

Dollaway High

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# ARKANSAS DEPARTMENT OF EDUCATION

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

DRY

Received

JUL 30 2010

School Improvement  
Division of Learning Services

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

**SECTION A -1: LEA Contact Information and Certification**

<b>LEA Name:</b> Dollarway School	
<b>Mailing Address (Street, P.O. Box, City/Zip)</b> 4900 Dollarway Road	<b>Starting Date</b> August 2010
<b>Name, title and phone number of authorized contact person:</b> Dornetta Hobbs, Dir. Sp. Programs, 870-534-7003	<b>Ending Date</b> July 2013
<b>Amount of funds requested:</b> 2,027,000	<b>Number of schools to be served:</b> <sup>02</sup>

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 7/29/10 (Date).

Signature: *Susan Boggs, Interim*  
Superintendent of Schools

Date: 7/30/10

AND  
Signature: *Joe Blanks*  
Designated Board Representative

Date: 7/30/10

*Both signatures required ONLY if the Superintendent is not the Designated Board Representative*

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

**SECTION A -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 and II 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 of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Dollarway High	050541000253	9-12	X						X
Robert F. Morehead Middle	050541000252	6-8	X						X

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**

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

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

Name of School: Dollarway High LEA #: 3502010

**Context**

- 1. Grade levels (e.g., 9-12): 9-12
- 2. Total Enrollment: 464
- 3. % Free/Reduced Lunch: 94%
- 4. % Special Education Students: 13%
- 5. % English Language Learners: 0
- 6. Home Languages of English Language Learners (list up to 3 most frequent):

NA

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

The Dollarway area neighborhood is located in the northwest part of Pine Bluff, Arkansas in Jefferson County. The enrollment area is somewhat limited in that the area is nestled in a city of not more than 55,000 people with three other public school districts, more than four private schools and one charter school. The immediate area surrounding the high school is adjacent to one of the areas most busiest highways where there are few thriving businesses. There is one grocery store, two liquor stores, three service stations/convenience stores, a dollar store, a cleaners, a drug store and a few other family owned businesses. There are few homeowners, most of the housing is rental property, public housing apartments, or old motels that are now being lived in for extended periods of time. Entertainment for young adults and families does not exist in the enrollment area. There is at least two bar like establishments in the area. The district also comprises of the City of Altheimer which also has very limited resources.

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

students:

Robert F. Morehead Middle School (formally Dollarway Middle School) is the only feeder school which supplies students to Dollarway High School.

Dollarway High School is the only high school in the District, therefore there are no recipient schools.

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
<b>PRINCIPAL</b>	EITE, Sec. Prin, (See Resume/Certifications)	<b>01</b>	<b>0</b>	<b>01</b>
<b>Assistant Prinicipal</b>	PE/Health, Asst. Principal	<b>03</b>	<b>03</b>	<b>34</b>

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

The administrators in the Dollarway School District are evaluated annually by the Superintendent. Evaluations are based on a combination of scheduled and informal observations. During the scheduled meetings the superintendent uses a rating form with descriptors. Each competency is discussed and the Superintendent rates the administrators. The findings are transferred to a Professional Growth Plan which allows administrators to receive job embedded professional development and tracking of progress and training. The administrator at Dollarway High school was also observed and mentored by a JBHM Consultant in the areas of leadership, utilization of best practices and content building in all areas with an emphasis on literacy and math. The consultant's suggestions were used in the development of the professional growth plan. The evaluation is completed in accordance with District Policy #3.2 and A.C.A 6-17-1504 .

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

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

12. Briefly describe previous and current reform and improvement efforts, within the last 5 years.

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

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

For school years 2008-2009 and 2009-2010 Dollarway High contracted with JBHM to assist with raising student scores and meeting AYP targets. They provided an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies, designed to effectively improve student motivation and academic achievement. Through their assistance, in those two years, we were able to have some growth in math and significant growth in EOC literacy .

We also implemented a structured after-school program, in 2008-2009 school year, through the federally funded 21st Century Community Learning Centers grant that included academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school.

We also instituted a structured after-school program, in 2008-2009 school year, through the federally funded 21st Century Community Learning Centers grant that included academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school.

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

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

Subject	2010	2009	2008	2007	2006
Reading/Language/English	34%	13%	20%	6%	12%
Mathematics <b>EOC Algebra I</b>	12%	6%	13%	5%	10%
Science	11%	13%	4%	NA	NA
Social Studies	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA
<b>EOC Geometry</b>	21%	9%	23%	10%	15%

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

Test Year: SOURCE OF INFORMATION 2010 AYP REPORT and School Report Card

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/Languag/English	60	50	NA	34	13	19	NA	NA	NA	NA	NA	NA	33	11	NA
Mathematics Algebra 1	27	11	NA	20	12	13	NA	NA	NA	NA	NA	NA	42	46	NA
Science	NA		NA		19		NA	NA	NA	NA	NA	NA		52	
Social Studies	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Writing	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Geometry		NA	NA		8.1	19		NA	NA			NA			NA

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									34%	
Mathematics ALG 1							12%			
Science								11%		
Social Studies										
Writing										
Other										
GEOMETRY								21%		

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									22%	
Mathematics Algebra 1							6%			
Science								11%		
Social Studies										
Writing										
Other										
Geometry								9%		

Test Year: 2008

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English									20%	
Mathematics ALG 1							12%			
Science								NA		
Social Studies										
Writing										
Other										
<b>GEOMETRY</b>								22%		

4. Average daily attendance percentage for last complete school year: 93 Year: 2010

5. Mobility rate for last complete school year: 23% Year: 2010

6. Graduation rate for all students for most recent year: 65.4% Year: 2010

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

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010	65.4	NA	NA	NA	NA	NA
2009	71.9	NA	NA	NA	NA	NA
2008	74.1	NA	NA	NA	NA	NA

## Key Questions

1. Which students are experiencing the lowest achievement?

The EOC three year trend data indicates the following students at Dollarway High School who are experiencing the lowest achievement (in rank order from lowest to highest):

Literacy	Math
Students with Disabilities	Economically Disadvantage
Economically Disadvantaged	Caucasians
African Americans	African Americans
Caucasians	Students with Disabilities

2. Which students are experiencing the lowest graduation rates?

The following students at Dollarway High School are experiencing the lowest graduation rate:

- \*African Americans
- \*Economically Disadvantaged

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

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

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

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

**Biology:** The lowest identified areas for all of the following subgroups, combined population, African Americans, Caucasian and Economically Disadvantaged were all areas.

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

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

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

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

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

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

### Step 3-B: Review of ADE Scholastic Audit and other School Data

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

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

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

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

1. Development and use of a certified personnel evaluation instrument: The campus had been using the JBHM Essential Practices Survey for evaluation. The campus is now using the Essential Practices Survey in conjunction with an instrument that reflects ADE teacher competency requirements. Professional Growth Plans are tied to the certified evaluation instrument and include differentiated, job embedded professional development based on professional needs.
2. A fully functional school leadership team: In order to build leadership capacity for school improvement, the high school has requested designated, stipend department heads be named and included on the leadership team to work in conjunction with them to incorporate elements of a more rigorous curriculum, to help assure usage of high impact instruction strategies, and to refine the aligned curriculum and formative assessments.
3. Monitor the effectiveness of the action components of the Arkansas Comprehensive School Improvement Plan (ACSIP): The effectiveness of ACSIP components are observed during classroom-walkthroughs and discussed during content area meetings with teachers and their coaches. The nine teaching strategies from Classroom Instruction That Works (Marzano) are being used to build greater capacity for instructional strategies among these teachers.
4. Complete and update curriculum maps: All content areas were reviewed. Incomplete maps were completed and revisions were made to maps that did not reflect current ADE Frameworks. All curriculum documents are reviewed yearly for needed changes such as the updating of the frameworks or the change in a textbook. Curriculum planning meetings among teachers of different campuses are planned to assure alignment. New teachers are trained to implement their curriculum.
5. Student truancies and absenteeism are problematic and pose safety and security risks: A duty schedule is now used to monitor the campus before and after school and at noon. These areas are in the hall, on the grounds and in the cafeteria. This will assure that the students are moving efficiently about the campus. Teachers stand at their doors during class changes. The dress code/policy was reinstated. This makes both visitors and unauthorized persons readily visible on campus, and makes our students identifiable during school curfew hours. A resource officer and the Head of Security are responsible for having campus gates locked during school hours.

