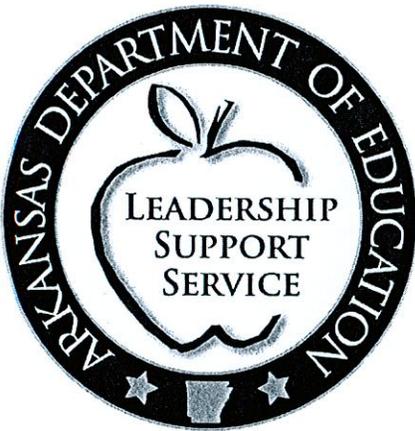


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# ARKANSAS DEPARTMENT OF EDUCATION

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

RECEIVED  
AUG 18 2010  
SCHOOL IMPROVEMENT  
SECTION

## Overview:

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Under section 1003(g)(1) of the ESEA, the Secretary must “award grants to States to enable the States to provide subgrants to local educational agencies for the purpose of providing assistance for school improvement consistent with section 1116.” From a grant received pursuant to that provision, a State educational agency (SEA) must subgrant at least 95 percent of the funds it receives to its local educational agencies (LEAs) for school improvement activities. In awarding such subgrants, an SEA must “give priority to the local educational agencies with the lowest-achieving schools that demonstrate – (A) the greatest need for such funds; and (B) the strongest commitment to ensuring that such funds are used to provide adequate resources to enable the lowest-achieving schools to meet the goals under school and local educational improvement, corrective action, and restructuring plans under section 1116.” The regulatory requirements expand upon these provisions, further defining LEAs with the “greatest need” for SIG funds and the “strongest commitment” to ensuring that such funds are used to raise substantially student achievement in the persistently lowest-achieving schools in the State.

The Consolidated Appropriations Act, 2010, which was signed into law by President Obama on December 16, 2009, included two critical changes to the SIG program. First, the Consolidated Appropriations Act, 2010 allows SEAs and LEAs to use SIG funds to serve certain “newly eligible” schools (*i.e.*, certain low-achieving schools that are not Title I schools in improvement, corrective action, or restructuring). Second, the law increases the amount that an SEA may award for each school participating in the SIG program from \$500,000 annually to \$2 million annually.

The final requirements for the SIG program, set forth in 74 FR 65618 (Dec. 10, 2009), and amended by the interim final requirements, set forth in 75 FR xxxxx (Jan. 21, 2010) (final requirements), implement both the requirements of section 1003(g) of the ESEA and the flexibilities for the SIG program provided through the Consolidated Appropriations Act, 2010. The purpose of this document is to provide assistance to SEAs, LEAs, and schools in implementing the final requirements. The Department may supplement this document with additional guidance in the future.

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### ***LEA Eligibility***

Eligible applicants are LEAs that receives Title I, Part A funds and that has one or more Tier I, Tier II, or Tier III schools. Note that an LEA that is in improvement and does not have any Tier I, Tier II, or Tier III schools is not eligible to receive SIG funds.

### *Allocations*

An SEA must award a School Improvement Grant to an LEA in an amount that is of sufficient size and scope to support the activities required under section 1116 of the ESEA and these requirements. The LEA's total grant may not be less than \$50,000 per school for each of the three years (unless a shorter time period is needed) or more than \$2,000,000 per year for a three year period for each Tier I, Tier II, and Tier III school that the LEA commits to serve. If an SEA does not have sufficient SIG funds to support fully and effectively each school for which its LEAs have applied throughout the period of availability, an SEA must give priority to LEAs seeking to fund Tier I or Tier II schools.

### *Budget and Accounting*

School Improvement Grant 1003(g) funds can supplement, but they **cannot be used to replace existing funding or services**. School Improvement funds are awarded for individual schools, and must be accounted for at the individual school level. *These funds must be tracked separately* from the Title I, Part A Basic Grant and the other Title I School Improvement funds distributed by formula under Section 1003(a).

### **Application Elements:**

**Section A-1: LEA Contact Information and Certification:** Complete Section A-1, LEA and school contact information. The local board of education's authorized representative and superintendent (if not the authorized representative) are required to sign the grant application.

**Section A-2: Schools to be Served:** ADE will provide the LEAs with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA will indicate in the application which schools it intends to serve and which interventions it plans to implement.

