to the number of schools they serve and limited personnel, but they will be available to attend monthly meetings and conduct CWT's on a monthly or bi-monthly basis.

The Leaders of Tomorrow mentoring program for boys and girls will begin in the fall of 2011 and will be ongoing throughout the grant funding period and beyond. Both male and female students in all 7th-12th grades will be mentored. The men and women who provide mentoring services, will work to establish positive influence for our students and create a relationship that will work in a productive manner. They will encourage academic achievement and good classroom behavior. The mentors may also come to the campus to shadow their students at their convenience as well. There will be sign-in sheets and mentors must always check in and out at the office if they come during the week. It is anticipated that this will have a huge positive effect on our

entire population, but specifically, our African American male population by affecting their attitudes, motivation, classroom behavior, and thus their academic behavior.

The men in this mentoring program will include a judge, state troopers, bankers, lawyers, fraternities, store owners, farmers, and other community members from the local community and beyond. These gentlemen have agreed to become positive male role models for the entire male population, the majority of which are African American males. This is a role that many of our students have missing in their lives. The mentors will be assigned to a certain number of students. They will meet with these boys and girls on campus at a scheduled time (one Saturday a month). During this time, planned activities will take place. These activities may be as simple as horseshoes or playing dominoes or more involved like a guest speaker.

The 7th-12th grade female students will be mentored by the high school staff, retired teachers, and graduate chapter sororities. They will have guest speakers that will include community members, sororities, colleges, college basketball players, etc. Speakers will include positive role models for the girls. Activities will be provided every month which will include a charm clinic, ediquet classes, health and wellness classes, ACT prep, dance, and Math, Literacy, and Science activities. It is proposed that the leadership development and outreach to young girls from this underserved community will help foster academic achievement, cultural growth, and lifelong civic engagement. This program will be monitored by the social worker/community liaison, but all staff will be responsible to be sure that each student is being mentored and no one is being left out of the program.

The ECS Transition Specialist (TS) will provide on-site technical assistance for approximately 90 days per year. The TS will provide assistance with new personnel such as instructional facilitators and intervention specialists (literacy, math, and science), graduation specialist, social worker, the Leaders of Tomorrow mentoring program, technology support, etc. They will facilitate grade level meetings and departmental meetings with the instructional facilitators. The TS will hold weekly meetings, will debrief weekly with the principal, and provide weekly reports to the superintendent and quarterly reports to the district school board.

The Transitional Specialist, working in conjunction with the Great Rivers Educational Service Cooperative Specialists, and High School leadership team will help analyze data and to create a data wall. The total number of students would be divided by the total number of all certified staff. Each certified staff member will be responsible for moving their students' card on data wall every quarter based on assessment data received from The Learning Institute. This will be monitored by the specialists, the external provider, and the principal. The Transitional Specialist will also help facilitate Family Math, Science, Literacy, and Technology nights for students and their parents. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. In addition, they will work in tandem to examine the curriculum and help the staff make

the transition to the Common Core Standards. Since the school will be engaged in an environment of change, this will be a perfect time for our school to make this transition even though it is not required until 2013-14 for high school.

Both teachers and students in the 9th, 10th, 11th, and 12th grades will be issued an iPad for instructional/learning use. Teachers will receive on-going, job-embedded professional development in the area of this new technology. The Biology, Algebra, 10th and 11th grade English classrooms, and the Social Studies classroom will become pilot programs for the Apple iPad (2nd generation) technology. Students will be issued an iPad to use as they transition from class to class. The district will work with Apple to create a limited internet access on the iPads used for instruction.

Accelerated Reader will be added as a tool to encourage and motivate students read a variety of texts based on their interest and reading levels. The STAR reading assessment will provide a pre-assessment to determine the reading level of each student. Students will then take a short quiz on each book they read and this will be recorded in their own portfolio of reading.

Throughout this School Improvement process, the high school wants to create a comfort level for our students where they feel safe enough that if they are behind in their academic pursuits or they fall behind, that they will be offered multiple opportunities to catch up. The school will be implementing Response to Intervention (RtI) during the school day in addition to remediation. The school will also provide a before school, after school, and Saturday school program so that each and every student's needs can be met. Instructional facilitators will be on staff full time to help identify students as high need, struggling learners. This staff will help provide services to these identified students. The graduation coach/credit recovery director, social worker/community liaison will work directly with students, parents, and the community members to improve their opportunities and attitudes toward their achievement at school.

Instructional staff will attend a Professional Learning Community Summit during the summer months in order to better understand the philosophy of what a PLC really is. A PLC should focus on the development of a school culture built around the expectation that all students will graduate high school ready to enter college without need for remediation. In a PLC culture, students are engaged in their learning, believe in themselves as learners, and goals set for their futures. Every student is supported effectively in order to graduate and be career ready. As a result of this philosophy and culture, higher attendance, less tardiness, and reduced discipline referrals would be experienced.