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

#### STANDARD FOUR: SCHOOL CULTURE:

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

1. School leadership has increased the visibility of teachers, administrators, and available support staff during transition between classes and during lunch to assist in reducing the likelihood of tardiness and truancies and to provide additional safety/security for all students.
2. School leadership is researching different models of advisor/mentoring programs and will establish an advisor/advisee program to develop relationships with students so that students have an adult advocate at the school. All faculty and staff are receiving professional development training prior to implementation of a program to assist in understanding their role as advisors, setting goals, for the advisory program, planning for student success, and identifying topics, lessons, and scheduling priorities.
3. School leadership and the special education coordinator continue to provide on-going, job embedded professional development to assist the school in its efforts to provide instructional support for students with disabilities receiving instruction in general education classrooms.
4. A plan is being developed to provide additional content area training needed to assist all special education teachers in increasing content knowledge in the content area/areas assigned.
5. Classroom walk-throughs are used to observe the models used and the levels of implementation. (2009 - 2010)

#### STANDARD SIX: PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION:

1. A professional learning community is being established as a means of data-driven change and on-going improvement.
2. School leadership is providing training to all staff on data analysis of The Learning Institute data, End-of Course data, and classroom assessment data to extend beyond the identification of specific weaknesses on related student learning expectations.
3. Teachers are determining links to curriculum, instructional practices, language of questions, level of questioning, and question distracters.
4. School leadership is accountable for reviewing and implementing the evaluation policy and procedures for all personnel. The school is implementing a policy regarding Individual Professional Growth Plan goals.
5. Student achievement data and classroom walkthrough data was collected throughout the 2009-2010 school year to measure progress toward achieving Individual Professional Growth Plan goals. (2009 - 2010)

#### STANDARD SEVEN: LEADERSHIP:

1. Teacher expectations of students both in the classroom and on campus have been elevated.
2. Elevated expectations from the principal now includes clear communication of the tasks to be performed, emphasis on the importance and urgency of the tasks, insistence that the tasks be completed, and monitoring of tasks with meaningful feedback to teachers.
3. The principal is building leadership capacity in the school and sharing the responsibility of instructional leadership.
4. A viable building leadership team has been established consisting of assistant principals, instructional coaches, department chairpersons, and others who have demonstrated leadership skills or who have a specific talent needed on the leadership team. The team should meet regularly with clearly established agendas, recorded minutes, and reports to the staff on decisions reached.
5. The principal did address the issues of student absenteeism and discipline and their impact on student achievement by revising these areas of the DHS Handbook. This handbook was reviewed and adopted by the Dollarway School Board. (2009-2010). It is reviewed, revised as needed and sent to the school board yearly for adoption.

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

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). Performance Series Flash

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for the user to provide a summary of data sources as requested in the list item above.

**SECTION B, PART 2:**

**B. DESCRIPTIVE INFORMATION: LEA Capacity**

**Selecting the Intervention Model and Partners for a Low-Achieving School  
Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section**

**Transformation**

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

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

State Statutes and dollars strongly support the Transformation of any schools that are consistently low performing.  
There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction this time can be used and much of the work with SetPoint consultants and teachers does include actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners etc.

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

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

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

There are no collective bargaining units. Each employee in the Dollarway School District when he/she signs the employment contract they are agreeing to meet the terms set forth for improvement/reform.  
the district commitment to the success of the students at Dollarway High School.

## Turnaround

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

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

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

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

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There are no District policies that create barriers to the Turnaround model or limit its implementation. All district input indicates that we would be limited in the full implementation because of the constraints to recruit and retain HQT in our area especially in the shortage areas like math, English and Science. We pondered the question, "Is it logical that 50 % of the teachers are ineffective and cannot be re-trained ?" Why not 40%, 30% or even 5%?

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

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There is no collective bargaining at this time to affect the implementation of this model. Each employee in the Dollarway School District when he/she signs the employment contract they are agreeing to meet the terms set forth for improvement/reform.

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## 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:

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

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

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District policies may support the formation of charter schools but there seems to be very little community support for this model. Recently, the KIPP programs initiated an effort to open an open charter school here and it was report in the local media that that did not because of the lack of community support. We do not believe this is a viable option for Dollarway High School.

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

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There is no collective bargaining at this time to affect the implementation of this model. Each employee in the Dollarway School District when he/she signs the employment contract they are agreeing to meet the terms set forth for improvement/reform.

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**Education Management Organizations**

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

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

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

While district policies may support contracting with EMOs, it is our belief that any limitations or barriers would come from our community stakeholders or the school board. T

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

There is no collective bargaining at this time to affect the implementation of this model. Each employee in the Dollarway School District when he/she signs the employment contract they are agreeing to meet the terms set forth for improvement/reform.

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## 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:

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

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

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There are certainly limitations and barriers to the implementation of this model.  
Dollarway is a small district with only one high school. There is no other school for students to attend so closure is not an option.

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

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Not applicable, not an option.

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

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Not applicable, not an option.

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**Step 4 – B - 3: Develop Profiles of Available Partners**

**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.

<b>External partners available to assist with transformation and brief description of services they provide and their track record of success.</b>				
<b>Partner Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>
SetPoint	N	Y	Consultants; job embedded	Proven success in the district
			Professional development;	
			Instructional leadership training etc.	
List other Partners				
ARESC/Specialists	N	Y	Consultants; job embedded	State Educational Cooperative
UAPB/Ed. Dept.	N	Y	Consultants; job embedded	4 yr. Institution

**Turnaround** (We are not implementing this model)

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

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

**Restart** (We are not implementing this model)

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.

<b>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.</b>				
<b>Charter Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>

<b>EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.</b>				
<b>Education Management Organization</b>	<b>Lead Y/N</b>	<b>Support Y/N</b>	<b>Services Provided</b>	<b>Experience (Types of Schools and Results)</b>

**Closure (We are not implementing this model)**

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

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

**Step 4 – B – 4, Part 1: 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.

<b>CHARACTERISTICS OF PERFORMANCE AND CAPACITY</b>				
<b>Characteristic</b>	<b>Intervention Model</b>			
	<b>Turnaround</b>	<b>Transformational</b>	<b>Restart</b>	<b>Closure</b>
<b>School Performance</b>				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
<b>School Capacity</b>				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
<input type="checkbox"/> Willingness to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
<input type="checkbox"/> Strong Community commitment 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. This is only a crude estimation of the best possible model, but it is a place to start.

#### Best Fit Ranking of Intervention Models

A. Best Fit: TRANSFORMATION -

B. Second Best Fit: TURNAROUND - Transformation is a better model and our External Provider Model

C. Third Best Fit: RESTART - Very Disruptive and not necessary at this point

D. Fourth Best Fit: Closure - Not optional for district or area to not have a school in that location!

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

#### The Transformation Model

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

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

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

The LEA will work closely with SetPoint and assist in providing all necessary resources to ensure that all staff receives the job embedded professional development necessary to improve student achievement rather than support to replace the staff. The LEA will however, be provided the necessary documentation of progress of all staff though daily and weekly work reports so if an on-going problem remains persistent the documentation will exist to move forward with any necessary actions.