**Section B: Descriptive Information:** Section "B" allows the LEA to explain the areas of need in each Title I school to be served, in regards to improving student achievement; determine capacity to serve each school; develop appropriate actions, goals and timelines to address the selected interventions and show how the LEA involves stakeholders and the community. Please provide information in Section B that details the LEAs plans for serving schools in Tiers I and Tier II. The information should be detailed enough for the grant peer reviewers to determine how the LEA has made decisions and how it plans to implement interventions and improvement activities in each school it commits to serve. This section has eight parts

1. Section B, Part 1 – Needs Assessment
2. Section B, Part 2 - LEA Capacity.
3. Section B, Part 3 – Annual Goals
4. Section B, Part 4 – Proposed Activities
5. Section B, Part 5 – Timeline
6. Section B, Part 6-7 – Services for Tier III Schools
7. Section B, Part 8 – LEA Consultation

**Section C: Budget:** Budgets for LEA and school activities should be submitted with enough detail for the application peer reviewers to determine the direct alignment of the needs analysis, to the plans, and to the budget. Budgets are required to detail all available resources that will be used to operate the Tier I and II schools the LEA commits to serve. The budget shall reflect the LEA-level activities to support the interventions and improvement activities in each school.

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

**Section E: Assurances:** The local board of education's authorized representative and superintendent (if not the authorized representative) are required to sign the grant application. The following leading indicators are included in the Statement of Assurance and will be used to hold schools receiving SIG funds accountable.

The following metrics constitute the leading indicators for the SIG program:

- (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.

**Suggested LEA Teams:**

The Leadership Team should be large enough to get diverse perspectives on LEA efforts, yet small enough to ensure that the team can meet regularly to complete the analysis. It is recommended that the team is comprised of a cross section of LEA and school staff involved in LEA and school improvement, professional development, special education, pupil services, fiscal management, testing and data analysis, curriculum and instruction, union representation, parents, other community stakeholders and the superintendent. Additionally, it is important to involve school teams—with the current school leader, staff, parents, and others who have a large stake in each school’s success.

**ADE Approval Process:**

The steps in the approval process are:

**Table 1**

Process	Timeline
The SEA will release the projected list of Tier 1, II, and III schools to the LEAs.  Announce the grant opportunity through a Commissioner’s Memo  Distribute a letter of intent to apply to all LEAs with Tier I or Tier II schools	July 6, 2010
Offer technical assistance during the window or application submission	Immediately until due date
1. LEA Application Due Date	July 30, 2010
2. Recruit grant peer reviewers (minimum two reviews for each application) Develop review materials packet	Immediately until due date
Pre-screen applications to determine eligibility, compliance with assurances	Pre-screen as applications are submitted
Peer review teams will read application and score  The SEA will consult with LEA to get additional information or amend the grant application to ensure compliance with regulations if needed.  (Notify LEA of the date applications are scheduled for review and request that members of the LEA be available to answer questions by phone)	August 1 – 4, 2010
Announce final funding decisions LEA receives Notice of Grant Award	August 6, 2010
Board Agenda and post notice	August 9, 2010

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

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

<b>LEA Name:</b> Helena-West Helena School District	
<b>Mailing Address (Street, P.O. Box, City/Zip)</b> 305 Valley Drive Helena-West Helena, AR 72345	<b>Starting Date</b>  August 19, 2010
<b>Name, title and phone number of authorized contact person:</b> Willie C. Williams	<b>Ending Date</b>  June 30, 2013
<b>Amount of funds requested:</b>	<b>Number of schools to be served: <u>1</u></b>

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

Signature: Willie C. Williams  
Superintendent of Schools

Date: Aug 17, 2010

AND  
Signature: Constance Garrett  
Designated Board Representative

Date: 8/17/10

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

<b>ADE USE ONLY</b>	
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
Central High School		9-12	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: Central High School LEA #: 5403019

**Context**

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 700
3. % Free/Reduced Lunch: 100%
4. % Special Education Students: 12.2%
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):

Helena-West Helena was merged into one city in 2005. It is the home of just over 15,000 people. The median income per household is listed as \$19,896 and the capita income for the city is \$12,131, which makes the area one of the poorest of the Arkansas's 75 counties. According to the 2000 Census Report, the racial make-up of the city was 31.85% white, 66.63% African American, 0.19% Native American, 0.47% Asian, 0.01% Pacific Islander, 0.27%, and 0.89% considered from other races. As the information relates to households, there are 5,516 households with 68.7% of their children under the age of 18, living with them. Along other lines, there were 70% married couples living together, 57.7% are composed of females with no husband present, 57.6% were individuals living alone, and 24.9% were 65 years of age or older living alone.

One of Helena-West Helena's chief economic influences is agriculture (cotton). Also, the Mississippi River barge traffic at the city's port plays an important role in the city's economy.

Education in the Helena-West Helena is composed of Phillips County Community College of the University of Arkansas, one private school, DeSoto, which houses K-12 students. There is one other public school that is within a two-mile radius of Central High School, Kipp Delta Collegiate. KIPP currently houses grades 9-11 and had an enrollment of 115 during the 2008-2009 school year.