Technical support visits from the external provider and the transition specialist will provide the infrastructure for team building, creating and monitoring the PLC, and data. A leadership team will meet each week and will target data collected from CWT's. The principal will spend at least 120 minutes each day in classrooms conducting the CWT's

and formal/informal evaluations. The principal, instructional facilitators, and consultants will look for evidence on data walls, standards-based bulletin boards, implementation of high-yield instructional strategies, the level of Bloom's Taxonomy that is being taught.

Additional professional development will be held during the summer and on scheduled days during the calendar year. The PD will be required so that the entire instructional team will be learning the same strategies and hearing the same speakers. All PD will be data-driven and based on student scores, CWT results, individual improvement plans, or other identified needs.

The three Intervention Specialist (Math, Literacy, and Science) will work primarily with students who have been identified as needing assistance by Response to Intervention (RtI) criteria. Once identified those students would receive services determined by the interventionist and the regular classroom teacher. They would be responsible for RtI meetings and would receive additional training regarding how to make the most use of RtI strategies. They would also in conjunction with the math and literacy coaches help design teacher lesson plans to help with the differentiation within the regular classroom setting. The intervention specialist would also be highly involved in the after-school and Saturday school remediation programs. As with the other 1003g grant staff positions the interventionists would be a part of the leadership team meetings.

A licensed social worker will be hired to work with students who have been placed in the in-school suspension program, have a high degree of absenteeism, or exhibit continual behavior problems. The social worker will work with students and/or their families to link them with necessary social services as well as alternative coping skills. This person will also conduct small group sessions on teen suicide, anger management, avoidance of high risk behavior, resilience strategies, and goal setting.

A graduation coach /credit recovery director will be hired to put more emphasis on increasing the graduation rate at the high school. The graduation coach will begin work on an individual basis beginning with 7th graders. The graduation coach will help students and their families understand their options regarding importance of ACT scores, college choices, vocational schools, military, etc. Students who dropped out of school without graduating will be afforded the opportunity to use credit recovery to graduate if possible. Field trips will be arranged for students to visit possible college options. In addition, guest speakers, and other enrichment and cultural and enrichment activities will be scheduled by the graduation coach. Using a flash drive that will be provided by the school, students will create a four year graduation plan and save it to make change throughout their high school career and also to place a copy of their Career Action Plan (CAP) folder. The graduation coach and the social worker will work closely with the principal and teaching staff and will be on the leadership team. They will be required to attend team meetings.

The need for an additional media specialist is to provide services at the high school that have not been available before. The media specialist schedule will be modified typically starting at 10:00 and ending at 5:00 to allow for extended library hours on certain days of the week and possibly on Saturday. This person will also be a part of the intervention team and if necessary be available to provide services to individual students regarding reading, research, and other activities necessary to improve academic achievement.

It was determined that a full-time technology person needed to be hired to work only at the high school. At the present time the district has one technology coordinator for the district and is not available to provide more than just rudimentary service to the instructional staff. This 1003g technology coordinator would by virtue of having more time be available to work with the instructional staff to help imbedded technology into regular classroom instruction. He/she would also be responsible for the iPad labs not only for the equipment but to provide technolgy lessons to students to better utilize the equipment. This person would not only be responsible for 1003g equipment but to insure that present technology is utilized more effectively not only by the teachers, but by the students also. As a part of the model design in this grant proposal, technology would be put in the hands of the student as much as possible. It is a fact, we live in a technology oriented world, we need to embrace this and allow students to use what they have grown up doing--using technology in their everyday world.

The Registered Nurse would work in conjunction with the social worker to better educate students and parents of the need for better health programs. This person would provide programs to students and parents to this end. He/she would also work with the cafeteria staff to ensure better lunches designed to improve the obesity issues in Marvell. A recent news story on KATV noted that Phillips County was #1 in the state as the most unhealthy county. The Registered Nurse would work only in the high school allowing the current nurse to work in the elementary school and better serve the needs of both schools. She would also be a member of the district health advisory committee.

As described earlier all of the 1003g grant staff positions would in some be responsible for increased student performance. They would all be expected to keep an individual student log noting the services provided that would help increase student achievement.

All 7th grade students will be involved in an Early Start program that will bring them back to school ten days before the regular school year starts each fall. Teachers will be paid their daily rate of pay through grant funding for providing instruction to these students. Teachers will return the week before the Early Start program to receive training and have planning time. This will allow the 7th grade students to make a smoother transition into the high school scenario. The 7th grade students will have the opportunity to meet their teachers and begin their instruction. They will be able to transition between classes without the distraction or intimidation of older students for a

few days so they can become more comfortable with the new environment. This program will provide a "bridge" for these students as they enter a new phase of their. Breakfast, lunch, and transportation will be provided.