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

School remains under district management but with major changes to improve leader and teacher effectiveness, improve instruction, increase learning time, teacher collaboration, and community involvement, and increase operating flexibility to improve student outcomes. The LEA will hire SetPoint as an external provider and provide them with all the necessary support to assist them in continuing their on-going and powerful proven track record of transforming low achieving schools.

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

We will work closely with our external provider SetPoint to ensure full fidelity and efficacy of implementation of all aspects of our work. Teachers and Administrators will work closely with the well trained and experienced consultants to provide; a solid culture and climate conducive to learning, maximize student academic learning time, guarantee an essential curriculum; monitor student achievement and provide job embedded professional best practices. Whatever is needed to ensure success will be provided.

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

The district will read all the daily and weekly work reports and assist the building leaders in data review and we will continue to support the leader in the evaluation of work reports, support the corrective action to be taken on the prescriptive actions in the work reports, provide ACSIP assistance, other federal and state funding etc. The idea is to build capacity so that after the grant and SetPoint has completed its work the staff will have the capacity to go forward with success without the need for further assistance.

### **The Turnaround Model (We are not implementing this model)**

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

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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?

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

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4. How will staff replacement be executed—what is the process for determining which staff remains in the schools, which are assigned to another school, and which should leave the profession (or at least the district)?

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

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

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

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

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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?

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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?

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**The Restart Model (We are not implementing this 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?

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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.

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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?

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

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

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

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

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8. How will the SEA assist with the restart?

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

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

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**School Closure Model (We are not implementing this model)**

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Step 4 - B - 5: Define Roles and Develop Contracts**

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

<b>Group/Partner</b>	<b>Role with this School in Implementation of Intervention Model</b>
<b>State Education Agency</b> Arkansas Department of Education	Technical Assistance with Grant and ACSIP as well as federal and state and local budgeting
<b>Local Education Agency</b> District staff; special offices, etc.	Ensure the building receives ACSIP and Financial Support; work report support, constant LEA monitoring of Effectiveness of External Provider
<b>Internal Partner (LEA staff):</b> Dollarway High School Staff	Instructional leadership; resources needed for teacher and student success
<b>Lead Partner:</b> <b>SetPoint</b>	<b>External Provider - Partnership</b>
<b>Support Partner:</b> Renaissance Learning	Partners of JBHM to provide reading, writing and math technology based learning and assessments for immediate feedback and use to drive decisions
<b>Support Partner:</b> ARESC/Specialists	Model best practices, secure resources, facilitate professional development, assist in development leaders
<b>Support Partner:</b> Support staff	Point-in-time remediation partners - to assist all teachers and targeted students with reading, writing and math skills including use of State Standards and released items
<b>Principal:</b> Arnold Robinson	Will serve as instructional leader and continue to work with external provider to ensure teacher and student success
<b>School Teams</b> Leadership teams and their roles	Meet on a regular basis to ensure implementation, teacher collaboration and leadership planning. Continued evaluation of what is working, what needs improvement and what s
<b>Parents &amp; Community</b> PTA; Educator's in Industry partners etc.	These partners will continue to provide funds and donations as well as human resource partnership for our school

- 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 below to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

<p><b>Description of SetPoint Services</b> Specialists will provide on-site, job-embedded consultation, for approximately 235 days per school during the 2010-11 school year. The services provided will include the following various support areas. The levels of support from each area will be determined through an initial review of the school and will be based upon each school's needs for support.</p> <p><b>School Improvement Support</b> Specialist(s) will coach and mentor the instructional leaders through on-site, job-embedded consultation, in addition to liaison oversight and support and a license to use JBHM's School Performance Tools, during the 2010-11 school year, in the following activities:</p> <ul style="list-style-type: none"> <li>• Support, in association with the school staff, an Accountability Plan for the school that will focus on the following essential practices:             <ul style="list-style-type: none"> <li>o Ensuring the teachers' effective use and delivery of essential curriculum (state content standards, instructional interventions, and assessments)</li> <li>o Protecting instructional time (assembly programs, intercom policy, parent/teacher conferences, classroom time, school organizational time, school activity time)</li> <li>o Monitoring the school's efforts to provide a safe and orderly environment that is conducive to learning</li> <li>o Assessing student achievement daily, weekly, monthly, and yearly with state content standards and objectives</li> <li>o Promoting professional practice to ensure the instructional team members build their capacity for student success</li> </ul> </li> <li>• Monitor and evaluate the successful implementation of the Accountability Plan.</li> <li>• Conduct focused faculty meetings and grade meetings when appropriate.</li> <li>• Strengthen the instructional leadership at the school by             <ul style="list-style-type: none"> <li>o Mentoring, monitoring and advising the local school administration in implementing a supervision plan that provides students with a guaranteed essential curriculum that is linked to instruction and statewide assessment.</li> <li>o Advising and directing on needed procedural modifications discovered during the course of the consultation.</li> <li>o Observing classrooms and providing post observation conferencing with teachers and administrators.</li> <li>o Coaching and mentoring building administrators in classroom observation and conferencing.</li> </ul> </li> <li>• Monitor and evaluate the successful implementation of school's plans to include the following:             <ul style="list-style-type: none"> <li>o Implementation of the district discipline plan.</li> <li>o Implementation of staff performance expectations.</li> <li>o Documenting the due process requirements under state law.</li> <li>o Development of teacher and staff professional improvement plans.</li> <li>o Planning professional development activities.</li> </ul> </li> <li>o Monitoring the instructional program to ensure state frameworks and supporting materials form the basis of the instructional program.</li> <li>• Provide specialized support, as needed, upon agreement and approval of the Superintendent or designee and the JBHM project manager (to include, but not limited to, special education and/or content area teacher specialists)</li> <li>• Provide weekly work reports to the Superintendent and reports to the School Board as requested.</li> </ul> <p><b>Special Education Support</b> Specialist(s) will coach and mentor district staff in the following activities, through on-site consultation during the 2010-11 school year:</p> <ul style="list-style-type: none"> <li>• Provide consultative services for district staff to ensure proper implementation of legislative requirements of the No Child Left Behind Act of 2001 as the law applies to students with disabilities and the Individuals with Disabilities Education Act of 2004</li> <li>• Provide job-embedded professional development and leadership through seminars and workshops on issues and topics of interest, as requested by district staff</li> <li>• Facilitate the development and use of standard-based IEPs</li> <li>• Review placement and services for students with disabilities</li> <li>• Provide training for staff in strategies for effectively including students with disabilities in the least restrictive environment</li> <li>• Increase instructional competency of teachers in teaching standards/objectives and monitoring academic growth for students with disabilities</li> <li>• Schedule meetings with school administrators, special education teachers and general education teachers when appropriate</li> <li>• Provide work reports to the Superintendent and the Special Education Director</li> </ul> <p><b>Systems for Increased Time and Formative Assessment</b> The sustainable transformation process starts with review of previous scores on state assessments, and sets goals for improvement based on those assessments. But state tests cannot improve student results. That is not their function. What is needed to improve student achievement is better formative assessment, assessment for learning—testing integrated into classroom routine so that the results are promptly used to inform instruction. Formative assessments include screening and progress-monitoring assessments that test and keep track of student outcomes, but they should also include "mastery measurements," which measure students' successive mastery of objectives that will contribute to growth in the outcome measures.</p> <p>The leading technology tools are Renaissance Learning's STAR Constellation assessments (STAR Early Literacy, STAR Reading, and STAR Math), and the practice management tools Accelerated Reader, Accelerated Math, and MathFacts in a Flash. The STAR Constellation assessments employ computer-adaptive testing and item response theory (CAT/IRT) to keep tests short (around ten minutes) but statistically rigorous and consistent across grades. Using classroom-embedded technology for regular assessment confers two big advantages. It is very time-effective, improving not reducing instructional time; and it feeds a database that makes achievement information instantly available to each stakeholder according to role. This information comes in a variety of useful reports, and is also available online in the form of dashboards that can be drilled into for more details.</p> <p>These efforts for increased time and formative assessment will be supported through the following activities:</p> <ul style="list-style-type: none"> <li>• Participating in intensive school-wide professional development for evidence-based strategies</li> <li>• Conducting intensive year-long training for teachers and principals</li> <li>• Using reading and math coaches to provide professional development to teachers</li> <li>• Improving teaching, learning, and results for children with disabilities</li> <li>• Investing in state-of-the-art assistive technology devices and training in their use</li> <li>• Investing in teacher development that ensures commitment to the program even when leaders change or funding expires</li> </ul> <p><b>Teacher Coaching</b> Specialists will provide on-site support and one-on-one consultation for teachers during the 2010-11 school year, shared among the four core subject areas, to include the following activities:</p> <ul style="list-style-type: none"> <li>• Supporting instruction through classroom-embedded mentoring and coaching; working with teachers, individually and small groups; modeling best-practice lessons; assisting with teacher's planning; and guiding teachers in using state resources to improve student achievement</li> <li>• Assessing the extent to which current curriculum and instructional practices align with the state curriculum frameworks, student performance standards, and test objectives</li> <li>• Providing professional development for classroom teachers to include strategies for teaching the test objectives, student performance standards, rubrics, and interventions</li> <li>• Providing classroom teachers with performance feedback through classroom observation, modeling, and debriefing</li> <li>• Updating the superintendent and school board through weekly written reports, as appropriate</li> </ul> <p>Monitoring will be based on work reports, and ongoing student achievement and final student achievements of student test data each of the three years. Parents, and Staff, Students, district office and community perceptual data will also assist the school in evaluating the success rate of our lead partners.</p>
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## Step 4 - B - 6: Forge Working Relationships