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

The feeder school for Central High School is Eliza Miller Jr. High School. It houses grades 7-8. For the 2009-2010, the total enrollment was 315 students. The demographics include: 95% African American, 4.7% Caucasian, and .3% other.

From the 2008-2009 test scores, Eliza Miller was designated by the state as State Directed School in Year 7 of school improvement. The school was restructured by naming a new principal and assistant principal. Also, several faculty members were moved to the high school. The school went back to block scheduling and students were double blocked for math and literacy. Remediation, during the school day, was added to the master schedule. From the 2009-2010 preliminary test scores, Eliza Miller has been designated by the state as a State Directed School in Year 8 of School Improvement.

**Programs implemented at Eliza Miller Jr. High School include:**

- America's Choice (starting in the 2006-2007 school year)
- After School Tutorial (Target Based)
- SuccessMaker Lab (One-on-One Teaching)
- Science Fair
- Accelerated Reader
- SES Providers
- Target Test
- The Learning Institute (TLI)

**The Three Year Average (Students scoring Proficient/Advanced)**

	Math	Literacy
Combined Population	39.4	42.5
African-American Population	39.3	42
Hispanic Population	1	0
Caucasian Population	37.2	51.2
Economically Disadvantaged Population	39.4	42.5
Limited English Proficient Population	N/A	N/A
Students With Disabilities	12.8	9.5

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal Maurice Smith	District Adm. P-12 Build Adm. 7-12 Social Studies 7-12	1	1	1
Assistant Principal Adrian Watkins	Build Adm. P-8 Secondary Prin. 5-12 General Science 7-12 Life Science 7-12	1	1	6
Assistant Principal Sanetta Davis	Build Adm. 7-12 Business Tech 7-12	4	19	19
Assistant Principal Earnest Simpson, III	Build Adm. P-8 Build Adm. 7-12 Business Tech 7-12 Coaching 7-12	4	4	14
Instructional Facilitator Bobbie Clifton	Build Adm. P-8 Curriculum Prog. Adm. P-8 Early Child Ed. P-4 MidCh/Lang Arts/SS 4-8 Eng Lang Arts 7-12 Social Studies 7-12 Mid/Ch/Sci/Math 4-8	1	1	1
Literacy Coach Brenda Williams	Eng Lang Arts 7-12	2	8	8
Math Coach Lora Radford	Applied Math I 7-12 Applied Math II 7-12 Transition Math 9-12 Gen. Sci. 7-12 Phy/Earth Sci. 7-12 Mathematics 7-12 Basic Math 7-12	2	28	30

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

In accordance with the Arkansas Department of Education Administrator Licensure Standards, the Helena-West Helena School District has developed a performance appraisal system for the administrators of the district. Based on state and national standards that have defined the critical responsibilities of administrators, the District has created an appraisal document that emphasizes our mission which is to substantially raise student achievement. To this end, this appraisal system strives to:

1. Hold administrators accountable for the academic growth of all students.
2. Align building and district goals with expectations held by both patrons and the community-at-large.
3. Connect the evaluation process to the school's improvement efforts.
4. Provide for a learning climate that is conducive to the students' academic and social well-being.
5. Promote and/or develop learning cultures that utilize opportunities for individualized professional growth and development.

### Principal's Performance Appraisal Timeline

#### July-October

- The principal will be appraised of the Performance Appraisal System by his/her supervisor or district designee.
- The principal and supervisor will hold an Individual Pre-Appraisal Conference to establish goals and direction for the school year and to review the Professional Growth Plan, where changes may occur.

#### November-January

- The principal's accomplishment of standards will be monitored by the supervisor.

#### February-April

- The principal's accomplishment of standards will be monitored by the supervisor.
- The principal and supervisor will hold a Mid-Year Review to discuss progress and

accomplishment of standards.

- The principal and supervisor will hold a summative evaluation meeting for a Non-Renewal recommendation if standards are not achieved.

May-June

- The principal and supervisor will schedule and prepare for the summative evaluation meeting.
- The supervisor and principal will convene for the summative evaluation meeting to discuss final accomplishment of standards and a recommendation for continuous employment.
- The principal will share with the supervisor the results of the Professional Growth Plan.
- The principal and the supervisor will discuss and develop a tentative Professional Growth Plan for the subsequent year, as well as agree upon expectations for the next school year.

The Superintendent or his/her designee has a responsibility for the supervision and implementation of the principal's evaluation process. Thus, the following duties are expected from the appropriate evaluator

**Supervision and Monitoring:**

- Provides on-going supervision and support to principals;
- Provides on-site visitation and monitoring with verbal and written follow-up;
- Assists the principal with and knows the district, state, and federal regulations and policies regarding the maintenance and operation for school compliance;
- Reviews school data with the principal to identify strengths, areas for growth, and goals for the year. The goals developed by the principal with the superintendent or designee are to be based on priority of needs and performance data from the previous year; and
- Establishes and maintains effective communication and professional rapport with the principal.