Teacher attendance at Marvell High School has been anything but stellar. There was an average absenteeism of 13 teacher sick days each month during the 2009-10 school year. In order to lessen this trend, the school will offer an opportunity to earn a bonus of \$100 each nine weeks if a teacher misses no more than one day per nine week period. If a teacher misses no days throughout the school year, they would have an opportunity to receive an additional \$100. Clearly, teachers need to be present in order to offer the best instruction to the students and to set an example to the students about absenteeism. Nothing is more important than great teaching, but the teachers must be present to make that happen. With the incentive plan for teachers and students (below), it is believed everyone will want to be present to do their jobs.

Teachers will work in academic teams including certified staff to potentially receive an academic performance incentive. The team will be awarded incentives based on student performance (gains) from each of the quarterly TLI interim assessments. For the team members to receive an incentive, 75% or more of the individual students assigned to the team must increase their achievement by a minimum of 5% from the previous interim assessment. Incentives will be divided equally among the members of the team. The amount of the incentive may vary and will be based on the amount of the money available (maximum of \$20,000/year or \$5000/quarter). Team configurations will be assigned and monitored by both building administration and ECS staff.

Student incentives for improved attendance as well as improved discipline and academics throughout the year will also be implemented. School leadership will launch a campaign for the first 50 days of school. Posters, announcements, and countdowns will be utilized to reinforce positive improvements. Inexpensive rewards and incentives will be used to reinforce students' efforts as they move to make these positive changes in their lives.

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	Submit 1003g grant application. If funded, immediately begin the process of advertising for additional personnel. Notify all partners of funding. Run ads for additional personnel. Have meeting with staff to notify them of funding. Register staff for a PLC summit. Register for TLI training.
May	Begin the process of notifying all partners. Have the first meetings with all partners. Begin hiring of additional personnel and continue planning for fall semester. Have external provider examine the master schedule and see if any classes need to be double blocked in order to provide students with maximum academic achievement opportunities. Order Accelerated Reader, STAR reading assessment, and new computers. Contact Apple and order the iPads and iPad components to set up the new lab classrooms. Begin contract partnership with transition specialist and external provider. Teachers attend TLI training.
June	Continue with planning process for fall. Send first group of students to the State Trooper Camp in Little Rock. Continue to hire for all new positions. Begin to contact and set up times for mentors for the Leaders of Tomorrow mentoring program. Order and install Apex credit recovery program and new computers. Teachers attend TLI training.

2011-12 School Year

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

2011-12 School Year	
July	Hold community meeting to introduce the new program, providers, new personnel, etc., to parents and community. Participants go to the Professional Learning Community Summit. Implement the Early Start for 7th graders. Establish new high school leadership team. Leadership team begins to meet to analyze data so they can meet with teachers. **Professional development will be scheduled for the year when calendar is determined.
August	Meet with staff and analyze benchmark assessment data from the 2011 administration. Have meeting on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training. Begin the daily CWT's. Principal launches 50 Days of Perfect Attendance Campaign. Weekly visits and facilitation from the external provider and the transformation specialist. Begin Leaders of Tomorrow mentoring program. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Academic incentive teams are established. Monthly Family Nights (Math, Literacy, Science, and Technology) start.
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and get the Data Wall up. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Hold first Family Math, Science Literacy Night. Leaders of Tomorrow mentoring program. Monthly Family Nights (Math, Literacy, Science, and Technology).
October	Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. External provider and transition specialist report to school board. Saturday meeting of Leaders of Tomorrow. Weekly PLC meetings. Smartboard training. Monthly Family Nights (Math, Literacy, Science, and Technology).
November	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leader of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Monthly Family Nights (Math, Literacy, Science, and Technology).
December	Follow-up Smartboard training. Move student cards on Data Wall. Weekly PLC meetings. Saturday meeting of Leadership of Tomorrow. Weekly meetings with committees and consultants. Weekly debriefing with principal by external provider and transition specialists. Weekly debriefing with

	superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
January	District level external provider report and transition specialist report. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. External provider and transition specialist report to school board. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
February	Weekly leadership meetings. Weekly PLC meetings. Weekly meetings with committees and consultants. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
March	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly meetings with committees and consultants. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
April	Weekly debriefing sessions with the principal by external provider and transition specialist. External provider and transition specialist report to school board. Monthly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Monthly Family Nights (Math, Literacy, Science, and Technology).
May	Weekly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Hold fourth Family Math, Science, and Literacy Night. **Professional development will be scheduled for the year when calendar is determined. Monthly Family Nights (Math, Literacy, Science, and Technology).
June	District level external provider report and transformation specialist report. Saturday meeting of Leaders of Tomorrow. Send second group of students to attend the National State Troopers Camp in Little Rock. Entire staff goes to Ropes Course team building at the C.A. Vines 4-H Center in Little Rock.
July	Evaluation of the first year of the three year program. Convene leadership team to examine data and evaluate program. Saturday meeting of Leaders of Tomorrow. Second group of teachers to attend Professional Leadership Community Summit.