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

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

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

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

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

### Parent and Community Involvement--

To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:

- 1) We will be working with parents who often do not know how to help their students.
- 2) Not many will have computer access at home.
- 3) We will not be working with the typical "helicopter" parent.
- 4) Most of the schools SetPoint will be working with will be High Schools.

### Our Main Goals:

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

Timeline (aka: format of brochure)

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

Parent Meeting to inform them of what parent involvement looks like: R40069 Community Reading Night Kit

Key: Do we have training materials on this already?

Set up of Home Connect: R41229 A Parent's guide to Home Connect

R40865: A Sample letter to Parents about Home Connect (available in Spanish)

R40714: What is Home Connect

R41705: Math Facts in a Flash and Home Connect

R42865: Math Glossary and Worked Examples

Communication on a Daily Basis:

TOPS reports for both reading and math

Math Facts in a Flash: we need to be sure to cover the importance of goal setting with MFF.

1) On Neos that are taken home

2) Through Home Connect

Keyboarding everyday on Neos: in school and at home and how the parents can track progress. I will get these reports from Jan Bryan.

Reading to students everyday. May need to discuss books on tape. Voice quizzes

Opportunities for parents to read and quiz to improve their own skills.

Key: Do we have info on this that is used in our trainings for Best Practices?

Communication on a Weekly Basis:

Need to discuss opening the computer labs at the school so that parents have a time to log into Home Connect. It will be important to staff this time with people that can give the parents suggestions in how to help.

Use of the public library for Home Connect

Communication on a semester basis:

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

Summer Reading programs:

Information from Tilton, GA: They found companies to sponsor their schools in a summer AR reading program. The company would pay the school for how many points they read.

I am contacting Judy Parker at Carmel Hill for additional information on this as well.

Two more reference that will be helpful:

Home Connect White Paper: R41228 Any stats that we can pull in for scientific research purposes will be great.

Parent Resources for RLI Products: R41202 There are copies of parent reports and many other great resources we can use.

Dollarway High School staff will participate in forums and panel discussions with partners, attend and actively participate in seminars sponsored by our partners. Provide information and tips on District Website.

See Attachment Rubric of Parent and Community Involvement Success

**Step 5-B: Statement of Need and Lack of Capacity to Serve**

School change is not easy, and it is not simple. But it can be and has been done, we will build the long-term capacity so that Dollarway High School can become, and remain, a school of choice.

After several attempts at school reform and beginning the implementation of the scholastic audit recommendations has begun to show some improvement. However, the school is still not meeting the expected goals. The District, Dollarway High School staff and partners feel the need for intensive intervention of the Transformation Model through the help of an external provider is what is needed to transform our school from non-performing to a school of excellence. The expectation is to build capacity so at the end of the three year process with little additional assistance the Dollarway High School staff will be able to provide excellent instructional leadership, have a strong climate, maximize student academic learning time, have a guaranteed essential curriculum and through job embedded professional development have strong classroom instruction that will monitor student achievement and ensure student success for all students.

In a transformation school, things are different there is a feeling of energy, movement, and optimism which replaces the former air of lethargy and defeat. Students, faculty, even visitors sense it. The difference is evident in many measurable ways. Fewer students and teachers are absent, classes start more promptly, and disruptive noise levels decrease. Students are more focused and answers come more quickly in class. Students with extra time read books and study instead of causing disruptions. A formerly ineffective school is flowering into a culture of learning. As indicated in the previous section, accomplishing this kind of sustainable transformation means working the details, day after day. JBHM's/SETPOINT's specialists, all of whom are veterans of successful careers in K-12 education, coach the principal and the entire staff. The goal: to get the details right in five key areas, developed from the research on effective instruction and accelerating learning. JBHM calls these clusters of critical factors the Five Essential Practices.

1. Creating Climate and Culture Conducive to Learning
2. Maximizing Student Academic Learning Time
3. Guaranteeing an essential curriculum taught with the rigor and relevance necessary for all students to perform well at the tested level each year
4. Monitoring student achievement at all levels, and the monitoring is constant and on going as well as marked achievement tests
5. Providing Job-embedded professional development for all partners from the classroom to the school board room.

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**SECTION B, PART 3:**

**B. DESCRIPTIVE INFORMATION: Annual Goals**

**FY 2011 ARRA 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 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 increase the number of students performing at the proficient or advanced on the EOC Literacy assessment.**

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Increase the use of high yield literacy strategies and research based best practices in all classes.	The scores on Interim Assessments created through the Learning Institute (TLI) and SETPOINT will increase by 10% yearly.	The interim scores will reflect the students understanding and allow teachers to adjust instruction as needed through documented lesson plans, selection of activities and score reports from the TLI Portal. The student proficiency level will increase from 34% (2010) to 44% (2011)	Sept. 2010 - April 2011	<input checked="" type="checkbox"/> District
Common planning times will be scheduled and utilized to collaborate on strategies, to plan curriculum differentiation based on interim assessment data and other student score reports (AR), to align the curriculum to address issues of overlaps or gaps.	The EOC Literacy results of all students will increase by 10%, yearly. All Curriculum maps and pacing guides will be updated and aligned for effective use in planning and instruction.	All tested SLE's from the frameworks are included and fully developed in the Curriculum Maps/Pacing Guides	Aug. 2010 - Oct. 2010	<input checked="" type="checkbox"/> School
Purchased materials and supplies will be used to engage/motivate students, to enhance instruction, to improve test taking skills and to increase proficiency rates.	The EOC Literacy results of all students will increase by 10%, yearly	Attendance rates will increase per period and the student proficiency level will increase from 34% (2010) to 44% (2011)	Aug. 2010- Ongoing	<input checked="" type="checkbox"/> Partner
Utilize the services of SETPOINT, JBHM, Renaissance Learning, APES, ADE, the University of AR at Pine Bluff School of Education, and district staff to provide relevant job embedded professional development activities that will support the needs of DHS staff based on students' achievement data, staff evaluations, professional growth plans and needs assessments	Professional development activities will be planned, scheduled and implemented	Comparison of documentation from lesson plans, planning agendas, CWTs, the professional development activity and reflections, peer/coach observations and collaborations	Aug. 2010- Ongoing	<input checked="" type="checkbox"/> Other