**Assistance and Support:**

- Identifies and provides(s) of improvement with appropriate resources and support warranted to improve job performance;
- Provides support to principals in order to minimize concerns, complaints, and conflicts; and
- Provides additional support and assistance to the new principal.

**Guidance and Direction:**

- Reviews, supports, and approves the school improvement plan, and
- Coordinates and assists with the professional development training for principals.

In consultation with the Superintendent/designee, the administrator will develop goals and objective based upon the following six (6) key standards of responsibility:

1. Organization Leadership
2. Instructional Leadership
3. Management Leadership
4. Community Partner Leadership
5. Ethical Leadership
6. Environmental Context Leadership

The Administrator Evaluation process uses three (3) main forms:

Form A      Professional Growth Plan – Outlines the administrators endeavors to improve as a professional administrator. The goals should be related to the standards and may encompass the goals that the administrator has for the school and/or for himself/herself.

Form B      Evaluation Form – Defines a set of performance criteria to assist the Superintendent or designee in evaluating the administrator’s performance on six (6) standards of responsibility. For each key standard of responsibility, the Superintendent/designee will determine the principal’s performance level by assessing the extent to which the administrator has met mutually agreed upon expectations. The evaluator will complete

a

Mid-year Assessment on all administrators. At the end of the year, the

Superintendent/designee will evaluate the administrator's overall performance. The evaluation should include clear strengths, recommendations for growth and priorities reflective of school performance data.

After the first year's implementation of this process, administrators will be placed in one of the following cycles by the Superintendent/designee:

Cycle 1 – First year administrators with the Helena-West Helena School District  
Two (2) informal observations – minimum  
One (1) formal observation  
Two (2) formal evaluations

Cycle 2 – Two year administrators with Helena-West Helena School District  
One (1) informal observation  
One (1) formal observation  
Two (2) formal evaluations

Cycle 3 – Three year administrators with the Helena-West Helena School District  
One (1) formal observation  
Two (2) formal evaluations

Cycle 4 – Four year or more administrators with the Helena-West Helena School District  
One (1) formal observation  
One (1) formal evaluation

Clarifications:

Informal observations are non-announced visits of five (5) minute duration minimum.

Formal observations are announced visits of sixty (60) minute duration minimum.

They are preceded by a pre-conference and followed by a post conference.

Formal evaluations are formal conference summarizing and documenting the findings of the evaluator.

Form C - Individual Improvement Plan Form – Documents that efforts and strategies employed to address the improvement in areas of deficit. The evaluator and administrator will jointly develop the plan and identify a timeline for completion, strategies to be implemented and resources to be used.

**Administrator Performance Review  
Three Simple Steps**

**Step 1** The Professional Growth Plan is to be completed prior to or at the beginning of the school year. The administrator will complete and submit the plan to the appropriate evaluator on date/time set by the evaluator.

**Step 2** Using the Administrator Mid-Year Assessment Form, the Superintendent/designee and the Administrator will hold a mid-year consultation between February and April to discuss the progress that has been made toward achieving the goals and objectives as stated in Step One.

When an administrator's performance is below basic, he/she will be given an opportunity to improve. This will be done through a improvement process based on the performance indicators.

Using the Individual Improvement Plan Form, the administrator and evaluator will jointly develop the Improvement Plan which will contain the deficit, performance indicators, resources, strategies and timelines to be used to overcome the deficits.

**Step 3** An overall performance summary will be completed by the Superintendent/designee. The administrator's accomplishment as listed in Summative Evaluation Form will comprise the Overall Performance Summary.

11. Give a brief summary profile of the teaching staff and the process by which teachers are evaluated. By whom? How frequently?

## Helena-West Helena School District Teacher Appraisal System

### Evaluation Overview

The Helena-West Helena School District holds the quality of teaching and learning in our schools in high regard. Expectations for continuous improvement in student achievement and student outcomes is a goal of every employee of the district. To this end the purposes of evaluation are:

- To enhance the quality of instruction.
- To foster the making of sound and defensible employment decisions.
- To provide a basis for professional development.
- To encourage collegiality and professionalism.

### Goals of the Evaluation Process

- To provide excellence in the educational curriculum by improving teaching techniques.
- To provide excellence in the educational curriculum by providing opportunities for professional growth via excellent staff development involvement.
- To improve classroom instruction by analyzing the teaching performance of all certified staff persons.
- To offer a supportive mechanism for any teacher warranting assistance.
- To identify the basic and critical skills expectations requisite to effective teaching.