2012-13 School Year

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

2012-13 School Year	
July	Evaluation of the first year of the three year program. Pull in leadership team to examine data and evaluate program. Saturday meeting of Leadership of America. Attend Professional Leadership Community Summit. Plan the Early Start program for 7th graders. Leadership team meets to analyze this year's data so they can meet with teachers. **Professional development will be scheduled for the year when calendar is determined.
August	Early Start program for incoming 7 th graders. Meet with staff and analyze benchmark assessment data from the 2012 administration. Have any update meetings on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training for any new staff. Begin the daily CWT's. Principal launches 50 Days of Perfect Attendance Campaign. Weekly visits and facilitation from the external provider and the transformation specialist. Begin this year's Leaders of Tomorrow mentoring program. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Academic incentive teams are established. Monthly Family Nights (Math, Literacy, Science, and Technology).
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and update the Data Wall up for this year. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology). Leaders of Tomorrow mentoring program.
October	Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. External provider and transition specialist report to school board. Saturday meeting of Leaders of Tomorrow. Weekly PLC meetings. Smartboard training. Monthly Family Nights (Math, Literacy, Science, and Technology).
November	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leader of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Monthly Family Nights (Math, Literacy, Science, and Technology).
December	Follow-up Smartboard training. Move student cards on Data Wall. Weekly PLC meetings. Saturday meeting of Leadership of Tomorrow. Weekly meetings with committees and consultants. Weekly

	debriefing with principal by external provider and transition specialists. Monthly debriefing with superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
January	District level external provider report and transition specialist report. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. External provider and transition specialist report to school board. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
February	Weekly leadership meetings. Weekly PLC meetings. Weekly meetings with committees and consultants. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
March	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly meetings with committees and consultants. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
April	Weekly debriefing sessions with the principal by external provider and transition specialist. External provider and transition specialist report to school board. Monthly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Monthly Family Nights (Math, Literacy, Science, and Technology).
May	Weekly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Hold fourth Family Math, Science, and Literacy Night. **Professional development will be scheduled for the year when calendar is determined. Monthly Family Nights (Math, Literacy, Science, and Technology).
June	District level external provider report and transformation specialist report. Saturday meeting of Leaders of Tomorrow. Begin planning for 3 rd year of program.
July	Evaluation of the second year of the three year program. Pull in leadership team to examine data and evaluate program. Saturday meeting of Leadership of America. Attend Professional Leadership Community Summit. Plan the Early Start program for 7th graders. Leadership team meets to analyze this year's data so they can meet with teachers.

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	Evaluation of the second year of the three year program. Pull in leadership team to examine data and evaluate program. Saturday meeting of Leadership of America. Attend Professional Leadership Community Summit. Plan the Early Start program for 7th graders. Leadership team meets to analyze this year's data so they can meet with teachers.
August	Early Start program for incoming 7th graders. Meet with staff and analyze benchmark assessment data from the 2013 administration. Have any update meetings on lesson plan requirements, CWT requirements, administrator and teacher evaluations, and technology. Provide iPad training for any new staff. Begin the daily CWT's. Principal launches 50 Days of Perfect Attendance Campaign. Weekly visits and facilitation from the external provider and the transformation specialist. Begin this year's Leaders of Tomorrow mentoring program. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Academic incentive teams are established. Monthly Family Nights (Math, Literacy, Science, and Technology).
September	External Provider will administer perceptual data survey to students. Weekly leadership meetings. Collect data and update the Data Wall up for this year. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
October	Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. External provider and transition specialist report to school board. Saturday meeting of Leaders of Tomorrow. Weekly PLC meetings. Smartboard training. Monthly Family Nights (Math, Literacy, Science, and Technology).
November	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leader of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings begin. Monthly Family Nights (Math, Literacy, Science, and Technology).
December	Follow-up Smartboard training. Move student cards on Data Wall. Weekly PLC meetings. Saturday

	meeting of Leadership of Tomorrow. Weekly meetings with committees and consultants. Weekly debriefing with principal by external provider and transition specialists. Monthly debriefing with superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
January	District level external provider report and transition specialist report. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. External provider and transition specialist report to school board. Weekly debriefing with superintendent by external provider and transition specialist. Weekly PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
February	Weekly leadership meetings. Weekly PLC meetings. Weekly meetings with committees and consultants. Saturday meeting of Leaders of Tomorrow. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. PLC meetings. Monthly Family Nights (Math, Literacy, Science, and Technology).
March	Follow-up iPad training. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Weekly meetings with committees and consultants. Weekly debriefing sessions with the principal by external provider and transition specialists. Weekly debriefing with superintendent by external provider and transition specialist. Monthly Family Nights (Math, Literacy, Science, and Technology).
April	Weekly debriefing sessions with the principal by external provider and transition specialist. External provider and transition specialist report to school board. Monthly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Monthly Family Nights (Math, Literacy, Science, and Technology).
May	Weekly debriefing with superintendent by external provider and transition specialist. Weekly meetings with committees and consultants. Weekly PLC meetings. Saturday meeting of Leaders of Tomorrow. Monthly Family Nights (Math, Literacy, Science, and Technology). **Professional development will be scheduled for the year when calendar is determined.
June	District level external provider report and transformation specialist report. Saturday meeting of Leaders of Tomorrow. Begin planning for the next year of program and the components that will be sustained
July	Evaluation of the third year of the three year program. Pull in leadership team to examine data and evaluate entire program. Saturday meeting of Leadership of America. Attend Professional Leadership