**FY 2011 ARRA 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 a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #	Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
2	To increase the number of students performing proficient or advanced on the EOC Algebra I and Geometry assessments and the percentage of students passing the EOC Algebra I Assessment.	<p>The scores on Interim Assessments created through the Learning Institute (TLI) and SETPOINT will increase by 10% yearly and the number of students retaining the EOC Algebra will decrease by 20%.</p> <p>The EOC math results of all students will increase by 10% yearly.</p> <p>All math curriculum maps and pacing guides will be updated and aligned for effective use in planning and instruction.</p> <p>The EOC Algebra I and Geometry results of all students will increase by 10% yearly.</p> <p>Professional development activities will be planned, scheduled and implemented</p>	<p>The interim scores will reflect the students understanding and allow teachers to adjust instruction as needed through documented lesson plan s, selection of activities and score reports from the TLI Portal.</p> <p>The student proficiency level will increase from 34% (2010) to 44% (2011)</p> <p>All tested SLEs from the frameworks are included and fully developed in the Curriculum Maps/Pacing Guides</p> <p>Attendance rates will increase per period and the student proficiency level will increase from 34% (2010) to 44% (2011)</p> <p>Comparison of documentation from lesson plans, planning agendas, CWTs, the professional development activity and reflections, peer/coach observations and collaborations</p>	<p>Sept. 2010 - April 2011</p> <p>Aug. 2010 - Oct. 2010</p> <p>Aug. 2010- Ongoing</p> <p>Aug. 2010- Ongoing</p>	<p><input checked="" type="checkbox"/> District <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> Partner <input type="checkbox"/> Other</p>

**FY 2011 ARRA 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 a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

**Goal # 3 To increase the number of students performing proficient or advanced on the EOC Biology assessment.**

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>Use data to implement an aligned instructional program</p> <p>Common planning times will be scheduled and utilized to collaborate on strategies, to plan curriculum differentiation based on interim assessment data and other student score reports (AR), to align the curriculum to address issues of overlaps or gaps.</p> <p>Purchased materials and supplies will be used to engage/motivate students, to enhance instruction, to improve test taking skills and to increase proficiency rates.</p> <p>Utilize the services of SETPOINT, JBHIM, Renaissance Learning, ARES, ADE, the University of AR at Pine Bluff School of Education, and district staff to provide relevant job embedded professional development activities that will support the needs of DHS staff based on students' achievement data, staff evaluations, professional growth plans and needs assessments</p>	<p>The scores on Interim Assessments created through the Learning Institute (TLI) and SETPOINT will increase by 10% yearly</p> <p>The EOC Biology results of all students will increase by 10%, yearly.</p> <p>All science curriculum maps and pacing guides will be updated and aligned for effective use in planning and instruction.</p> <p>Professional development activities will be planned, scheduled and implemented</p>	<p>The interim scores will reflect the students understanding and allow teachers to adjust instruction as needed through documented lesson plans, selection of activities and score reports from the TLI Portal.</p> <p>The student proficiency level will increase from 11% (2010) to 21% (2011) and 10 % each year after</p> <p>All tested SLE's from the frameworks are included and fully developed in the Curriculum Maps/Pacing Guides</p> <p>Attendance rates will increase per period and the student proficiency level will increase from 91% (2010) to 96% (2011)</p> <p>Comparison of documentation from lesson plans, planning agendas, CWTs, the professional development activity and reflections, peer/coach observations and collaborations</p>	<p>Sept. 2010 - April 2011</p> <p>Aug. 2010 - Oct. 2010</p> <p>Aug. 2010- Ongoing</p> <p>Aug. 2010- Ongoing</p>	<p><input checked="" type="checkbox"/> District <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> School <input type="checkbox"/></p> <p><input checked="" type="checkbox"/> Partner <input type="checkbox"/></p> <p><input type="checkbox"/> Other</p>

**FY 2011 ARRA 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 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.

**4 Increase the percentage of students who meet the ADE requirements for graduation in grades 9-12.**

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>Maximize the use of the Plato Lab for credit recovery in all core content areas.</p> <p>In order to continue to monitor the growth of high risk students, DHS will expand the partnership with the university to assure students continued progress toward graduation</p>	<p>Increasing the number of students graduating by 4.6% yearly.</p> <p>The number of students participating in career awareness programs and college tour day and other co-sponsored activities will increase by 20%</p>	<p>ADE has set a graduation goal of 85%. The goal for DHS in 2009 was 70% our rate was 71.9%, in 2010 the goal was 70, our rate was 65.4. To meet our goal the rate will increase to 70 %, increasing by 4.6% percentage points.</p> <p>AYP Reports from 2009, 2010 and 2011.</p> <p>The daily attendance rate will increase from 91% to 96% which is a 5% increase.</p> <p>Attendance at career awareness and other co-sponsored activities will increase by 20% documented evidence will be sign-in, reflection logs and activities</p>	<p>May 2011</p>	<p><input type="checkbox"/> District</p> <p><input checked="" type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> Partner</p> <p><input checked="" type="checkbox"/> Other</p>

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## SECTION B. PART 4:

### B. DESCRIPTIVE INFORMATION: Proposed Activities

#### STRATEGIES FOR IMPLEMENTATION

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

**1. Guaranteeing an Essential Curriculum**

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

**2. Providing a School Culture and Climate Conducive to Learning.**

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

**3. Maximizing Academic Learning Time**

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

**4. Monitoring Student Achievement**

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

**5. Promoting Professional Practices**

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

The school will request a three year SIG to augment the state and federal funds already being spent through the activities listed in ACSIP to assist in funding SetPoint and other Transformation activities. After the three years the school will have built capacity and will be able to sustain the continued activities implemented by SetPoint with no further funds than the funds provided through our regular state and federal funds to be included in the school ACSIP plan.

For schools to change, behaviors must change – for adults as well as students. SetPoint sustainable transformations start with a detailed Memorandum of Understanding specifying binding obligations on the consortium, the school, and the LEA. Experienced specialists work throughout the transformation engagement building capacity to support and maintain academic improvement, from the classroom to the boardroom.

#### Characteristics that make SetPoint Unique:

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners – including striving learners, struggling learners, and learners with special needs
4. Detailed rubrics spelling out the elements of Five Essential Practices of effective schools, used daily to mold and assess the school transformation, and setting the standard for performance from the boardroom to the classroom
5. The most highly-rated and advanced technology for frequent monitoring of student achievement, used daily in the classroom to inform instruction and decision-making
6. Increased Academic Learning Time in all areas, with particular attention to the core skills of reading, math, and writing
7. Increased time for daily guided practice of essential skills, to solidify academic gains and make instruction more effective
8. Wireless-networked laptops, built specially for school use, for all students, to provide universal computer access for practice in reading, math, writing, and other subject areas, and greater flexibility in regular formative assessment
9. Comprehensive and continuous reporting, both written and online, to all stakeholders on the status of improvement and student achievement
10. Implementation of the evidence-based Response to Intervention (RTI) tiered approach to efficiently delivering differentiated instruction, practice, and remediation.

School change is not easy, and it is not simple. But it can be and has been done. The information below will explain in more depth how the process works to transform under performing schools—and build the long-term capacity so that public schools can become, and remain, schools of choice.

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

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

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

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

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

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools.
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders.
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners.