### Teacher Observations and Appraisals

- A. Beginning Teachers – Teachers with less than three (3) years experience in the Helena-West Helena School District will receive:
1. Two (2) Informal and one (1) formal observation each year.
  2. One (1) summative appraisal each year.
  3. Non-specified number of “walk-through” observations as deemed necessary by the Principal/designee.
- B. Teachers with three (3) to five (5) years experience with Helena-West Helena School District will receive:

1. One (1) Informal and one (1) formal observation each year.
2. One (1) summative appraisal each year.
3. Non-specified number of "walk-through" observations as deemed necessary by the Principal/designee.

C. Teachers with five (5) years or more in the Helena-West Helena School District will receive:

4. One (1) formal observation.
5. One (1) summative appraisal.
6. Non-specified number of "walk-through" observation as deemed necessary by the Principal/  
designee.

#### Definitions and/or Understandings

1. Formal Observations-requires a pre-conference on announced formal observation and a post-conference.
2. The Informal observation requires a written summation to the teacher describing the observation experience. The Informal Observation is an un-announced observation.
3. A walk-through observation – an unannounced, non-timed visit that follows with a written summation being placed in the teachers mailbox or given to the teacher.
4. Both formal – Informal observations will be a minimum of 30 minutes in length.
5. Summative Appraisal – requires a formal conference where evidence of teaching performance is shared and a recommendation regarding future employment is shared.

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

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

About five years ago, central High School implemented an extended day enrichment program in all the state tested areas (to include ACT testing). The staff was given a two year breakdown of testing results, graduation/college remediation rate, ACT scoring, and NAEP results. More professional development was put in place within the school in all disciplines and teachers were required to attend out of district workshops in their area of teaching.

As part of the 2005-2006 professional development the offerings were as follows:

- All instructors attended a three day "Writing Across the Curriculum" Institute sponsored by John S. Knight Institute, in conjunction with Princeton Review.
- Use of the Princeton Review's "Homeroom.com" website as a supplement in the classroom as integration between disciplines by instructors.
- The addition of an "I Can Learn Algebra" lab for all students scoring Basic/Below Basic who entered the 9<sup>th</sup> grade.
- Carnegie Learning "Cognitive Tutor" lab for the Geometry students struggling with Open Response questions on the EOC assessment.

During the 2006-2007 school year the following reform was instituted:

- Target testing was revised in conjunction with Great Rivers Educational Co-Op (GREC), to reflect specific Student Learning Expectations (SLEs).
- Eliminate Algebra A and B by enrolling every general education student in Algebra I.
- Double block Geometry students in the "Cognitive Tutor" laboratory.
- Core area instructors attend Pre AP and AP conferences and staff development training in the summer/academic year.

During the 2007-2008 school year strategies included, but were not limited to:

The implementation of JBHM as a pilot program with the Algebra classrooms was contemplated; instead JBHM's Leadership Model was used to assist the Central High School Leadership Team in developing a clearer focus for classroom observations.

- Lesson modeling of open response items by GREC math specialist/English specialist in individual classrooms.

The 2008-2009 school year saw:

- A partnering with Elbow 2 Elbow (E2E) in Literacy and Mathematics disciplines.
- The development of the Total Instructional Alignment (TIA) tool, in conjunction with GREC, in all core courses.

The 2009-2010 school year began with Restructuring of the high school to include:

- New Leadership Team (principal, curriculum specialist, etc.)
- Becoming an America's Choice School
- Partnering with Elbow 2 Elbow to fully integrate all disciplines.
- Establishing Professional Learning Communities
- Designating common planning periods for each discipline.
- Integrating ALE as a functioning part of Central High School.
- Adding/Instituting Tier III Intervention strategies for struggling students.
- Revitalizing parental involvement.
- Forming the Ninth Grade Academy (NGA).
- Establishing/Employing Literacy/Math Coaches.

*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	35.4	25.6	17	17	29
Mathematics (Algebra I)	38.2	28.6	22	14.4	44.8
Science	24	22	6	N/A	N/A
Social Studies					
Writing	31.4	31.3	31.4	30	
Geometry	47.3	22.2	13.9	35.9	35.6

The following table shows the results of the experiment. The first column shows the number of trials, the second column shows the number of correct responses, and the third column shows the percentage of correct responses.