Community Summit. Plan the Early Start program for 7th graders. Leadership team meets to analyze this year's data so they can meet with teachers.

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
1/11/11	District Leadership Team Mtg.	Ruth Denson	Superintendent
		Donna Ross	Federal Programs Coordinator
		Adrian Watkins	High School Principal
		Verlene McCall Paulette Parker Denetra Williams Mary Easley Sylvia Moore	Student Support Dir. Literacy Coach Math Coach Literacy Coach Elem. Principal
2/18/11	District Leadership Team Mtg.	Ruth Denson	Superintendent
		Donna Ross	Federal Programs Coordinator
		Adrian Watkins	High School Principal
		Verlene McCall Paulette Parker Denetra Williams Mary Easley Haley Vest Sylvia Moore	Student Support Dir. Literacy Coach Math Coach Literacy Coach E2E Consultant Elem. Principal
3/9/11	State School Improvement Mtg.	Entire District Faculty and Staff was in attendance	
3/10/11	District Admin. Team Mtg.	Ruth Denson	Superintendent
		Donna Ross	Federal Programs Coordinator
3/15/11	High School Leadership & Departmental Meetings	Faculty met by departments	

3/16/11	Entire Faculty Mtg.	Entire High School Faculty and Staff was in attendance	
4/4/11	District Leadership Team Mtg.	Ruth Denson	Superintendent
		Donna Ross	Federal Program Coordinator
		Adrian Watkins	HS Principal
		Denetra Williams	Math Coach

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: Marvell-Elaine

Tier I

Total 3-Year Budget \$4,077,258

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

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

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

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
<input checked="" type="checkbox"/> Select new staff		653,986	665,369	676,750

<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		265,000	265,000	265,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		59,076	47,076	47,076
<input checked="" type="checkbox"/> Implementing data collection and analysis structures		19,000	19,000	19,000
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		207,830	157,030	172,030
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Parent Involvement Activities (Transportation/Child Care)		11,880	11,880	11,880
<input checked="" type="checkbox"/> Materials and Supplies to support program activities (See Budget Justification)		196,555	104,670	89,670
<input checked="" type="checkbox"/> Equipment to be able to support program activities (See Budget Justification)		103,500	-0-	-0-
LEA-activities designed to support implementation of the transformation model				
Total		1,516,827	1,270,025	1,281,406

Tier III:

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

Activity	Explanation	Amount
Total		

Budget Narrative:

Requirements

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

MARVELL HIGH SCHOOL
School Improvement Grant 1003g
BUDGET NARRATIVE Year 1 – 2011-2012

C A T E G O R Y

Employee Salaries

A.	Personnel	
1.	Graduation Coach/Credit Recovery Director	\$50,000
2.	Math Intervention Specialist	\$55,000
3.	Literacy Intervention Specialist	\$55,000
4.	Science Intervention Specialist	\$55,000
5.	Social Worker/Community Liaison	\$40,000
6.	Registered Nurse	\$35,000
7.	Technology Coordinator	\$35,000
8.	Media Specialist	\$45,000
		Subtotal/Salaries \$370,000

B. Teacher Stipends

1. 7th Grade Early Start Program—Teachers report 15 days before regular school starts. Seventh (7th) Grade students report 10 days before regular school starts. Five (5) days—for 5 teachers : planning, training, and preparation—
Teacher Daily Rate of Pay (estimated at \$220/day) 5 x 15 x \$220= \$16,500
2. Saturday School: 36 three-hour sessions
6 teachers x \$40/hour x 3 hours x 36 sessions= \$25,920
3. After School Tutoring: 72 two-hour sessions:
5 teachers x \$40/hour x 2 hours x 72 sessions= \$28,800
4. Mandatory Professional Development for all staff:
35 teachers x 5 days x \$220/day = \$36,750
5. All Staff (certified and classified) excellent attendance incentive:
35 staff x \$100 incentive x 4 quarters = \$14,000
6. All Staff (certified and classified) student academic performance incentive: 40 staff x \$200 x 4 quarters= \$32,000
7. Professional Development/Conferences:
10 teachers x 3 days x \$220 = \$6,600