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

Timeline Arkansas School Improvement Grant

YEAR 1- Dollarway High School

Service/Activities	Content/Process
<p>Analysis of school data and other pre-project information</p> <ul style="list-style-type: none"> <li>● student data audit</li> <li>● e-rate application for improving connectivity</li> <li>● current level of implementation of products and resources</li> <li>● technical readiness audit</li> </ul> <p>Kick off meeting administration and SetPoint team</p> <p>Conduct Needs Assessment on-site including, but not limited to:</p> <ul style="list-style-type: none"> <li>● interviews and documents/artifact review</li> <li>● classroom observations</li> <li>● review of student IEPs</li> <li>● Essential Practice rubrics</li> <li>● discipline and attendance data</li> <li>● professional development history and plans</li> <li>● school improvement plans</li> <li>● resource implementation audit and alignment</li> <li>● library audit</li> </ul> <p>Set up for RLI resources including:</p> <ol style="list-style-type: none"> <li>1. RDI (Renaissance Data Integrator) and training for school personnel responsible for technical support</li> <li>2. NEO Manager software installation and set up of NEO carts with school personnel responsible for technical support</li> <li>3. Ordering library resources to ensure adequate titles for school and classroom libraries</li> <li>4. Curriculum alignment in preparation for Accelerated Math</li> </ol>	<p>Needs analysis—based on SetPoint rubrics, data, and other documentation</p> <p>Review contract and scope of work. Review materials and resources. Site visits.</p> <p>Gather data, review data, compile and report findings; utilize information for planning and development of Year 1 Action Step Accountability Plan. The plan will include data from the audits summarized and presented to the district/school as a basis for developing an integrated strategic plan (Action Step Accountability Plan) with training and implementation outcomes, short term goals, measures of success and timelines for year 1.</p>
<p>AS SOON AS CONTRACT IS SIGNED</p> <p>AUGUST</p>	<p>RLI Technical Consultant(s) work with district staff to ensure software and hardware are ready for teacher use.</p> <ol style="list-style-type: none"> <li>1. All installation and software set up is complete</li> <li>2. RDI is working and school personnel responsible for technical support are trained</li> <li>3. (if applicable) NEO Manager software installed and set up of NEO carts with school personnel responsible for technical support.</li> <li>4. Set up checklist for prep for PD (everything downloaded and printers printing)</li> </ol> <p>Renaissance Consultant works with JBHM math coaches and school designees to align math objectives to any required state objectives or pacing guide. Standard objective lists will be developed for each grade level.</p>

Service/Activities	Content/Process
<p>Stage 1 Leadership Orientation &amp; Training</p>	<p>Topics include:</p> <ol style="list-style-type: none"> <li>1. Shared understanding of the long term school improvement strategy</li> <li>2. Review goals for the year and the strategic plan for professional development (including the role of school "champions" ) and the responsibilities of school leadership.</li> <li>3. Conduct self-evaluation on Essential Practice Performance Rubrics for classrooms and school leadership; reach consensus on ratings.</li> </ol>
<p>Librarian training and Library Set Up—Labeling books and organizing library</p>	<p>An RLI Librarian consultant will provide an overview of Accelerated Reader Best Practices, on strategies for maintaining a library that supports a culture of reading and will provide assistance and guidance in selecting (if necessary) and labeling books. This can be done during the first weeks of school training with teachers. If there are a number of schools, all librarians could be trained together in a single event, followed by two consecutive days for library set up at individual schools</p>
<p>Launch for entire staff</p>	<p>Articulation of first year improvement goals, staff expectations, professional development support strategy, what to expect in the improvement process, introduction of coaches and mentors</p>
<p>Begin mentoring school administration in the use of rubrics and tools for classroom and school observation. Collect data and determine actions and timelines.</p>	<p>Model collection of data on rubrics and observation tools to identify significant gaps in practice related to climate, time, instructional strategies, progress monitoring, and professional practice. Begin with the Building Walk-Through instrument and add the Student Engagement and Classroom Observation instruments as appropriate.</p>
<p>All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.</p>	<p>Model accurate, timely, and specific feedback to teachers for administrators using coaching model in order to build capacity and confidence in providing feedback to teachers.</p> <p>Administrative team sets screening window and defines process for getting all students tested.</p> <p>Teachers will need a basic introduction to STAR assessments including purpose, use of the software, hands on experience taking a test as a student and testing protocols. Requires 2-3 hours in a lab.</p>
	<p>Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.</p>

**Service/Activities**

Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan.

RLI consultants/coaches provide training and on-site consulting for basic use of AR, MFF and NEO 2.

First goals:

- basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies
- all students work use MFIAF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)

**Content/Process**

School improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills

Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the “I do, we do, you do” model as a gradual release of responsibility strategy to build capacity and improve practice.

Training needed for beginning implementation of RLI products:

- Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFIAF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed.
- Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately.

RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.

Service/Activities

Implement strategies and resources for school wide and individual classroom improvement

Content/Process

- Review and revise as necessary the master schedule, student placement, staff assignment, etc. to maximize equity and quality of instruction for all students.
- Alter scheduling as possible and necessary to include additional time for non-proficient students in core content areas and basic foundational reading and math skills.
- Review and revise resource allocation including teaching resources to ensure alignment of curriculum, instruction, and assessment to state standards; discontinue use of resources and programs that are not aligned; revise procedures and practices in use of resources that are aligned; add as necessary where there are gaps in aligned and quality resources.
- Alter scheduling as possible and necessary to allow common/collaborative planning time.
- Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples.
- Establish partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas.
- Train and implement use of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design).
- Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards.
- Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement.
- Implement core components of Positive Behavior Intervention and Support with universal behavior screener.
- Implement job expectations and personnel performance accountability plans for leadership and staff
- Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist).
- Policy implementation or revision for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate
- Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.

Service/Activities	Content/Process
Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management Review data and determine actions to be taken for identified students.
Conduct behavior screening and progress monitoring of Tier I and II interventions. Staff performance review	Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve
Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.	Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist. Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on: <ul style="list-style-type: none"> <li>• Understanding ZPD and how to match students to books</li> <li>• Classroom routines including Status of the Class (proximity) and reading logs</li> <li>• Monitoring quality, quantity and level of materials to ensure effective practice</li> </ul>
Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.

Service/Activities	Content/Process
Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
Job embedded training on use of Accelerated math for first year implementers with on-site math consulting for first year math implementers throughout the semester	Consultant/coach will provide on-site and/or remote sessions for first year math implementers to systematically introduce teachers to Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
Begin planning for Extended School Year.	
Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support.
Student pre-registration notification and design of master schedule	
Plan course offerings for next school year.	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
Ongoing mentoring and modeling	School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.
End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
Leadership team review of year progress/planning for year 2	Specialists will review data, analyze successes and challenges of year 1 and work with school leadership to develop strategic plan for year 2.
Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps

THIRD NINE WEEKS

FOURTH NINE WEEKS

	Service/Activities	Content/Process
ONGOING	Implementation monitoring and analysis	Implementation manager and liaisons collect information on outcomes of on-site and remote training/consulting sessions as well as monitoring usage data. Update reports (implementation "dashboard") are provided to key stakeholders each week.
	Ongoing data analysis of professional practice data and the impact on student performance data	Data teams comprised of administration and staff – vertical and horizontal – continuous review of data regarding the level of implementation of improvement strategies and impact on student performance. Course corrections made ongoing as necessary for improved performance.
SUMMER	Updates to LEA administrative team and school board	Specialists will review data and progress on school improvement strategies with district administration and school board.
	Stage 2 Leadership orientation/training	Consultant will conduct a full day leadership seminar on topics including: <ul style="list-style-type: none"> <li>• Expanded use of the dashboard to monitor the implementation</li> <li>• Use of implementation rubrics for classroom observations</li> <li>• Tactics for communicating clear goals to the community.</li> <li>• Use of the reading Widget and Home Connect to enhance parent community involvement.</li> </ul>
	Training of Trainers for Reading	Consultants will work with a team of up to 10 teachers (literacy coaches and others) who are strong reading implementers and have leadership ability in an intensive 4-day training to build their capacity as internal experts to support their colleagues and help the school sustain the fidelity of the implementation over time.
	Extended school year Administrative and teacher training	Identified students and teachers participate in extended school year process; the model for coaching similar to that during the school year will be standard. Institutes as necessary to address training needs as identified during school year