Trial	Correct	Percentage
1	1	100%
2	1	100%
3	1	100%
4	1	100%
5	1	100%
6	1	100%
7	1	100%
8	1	100%
9	1	100%
10	1	100%
11	1	100%
12	1	100%
13	1	100%
14	1	100%
15	1	100%
16	1	100%
17	1	100%
18	1	100%
19	1	100%
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23	1	100%
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88	1	100%
89	1	100%
90	1	100%
91	1	100%
92	1	100%
93	1	100%
94	1	100%
95	1	100%
96	1	100%
97	1	100%
98	1	100%
99	1	100%
100	1	100%

The results of the experiment show that the percentage of correct responses is 100% for all trials.

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	55	66	65	55	54	50	N/A	N/A	35	N/A
Mathematics	67	60	56	49	43	39	38	47	N/A	N/A
Science	N/A	N/A	32	N/A	10	N/A	N/A	24	N/A	N/A
Social Studies										
Writing	57.3	57.8	51.3	63	47.2	63.3			31.4	
Other										

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	59	58	52	52		37	42			25
Mathematics	69	64	59	60		37	32	29	22	
Science			11			10		22		
Social Studies										
Writing	64.8	54.0	63	59.7		46.6	47.9		31.4	

Other											

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	48	46	46	38		30	36			17
Mathematics	66	47	47	59		36	23	22	14	
Science			N/A				N/A		6	
Social Studies										
Writing	62.9	62.3	65.4	63.8		64.2	55.8		31.4	
Other										

4. Average daily attendance percentage for last complete school year: 635.5 Year: 2010

5. Mobility rate for last complete school year: 11% Year: 2010

6. Graduation rate for all students for most recent year: 56.5 Year: 2010

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

## Key Questions

### 1. Which students are experiencing the lowest achievement?

Since the majority of the students at Central High School fall into the category of economically disadvantaged and Black, non-Hispanic (100% economically disadvantaged and 97% Black, non-Hispanic), we have acknowledged more specific identifiers in order to better understand student outcomes.

In the past five years, Central High School has had a continuing problem with student attendance. During the 2009-2010 school year, the average student was absent 14 of the 175 school days which is nearly 10% of the time. Students who have had more than 14 unexcused absences in one semester receive no credit for that class but are still expected to take the End of Course (EOC) exam. One in eight discipline referrals is for truancy which only accounts for the reported cases. Classroom teachers have struggled to catch many of these students up in time to score proficient on the EOC exam. Among those students who had excessive absences, only 15% scored proficient and 2% scored advanced on the Algebra I EOC with an average score of 158 while out of those who did not have excessive absences 38% were proficient and 11% were advanced with an average score of 198. Among those students who had excessive absences, only 21% scored proficient and 0% scored advanced on the 11<sup>th</sup> Grade Literacy EOC with an average score of 183 while out of those who did not have excessive absences 37% were proficient and 1% were advanced with an average score of 191.

Discipline has also been a recurring issue at Central High School. There were 1,816 discipline issues that were referred to a Dean in 2009-2010. That is an average of over 2 referrals per student and nearly 11 referrals per day. Students who were considered to have excessive discipline issues were those who had been suspended (out-of-school) 2 or more times. Among those students who had excessive discipline issues, only 18% scored proficient and 0% scored advanced on the Algebra I EOC with an average score of 160 while out of those who did not have excessive discipline issues 37% were proficient and 12% were advanced with an average score of 198. Among those students who had excessive discipline issues, only

10% scored proficient and 0% scored advanced on the 11<sup>th</sup> Grade Literacy EOC with an average score of 178 while out of those who did not have excessive discipline issues 39% were proficient and 1% were advanced with an average score of 192.

Given the dramatic discrepancy in the scores of the students who had either excessive absences or excessive discipline issues, Central High School has identified students with attendance and discipline problems as the students with the lowest achievement levels.

2. Which students are experiencing the lowest graduation rates?

Which students are experiencing the lowest graduation rates?

Central High School is comprised of 98% African American and 2% Caucasians. Therefore, students experiencing the lowest graduation rate are African Americans. This group includes the sub-population of Economically Disadvantaged, Students with Disabilities, and students who are highly mobile. Each of the sub-populations are characterized by students who are at risk for dropping out of school because of their lack of connection to the school, a perception that school is boring, feeling unmotivated, academic challenges, and personal situations that may be connected to their home life. It is a known fact that students who are at risk for dropping out of school or who eventually drops out of school establishes the graduation rate for that school.

In the comparison of gender (Male VS Female) typically more males experience the lowest graduation rates. The reason for this fact is that many African American males generally feel unmotivated or uninspired to work hard in school which leads to discontentment with school. Many students believe that the graduation requirements have become too difficult because of the addition of state mandated assessments as part of high school graduation.

Some students drop out of school because of real life events; they are part of families that are highly mobile. Families tend to move more frequently in search of jobs or better working conditions. Lastly, many students fail to graduate from high school because of frequent disciplinary referrals, poor academic performance, and they are often two to three grade levels behind in school.