Subtotal/Stipends \$160,570

C. Fringe Benefits

1. Full Time Personnel--Salaries \$370,000
 - FICA (7.65%) \$28,305
 - Retirement (14%) \$51,800
 - Workmen's Compensation (1.4%) \$5,180
 - Health Insurance: 8 x \$140 = \$1,120
2. Stipend Personnel (7.65%+14%+1.4%) x \$160,570 = \$37,011

Subtotal/Fringe Benefits \$123,416

Purchased Services

A.	Educators Consulting Services--ECS		
1.	External Provider (multiple staff members)	\$148,500	
2.	Transition Specialist	\$99,000	
3.	Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 20 days x \$1250/day	\$25,000	
4.	Summer PLC Conference (Registration) 25 teachers x \$420/person =	\$10,500	
B.	Elbow to Elbow--E2E		
1.	Additional Professional Development: 5 days x \$2000/day =	\$10,000	
C.	Leaders of Tomorrow—Mentoring Program		
1.	Stipends for: Judges, police officers. . .	\$5,000	
2.	Travel expenses for mentors	\$12,500	
D.	Student Transportation for Early Start Program— 2 buses x 10 days x \$200/bus	\$4,000	
E.	Student Transportation for After School Tutoring— 3 buses x 100 days x \$200/bus	\$60,000	
F.	Student Transportation for Saturday School Tutoring —3 buses x 36 days x \$200/bus	\$21,600	
G.	Student Meals—Tutoring Programs		
i.	Early Start Program: 30 students x 10 days x \$3.00 =		\$900
ii.	Saturday School: 200 students x 36 days x \$3.00 =		\$21,600
iii.	After School Program: 200 students x 72 days x \$1.50 =		\$21,600
iv.	Mentoring Program Refreshment for 125 students x 36 days x \$1.50=		\$6,750
v.	Meals for college visits: 20 students x 18 trips x \$3.00=		\$1080
			\$51,930
H.	Student Transportation for college site visits, cultural activities— Field Trip Rate: 18 trips @\$250/trip		\$4,500
I.	Transportation to Professional Learning Communities Conference –		

	July 12-14 in Hot Springs, AR: (travel, motel, and per diem) 12 vehicles, rooms x (\$123 + \$115 + \$35) =	\$3,276	
J.	Provide transportation to parents to attend at-school meetings: 2 buses x 36 trips x \$150/trip	\$10,800	
K.	Provide child care for parents with pre-school age children: 36 days x 2 persons x \$15/hour	\$1080	
L.	Tuition and expenses for 5 certified staff members to obtain National Board Certification 5 x \$5,000	\$25,000	
M.	Accelerated Reader/STAR Reading assessment program	\$15,000	
N.	Cost for 250 students x \$22/student for The Learning Institute (TLI) data analysis/assessment program + Resources (\$10,000)	\$15,500	
O.	Purchase Quiz Builder software from The Learning Institute =	\$3500	
P.	(YEAR 1) Cost to send 190 (7-10th) graders to the Louis Bryant Camp of the Arkansas State Troopers 190 x \$220 =	\$41,800	
Q.	(YEAR 1) Cost to send 60 students to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale: 60 students x \$ 400	\$24,000	
R.	Purchase APEX Credit Recovery software for ALE, ISS, and regular education students: 45 licenses x \$200/unit =	\$9,000	
	Subtotal/Purchased Services	\$601,486	

Materials & Supplies

A.	Agenda Books-- 250 x \$8/book	\$2,000
B.	Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester— all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 250 x 2 x \$50 =	\$25,000
C.	Literacy Materials	\$10,000
D.	Math Materials/Manipulatives	\$10,000
E.	Science Materials	\$10,000
F.	Materials for 7th Grade Early Start Program	\$10,000

G.	Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 250 x \$24 =	\$6,000	
H.	Technology—Purchase Ipads for Student use in grades 9-12th grades: 120 x \$599	\$71,880	
I.	Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—120 iPads x \$40/iPad	\$4,800	
J.	Provide shock-proof cover for iPads: 120 iPads x \$40/iPad	\$4,800	
K.	Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom: 25 x \$135 =	\$3,375	
			Subtotal/Materials & Supplies \$157,855

Equipment

A.	Purchase scanner to score The Learning Institute interim assessments	\$3,500	
B.	Purchase 30 computers to be placed in the ALE and ISS rooms for student use: 30 computers x \$1200=	\$36,000	
C.	Purchase iPad Pilot Program hardware for students to use in 4 classrooms (Math, Literacy, Science, Social Studies): 4 classrooms x \$16,000 =	\$64,000	
			Subtotal/Equipment \$103,500

YEAR 1 TOTAL \$1,516,827

MARVELL HIGH SCHOOL
School Improvement Grant 1003g
BUDGET NARRATIVE Year 2 – 2012-2013