YEAR 2 – Dollarway High School

FIRST NINE WEEKS	Service/Activities	Content/Process
<p>Analyze student performance data and year 1 staff performance data. Revise Action Step Accountability Plan.</p>	<p>Review data and begin planning for support to teachers for instruction and determine where training needs exist based on data.</p>	
<p>Conduct year 2 kick off training .</p>	<p>Revise plan based on student performance data and the end-of-year status of performance on the Essential Practice rubrics.</p>	
<p>Continue school improvement activities of coaching and mentoring with school leadership and staff.</p>	<p>Review process, strategies, and expectations for year 2; review progress in year 1 including outcome data for student performance and professional practice.</p>	
<p>All students are screened using STAR Reading, STAR Math and STAR Early Literacy (as applicable) as universal screening tools for Response to Intervention and baseline progress monitoring data.</p>	<p>Analyze data in data meetings to guide principals and teachers in basic use of data through examining STAR results for screening and baseline, observation and rubric data for monitoring and supporting teacher practice and for coaching for improving leadership feedback and support.</p>	
<p>Improvement specialist and teacher coaches work with principals and teachers on school/classroom improvement strategies as defined in the Action Step Accountability Plan.</p> <p>RLI consultants/coaches provide training and refresher training and on-site consulting for basic use of AR, MFF and NEO 2. First goals:</p> <ul style="list-style-type: none"> <li>- basic reading practice occurring in ELA classrooms everyday, initially through read to and read with strategies</li> <li>- all students work use MFI AF at least 3 times per week to increase fluency and automaticity in basic facts at their level (differentiated practice)</li> </ul>	<p>School Improvement process – ongoing job-embedded training and modeling in effective leadership and instructional skills.</p> <p>Teacher coaches side-by-side with teachers in classrooms modeling alignment of curriculum, assessment, and instruction with standards for proficiency, best practice instructional strategies, effective classroom management, effective progress monitoring and intervention, etc. Coaches implement the “I do, we do, you do” model as a gradual release of responsibility strategy to build capacity and improve practice.</p> <p>Training needed for beginning implementation of RLI products:</p> <ul style="list-style-type: none"> <li>• Two 1-hour sessions on placing students appropriately in MathFacts using STAR Math results, basic MFI AF Best Practices and using Math Facts in a Flash on NEO2 so that practice can begin as soon as STAR assessment is completed.</li> <li>• Two-Three 1-hour sessions on beginning AR Best Practices for reading to/reading with students and facilitating quizzing (on computer or NEO) so that effective reading practice and modeling may begin immediately.</li> </ul> <p>RLI Consultant will observe basic practice and quizzing routines in classrooms; provide feedback.</p>	

Service/Activities	Content/Process
<p>Continue to implement strategies and resources for school wide and individual classroom improvement</p>	<ul style="list-style-type: none"> <li>• Model collaborative planning time with agendas and resources; year one focus will be on planning and evaluation of student work samples.</li> <li>• Continue and revise partnerships among tested and non-tested content area teachers to reinforce teaching of tested competencies (such as writing and reading comprehension – applicable to all content areas) across content areas.</li> <li>• Train and continue implementation of Resource Guides (contain state-released examples of tested objectives demonstrating cognitive requirements for proficiency) to drive planning, instruction, and assessment aligned to standards (Backwards Design).</li> <li>• Conduct necessary reconvening of IEP committees for necessary revision of IEPs to ensure Least Restrictive Environment, standards-based goals, other compliance standards.</li> <li>• Review inclusion practices to determine appropriateness for unique circumstances; make adjustments as necessary to ensure effective implementation; continuous coaching for improvement.</li> <li>• Implement core components of Positive Behavior Intervention and Support with universal behavior screener.</li> <li>• Implement job expectations and personnel performance accountability plans for leadership and staff.</li> <li>• Establish expectations for classroom visits using observation tools and requirements for building walk-throughs (leadership to conduct 15 classroom observations a week with feedback – to be modeled and coached by school improvement specialist).</li> <li>• Review and revise as needed policies for discipline, attendance, school wide routines and procedures to ensure safe and orderly climate.</li> <li>• Implement or revise Response to Intervention procedures and practices including naming team, establishing timelines and protocol for meetings and actions.</li> </ul>
<p>Ongoing mentoring and modeling</p>	<p>School Improvement specialists continue to coach and model instructional leadership for school leaders; teacher coaches continue support and modeling in the classrooms to improve planning, instruction, assessment, and classroom management.</p>
<p>Conduct behavior screening and progress monitoring of Tier I and II interventions.</p>	<p>Addition of Struggling Learner and other coaching services as needed based on student performance data, discipline and attendance data, and professional practice data</p>
<p>Staff performance review</p>	<p>Review data and determine actions to be taken for identified students</p>
<p>Teachers learn and begin to integrate essential strategies for effective reading practice, effective math practice, and effective instructional strategies into their classroom routines.</p>	<p>Procedures to gather documentation to dismiss or non-renew non-compliant staff who refuse to or are unable to improve</p> <p>Ongoing job-embedded modeling and training with teacher coaches and school improvement specialist.</p> <p>Training and follow up on best practice Accelerated Reader (6 hours plus follow up) on:</p> <ul style="list-style-type: none"> <li>• Understanding ZPD and how to match students to books</li> <li>• Classroom routines including Status of the Class (proximity) and reading logs</li> <li>• Monitoring quality, quantity and level of materials to ensure effective practice</li> </ul>

	Service/Activities	Content/Process
	Introduce use of NEO 2 for Keyboarding practice.	Two 1-hour sessions Culture and climate and AET are improved as students can independently engage in keyboarding practice when other work is completed.
	Mid-year (January) screening of all students using STAR Reading, STAR Math and STAR Early Literacy (if appropriate)	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
	On-site consulting with teachers and principals after completion of mid-year progress monitoring assessments	Consultant/implementation manager will meet with principals and teacher teams to review STAR data, assess progress of students in reading and math and set improvement goals.
	Job embedded training on use of Accelerated Math.	Consultant/coach will provide on-site and/or remote sessions for Accelerated Math Best Practices. Observation, modeling, and feedback will be provided.
	Conduct winter and/or spring Universal Screener.	Analyze data and adjust instructional plans and strategies.
	Begin planning for Extended School Year.	
	Mentoring and coaching for best practice leadership and instructional skills	Continued use of observation and walk-through tools to gather data and provide support
	Student pre-registration notification and design of master schedule	
	Plan course offerings for next school year	Expand selection opportunities for students utilizing available means including distance learning, cooperative opportunities with universities and community colleges, local businesses, etc.
	Quarterly progress check and report regarding current performance on Essential Practices and improvement strategies	Utilize the school performance rubrics for classroom and leadership and data captured using observation tools to determine current levels of performance on each and next steps.
	End-of-year (May) screening of all students	School establishes a schedule that allows all students to be tested. Coaches available to ensure fidelity of testing environment and practices.
	Consulting and planning with teachers and principals after completion of end-of-year STAR assessments, assessment of performance on rubrics and observation tools, review of attendance and discipline data, etc.	Specialists will meet with principals and teacher teams to review all data, assess progress of students, teacher, and leaders, set improvement goals and plan for summer school.
	Leadership team review of year progress/planning for year 3	Specialists will review data, analyze successes and challenges of year 2 and work with school leadership to develop strategic plan for year 3.