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

As reported on the 2010 Arkansas Adequate Yearly Progress: School Improvement Report for Central High School on the End Of Course Assessments students are experiencing the lowest achievement in Math and Literacy. However, students are experiencing low achievement in Biology, also. According to the report students did not meet the standards for Mathematics. This fact puts Central High School in School Improvement status for the fourth year. Accordingly, students did not meet standards in Literacy, either. Therefore, the Literacy status is in School Improvement for the seventh year.

Literacy

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Content OR (Reading)	Practical OR (Reading)	Content OR (Reading)	Content OR (Reading)	Content MC (Writing)

In the area of literacy over the past five (5) years, Central High School students show a tendency toward low performance generally in the area of Reading and more specifically, Open-Response items for Content passages, Content OR.

The subjects of Algebra I and Geometry are the two scores that comprise the Math results on the Arkansas AYP Report. However, Algebra II must also report low achievement. The results of the Algebra II EOC assessments show that no students scored Proficient or Advanced. In looking at the three year trend analysis for math show the majority of the students at Central High School consistently perform at the Basic and Below Basic levels in Mathematics (Algebra I, Geometry, and Algebra II). The same three year trend analysis is reported for Literacy (Reading and Language).

Mathematics (Algebra I)

2006

Linear Functions (OR)

Non-Linear Functions (OR)

Data Interpretation/Probability (OR)

2007

Language of Algebra (OR)

Data Interpretation/Probability (OR)

Non-Linear Functions (OR)

2008

Linear Functions (OR)

Solving Equations (OR)

Data Interpretation/Probability (OR)

Language of Algebra (OR)

Non-Linear Functions (OR)

2009

Language of Algebra (OR)

Linear Functions (OR)

Solve Equations (OR)

Non-Linear Functions (OR)

Data Integration/Probability

2010

Language of Algebra (OR)

Linear Functions (OR)

Solve Equations (OR)

Non-Linear Functions (OR)

Data Interpretation/Probability (OR)

The five year trend in Algebra I shows Central High School students consistently scoring low in Open Response in many of the same areas, paying particular attention to Data Interpretation/Probability items and Non-Linear Functions (OR) and Solving Equations (OR) appear three to four times out of the five year period.

Geometry

2006

Language of Geometry (OR)

Coordinate Geometry & Transformations (OR)

Triangles MC & OR

Shapes (OR)

Size (OR)

2007

Language of Geometry (OR)

Coordinate Geometry & Transformations (OR)

Triangles MC & OR

Shapes (OR)

Size (OR)

2008

Language of Geometry (OR)

Coordinate Geometry & Transformations (OR)

Triangles MC & OR

Shapes (OR)

Size (OR)

2009

Coordinate of Geometry/Transformation (OR)

Triangles (OR)

Shapes (OR)

Size (OR)

2010

Language of Geometry (OR)

Coordinate Geometry & Transformations (OR)

Triangles MC & OR

Shapes (OR)

Size (OR)

The five year trend in Geometry shows Central High School students consistently scoring low on Open-Response items, paying particular attention to Triangles (OR), Shapes (OR), Size (OR), and Coordinate Geometry and Transformations (OR). Similarly, Language of Geometry (OR) shows up as a low achieving area four out of the five years reporting period.

Lastly, Biology is also a subject where students are experiencing low achievement. The

overall Biology results for 2010 show that only 24% of students at Central High School scored Proficient and Advanced. This indicates that students are experiencing low performance/achievement in Biology, as well.

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

The characteristics of the student demographics that must be taken into account when selecting a model and external partners and/or providers is whether the partners or providers are designed to support classroom instruction through strategies that will promote and enhance community engagement by developing strategies to increase the involvement and contributions in both school-based and home-based settings. The partners/external providers must submit data substantiated by facts that will support the findings. This data should include results from surveys that outline input gained from students, families, and community members. The partners/external provider must further submit a recommended intervention model to be adopted by the school along with a specific rationale for the selected model. The partners/external providers must also assist the LEA in the establishment of organized parent groups and in facilitating public forums involving parents, community members and interested stakeholders with the sole purpose of evaluating the school's performance and developing plans to assist in corrective actions to meet the social, emotional, and academic needs of all students at Central High School.