C A T E G O R Y
Employee Salaries

A.	Personnel	
1.	Graduation Coach/Credit Recovery Director	\$51,250

2.	Math Intervention Specialist	\$56,375	
3.	Literacy Intervention Specialist	\$56,375	
4.	Science Intervention Specialist	\$56,375	
5.	Social Worker/Community Liaison	\$41,000	
6.	Registered Nurse	\$35,875	
7.	Technology Coordinator	\$35,875	
8.	Media Specialist	\$46,125	
		Subtotal/Salaries	\$379,250

B.	Teacher Stipends		
1.	7th Grade Early Start Program— Teachers report 15 days before regular school starts. Seventh (7th) Grade students report 10 days before regular school starts. Five (5) days—for 5 teachers : planning, training, and preparation— Teacher Daily Rate of Pay (estimated at \$220/day) 5 x 15 x \$220=	\$16,500	
2.	Saturday School: 36 three-hour sessions 6 teachers x \$40/hour x 3 hours x 36 sessions=	\$25,920	
3.	After School Tutoring: 72 two-hour sessions: 5 teachers x \$40/hour x 2 hours x 72 sessions=	\$28,800	
4.	Mandatory Professional Development for all staff: 35 teachers x 5 days x \$220/day =	\$36,750	
5.	All Staff (certified and classified) excellent attendance incentive: 35 staff x \$100 incentive x 4 quarters =	\$14,000	
6.	All Staff (certified and classified) student academic performance incentive: 40 staff x \$200 x 4 quarters=	\$32,000	
7.	Professional Development/Conferences: 10 teachers x 3 days x \$220 =	\$6,600	
		Subtotal/Stipends	\$160,570

C.	Fringe Benefits	Year 2	
1.	Full Time Personnel--Salaries:	\$379,250	
	FICA (7.65%)		\$29,013
	Retirement (14%)		\$53,095
	Workmen's Compensation (1.4%)		\$5,310
	Health Insurance: 8 x \$140 =		\$1,120
2.	Stipend Personnel (7.65%+14%+1.4%) x \$160,570 =		\$37,011
		Subtotal/Fringe Benefits	\$125,549

Purchased Services

A.	Educators Consulting Services--ECS	
1.	External Provider (multiple staff members)	\$148,500
2.	Transition Specialist	\$99,000
3.	Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 10 days x \$1250/day =	\$12,500
4.	Summer PLC Conference (Registration) 25 teachers x \$420/person =	\$10,500
B.	Elbow to Elbow--E2E	
1.	Additional Professional Development: 5 days x \$2000/day =	\$10,000
C.	Leaders of Tomorrow—Mentoring Program	
1.	Stipends for: Judges, police officers. . .	\$5,000
2.	Travel expenses for mentors	\$12,500
D.	Student Transportation for Early Start Program— 2 buses x 10 days x \$200/bus=	\$4,000
E.	Student Transportation for After School Tutoring— 3 buses x 100 days x \$200/bus=	\$60,000
F.	Student Transportation for Saturday School	

	Tutoring—3 buses x 36 days x \$200/bus=	\$21,600	
G.	Student Meals—Tutoring Programs		
i.	Early Start Program: 30 students x 10 days x \$3.00 =	\$900	
ii.	Saturday School: 200 students x 36 days x \$3.00 =	\$21,600	
iii.	After School Program: 200 students x 72 days x \$1.50 =	\$21,600	
iv.	Mentoring Program Refreshment for 125 students x 36 days x \$1.50=	\$6,750	
v.	Meals for college visits: 20 students x 18 trips x \$3.00=	\$1080	
			\$51,930
H.	Student Transportation for college site visits, cultural activities—		
	Field Trip Rate: 18 trips @\$250/trip=	\$4,500	
I.	Transportation to Professional Learning Communities Conference –		
	July 12-14 in Hot Springs, AR: (travel, motel, and per diem)		
	12 persons x (\$123 + \$115 + \$35) =	\$3,276	
J.	Provide transportation to parents to attend at-school meetings:		
	2 buses x 36 trips x \$150/trip =	\$10,800	
K.	Provide child care for parents with pre-school age children:		
	36 days x 2 persons x \$15/hour=	\$1080	
L.	Tuition and expenses for 5 certified staff members to obtain		
	National Board Certification 2 staff x \$5,000	\$10,000	
M.	Accelerated Reader/STAR Reading assessment program =	\$15,000	
N.	Cost for 250 students x \$22/student for The Learning Institute		
	(TLI)data analysis/assessment program + Resources (\$10,000)	\$15,500	
O	Purchase Quiz Builder software from The Learning Institute =	\$3500	
P..	(YEAR 2) Cost to send 7th grade students to the US Space and		
	Rocket Center in Huntsville, Alabama:		
	35 students + 5 teachers: 40 x \$375=	\$15,000	
Q.	(YEAR 2) Cost to send High School Staff to the ROAPS Course		
	Team Building Program at CA Vines 4-H Camp at Ferndale:		
	40 staff x \$600/each =	\$24,000	
		Subtotal/Purchased Services	\$538,186