THIRD NINE WEEKS

FOURTH NINE WEEKS

SECTION B, PART 6 - 7:

**B. DESCRIPTIVE INFORMATION: Services for Tier III schools**

NA

**SECTION B. PART 8:****B. DESCRIPTIVE INFORMATION: LEA Consultation**

The district has used other reform models. Based on past experience and level of success with JBHM Services this district and school has chosen SetPoint as an external provider. The district has determined JBHM Services coupled with Renaissance Learning with full efficacy to be the best choice for our current needs. SetPoint has built in high quality and ongoing evaluations for in the classroom daily instruction, Renaissance Learning evaluations, student achievement, instruction leadership, process evaluations etc. The Transformation will be a constant monitoring and adjustment process with changes made based on current need and success level and rate of implementation. SetPoint was also chosen for its unique characteristics.

The district, staff and other stakeholders have held numerous meetings to discuss, with the superintendent, the schools best options for becoming a school that is no longer considered a consistently low achieving school. It was determined due to our past work and success with JBHM that SetPoint (JBHM/Renaissance Learning Partnership) become our external provider. Everyone from the board room to the classroom and community partners were involved in the process of making this decision. We strongly relied on our ACSIP leadership team as our school improvement team experts to be the lead in this process.

Meeting and exceeding the specifications for the "transformation" model under the federal School Improvement Grant and Race to the Top programs, SetPoint is a step-by-step implementation of the elements of effective instruction and school management, along with a laser focus on the foundational skills of reading, math, and writing. Transformational models can be powerful drivers of permanent change, as long as they focus on the right things, are rigorously implemented, and include practical and proven systems that remain in place after the formal transformation period is over. The SetPoint program does all of these things. Since school change starts at the top, the senior specialist on the sustainable transformation project works directly with the principal throughout the engagement, usually spending two to four days a week in the school modeling and coaching the person whose title originally meant – and means in SetPoint schools – "principal teacher." The goal is to build the skill set so the principal gradually assumes responsibility for instructional leadership as improved skills are demonstrated. Training on the use of rubrics and ILeRT is also included so the principal will be able to sustain the changes after the mentor leaves. Other specialists spend similar amounts of time with teachers and other instructional staff, supporting, coaching, and identifying needs for further professional development.

For schools to change, behaviors must change – for adults as well as students. SetPoint sustainable transformations start with a detailed Memorandum of Understanding specifying binding obligations on the consortium, the school, and the LEA. Experienced specialists work throughout the transformation engagement building capacity to support and maintain academic improvement, from the classroom to the boardroom.

The main tools used to guide the transformation process in these five areas are rigorous rubrics that evaluate each practice on a four-point scale from "insufficient" to "best practice." These rubrics are applied throughout the transformation process – at all levels, from the classroom to the boardroom. Agreement from the school district that everyone concerned will work toward "best practice" in every area is one of the conditions required before SetPoint will accept an engagement.

JBHM specialists employ multiple sets of rubrics, in each of the Five Essential Practices and covering all key roles in the school and district, to move the entire school system to the "best practice" level over time. Based on the rubrics, the ILeRT tool reports progress toward the "SetPoint" of "best practice."

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

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

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

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

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

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

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

1. Extensive on-site mentoring and modeling for district and school board personnel to improve systemic support of schools.
2. Continuous on-site, in-school, job-embedded school leadership mentoring, by experienced principals and district leaders.
3. Continuous on-site, in-classroom, job-embedded mentoring, by experienced teachers and specialists, of all instructional staff working with all learners.

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

**Preliminary Three – Year Budget**  
**COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL**

For each item, identify the specific source of funds (source of funds grid)  
 Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)

**School Name:**

TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness	165,000	144,750	112,500	422,250	SIG
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies	49,500	43,425	33,800	126,725	SIG
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms	11,000	9,650	8,350	29,000	SIG
Change and sustain operational practices	11,000	9,650	8,350	29,000	SIG
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model Coaches Mentoring Math and Literacy	60,000	60,000	60,000	180,000	SIG
<b>Subtotal</b>	296,500	267,475	223,000	786,975	SIG
2. Reforming instructional programs					
Develop data collection and analysis processes	30,000	30,000	30,000	90,000	SIG
Use data to drive decision making	30,000	30,000	30,000	90,000	SIG
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) Neo board for all students and a Science Coach	155,000	135,000	100,000	390,000	SIG
<b>Subtotal</b>	215,000	195,000	160,000	570,000	SIG
3. Increasing learning time and creating community-oriented schools	20,000	15,500	15,000	50,500	SIG
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support	20,000	15,500	15,000	50,500	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>	40,000	31,000	30,000	101,000	SIG
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation	98,500	89,025	62,000	249,525	SIG
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) staff incentive for students performance	85,000	85,000	85,000	255,000	SIG
<b>Subtotal</b>	98,500	89,025	62,000	504,525	SIG
<b>Total for Transformation Model</b>	735,000	707,000	585,000	2,027,000	SIG
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					

- Initial Budget
- Amendment (No. \_\_\_\_\_)
- Revised Initial Budget
- Individual School Budget
- Regular



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Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2011

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Dollarway High School	DISTRICT NAME AND NUMBER Dollarway School District		
CONTACT PERSON Donna Hobbs	TELEPHONE NUMBER (Include Area Code)		
EMAIL ADDRESS	FAX NUMBER (Include Area Code)		

**School Improvement Grant – 2010 – 2011 Section 1003(g) Y1**  
**Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS							
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	TOTALS 8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ 497,000	\$ -	\$ -	\$ 85,000	\$ 582,000	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ 13,000	\$ 40,000	\$ -	\$ 53,000	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ 60,000	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	\$ 100,000	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ 60,000	\$ 20,000	\$ 497,000	\$ 23,000	\$ 40,000	\$ 85,000	\$ 735,000	\$ -

Funds Available 2010-2013 \$ \_\_\_\_\_  
 Funds Budgeted \$ 735,000

- Initial Budget
- Amendment (No. \_\_\_\_\_)
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- Regular



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Current Funds	
Begin Date	End Date
	06/30/2011

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Dollarway High School	DISTRICT NAME AND NUMBER Dollarway School District		
CONTACT PERSON Donna Hobbs	TELEPHONE NUMBER (Include Area Code)		
EMAIL ADDRESS	FAX NUMBER (Include Area Code)		

**School Improvement Grant – 2010 – 2011 Section 1003(g) Y2**  
**Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS								TOTALS	
	1	2	3	4	5	6	7	8		
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ 457,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 582,000
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ 61,200	\$ 20,800	\$ 8,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ 61,200	\$ -	\$ 20,800	\$ 465,500	\$ 10,000	\$ 25,000	\$ -	\$ 85,000	\$ -	\$ 707,000

Funds Available 2010-2013 \$ \_\_\_\_\_  
 Funds Budgeted \$ 707,000

- Initial Budget
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- Individual School Budget
- Regular



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FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Dollarway High School	DISTRICT NAME AND NUMBER Dollarway School District		
CONTACT PERSON Donna Hobbs	TELEPHONE NUMBER (Include Area Code)		
EMAIL ADDRESS	FAX NUMBER (Include Area Code)		

**School Improvement Grant – 2010 – 2011 Section 1003(g) Y3**  
**Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS								TOTALS	
	1	2	3	4	5	6	7	8		
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ 375,000	\$ -	\$ -	\$ -	\$ -	\$ 85,000	\$ 460,000
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ 61,200	\$ 20,800	\$ -	\$ 8,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ 61,200	\$ 20,800	\$ -	\$ 465,500	\$ 10,000	\$ -	\$ -	\$ -	\$ 85,000	\$ 585,000

Funds Available 2010-2013 \$ \_\_\_\_\_  
 Funds Budgeted \$ 585,000

**STATEMENT OF ASSURANCES**

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

By the signature of the Superintendent of Dollarway School District

(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;
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.

Ruth Bogy Interim  
Superintendent’s Signature

07/30/10  
Date

Ruth Bogy - Interim  
Superintendent’s Printed Name

July 30, 2010  
Date