Materials & Supplies

A.	Agenda Books-- 250 x \$8/book	\$2,000
B.	Student Incentives for improved attendance, discipline, and/or grades (2 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 250 x 2 x \$50 =	\$25,000
C.	Literacy Materials	\$10,000
D.	Math Materials/Manipulatives	\$10,000
E.	Science Materials	\$10,000
F.	Materials for 7th Grade Early Start Program	\$10,000
G.	Technology—Purchase Ipads for Student use in grades 9-12th grades: 5 iPads @\$599=	\$2,995
H.	Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder; wordweb, additional math, literacy, and science apps—120 iPads x \$40/iPad=	\$4,800
I.	Provide shock-proof cover for iPads: 120 iPads x \$40/iPad	
J.	Purchase graphing calculators (T-I 84 or equivalent) for High School Math classroom:5 Calculators x \$135=	\$675
	Subtotal/Materials & Supplies	\$75,470
Equipment	-0-	

Subtotal/Equipment -0-

YEAR 2 TOTAL \$1,279,025

MARVELL HIGH SCHOOL
 School Improvement Grant 1003g
 BUDGET NARRATIVE Year 3 – 2013-2014

C A T E G O R Y

Employee Salaries

A.	Personnel		
1.	Graduation Coach/Credit Recovery Director	\$52,500	
2.	Math Intervention Specialist	\$57,750	
3.	Literacy Intervention Specialist	\$57,750	
4.	Science Intervention Specialist	\$57,750	
5.	Social Worker/Community Liaison	\$42,000	
6.	Registered Nurse	\$36,750	
7.	Technology Coordinator	\$36,750	
8.	Media Specialist	\$47,250	
		Subtotal/Salaries	\$388,500
B.	Teacher Stipends		
1.	7th Grade Early Start Program— Teachers report 15 days before regular school starts. Seventh (7th) Grade students report 10 days before regular school starts. Five (5) days—for 5 teachers: planning, training, and preparation— Teacher Daily Rate of Pay (estimated at \$220/day) 5 x 5 x \$220=	\$16,500	
2.	Saturday School: 36 three-hour sessions 6 teachers x \$40/hour x 3 hours x 36 sessions=	\$25,920	
3.	After School Tutoring: 72 two-hour sessions: 5 teachers x \$40/hour x 2 hours x 72 sessions=	\$28,800	
4.	Mandatory Professional Development for all staff: 35 teachers x 5 days x \$220/day =	\$36,750	
5.	All Staff (certified and classified) excellent attendance incentive:		

	35 staff x \$100 incentive x 4 quarters =	\$14,000	
6.	All Staff (certified and classified) student academic performance incentive: 40 staff x \$200 x 4 quarters=	\$32,000	
7.	Professional Development/Conferences: 10 teachers x 3 days x \$220 =	\$6,600	
			Subtotal/Stipends
			\$160,570
C.	Fringe Benefits		Year 3
1.	Full Time Personnel--Salaries: \$388,500		
	FICA (7.65%)	\$29,720	
	Retirement (14%)	\$54,390	
	Workmen's Compensation (1.4%)	\$5,439	
	Health Insurance: 8 x \$140 =	\$1,120	
2.	Stipend Personnel (7.65%+14%+1.4%) x \$160,570 =	\$37,011	
			Subtotal/Fringe Benefits
			\$127,680
Purchased Services			
A.	Educators Consulting Services--ECS		
1.	External Provider (multiple staff members)	\$148,500	
2.	Transition Specialist	\$99,000	
3.	Professional Development: 10 days required and 10 days optional based on needs assessment, CWT data, and PLC meetings: 10 days x \$1250/day	\$12,500	
4.	Summer PLC Conference (Registration) 25 teachers x \$420/person =	\$10,500	
B.	Elbow to Elbow--E2E		
1.	Additional Professional Development: 5 days x \$2000/day =	\$10,000	
C.	Leaders of Tomorrow—Mentoring Program		
1.	Stipends for: Judges, police officers. . .	\$5,000	
2.	Travel expenses for mentors	\$12,500	
D.	Student Transportation for Early Start Program— 2 buses x 10 days x \$200/bus	\$4,000	

D. ASSURANCES

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

By the signature of the Superintendent of MARVELL SCHOOL DISTRICT
the LEA assures that it will –

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

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

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

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

Superintendent's Signature

MARCH 29, 2011

Date

RUTH DENSON
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: MARVELL HIGH SCHOOL

LEA #: 5404032

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

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

 Identification of Intervention Models

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

_____ Develop a Profile of the School's Performance

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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

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

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

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

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

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