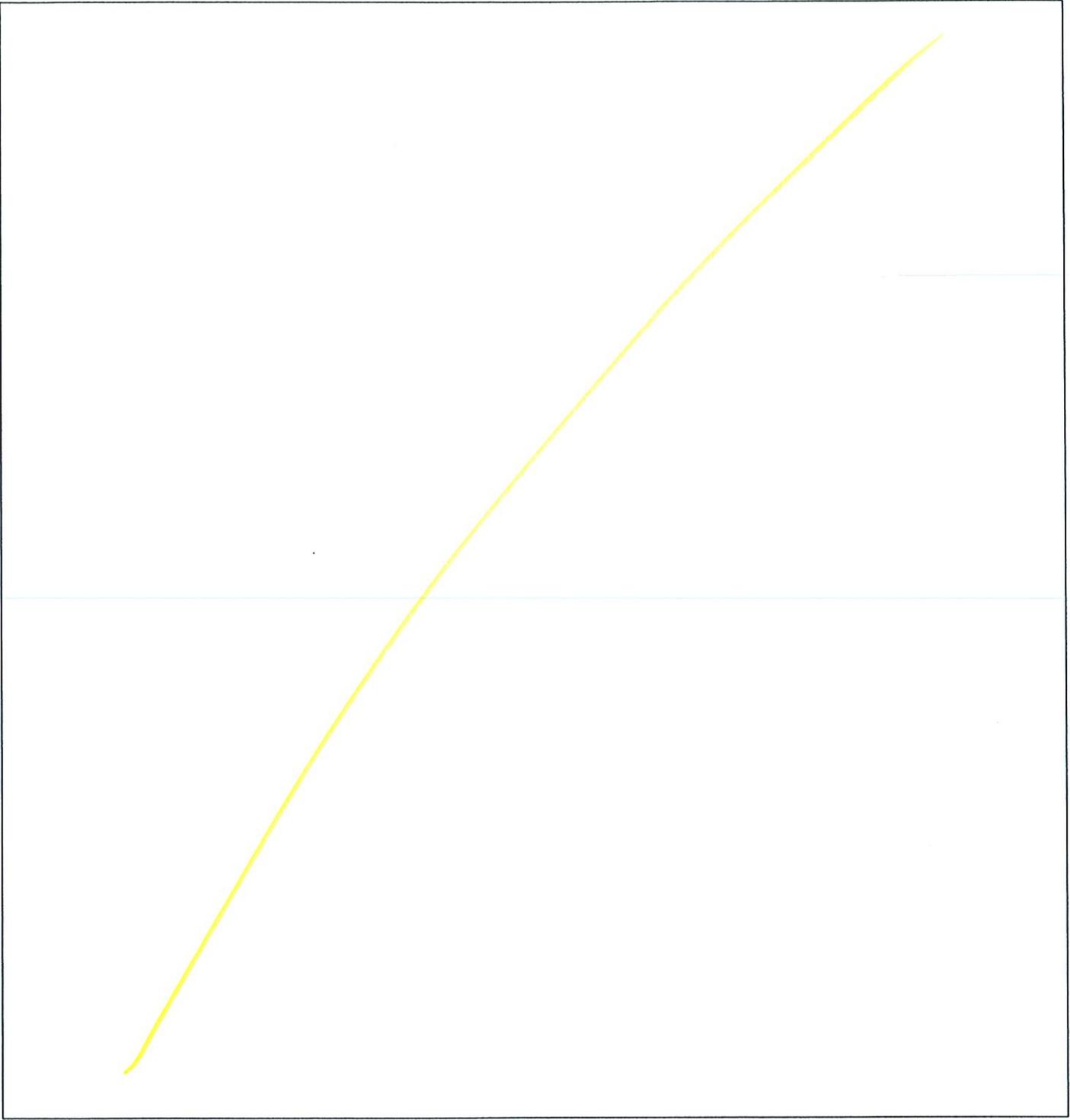
Additionally, the partners/external providers must be screened to assure a proven record of success in working with the schools/districts with similar demographics. These partners/providers services must also align with the existing resources and interventions of the school. If services do not align with the existing practices then the providers must be willing to modify practices or policies that would enable the school to implement the needed interventions fully and effectively.

Lastly, the partners/providers must work to develop, enhance, and support the content and supervisory skills of administrators to sustain the reform practices long after the grant funding period. Partners will need to support administrators through professional development sessions that develop and sustain strong leadership, supervisory and visionary skills.

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?

The characteristics of the enrollment areas of the school that should be considered in selecting a model and external partners and/or providers should include:

- The number of students enrolled at each grade level
- Student ethnicity
- Socio-economic status of students
- The special education population
- The migrant population
- Attendance practices of the student population
- Parental involvement practices



### 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.

#### **Scholastic Audit Findings/Recommendations**

The Arkansas Department of Education conducted a Scholastic Audit of Central High School on December 3-7, 2007. Based on the Scholastic Audit Performance levels, the level of performance for each of the nine standards for school improvement of Central High School are as follows:

Standard 1: level 4-0%; 3-0; 2-0; 1-100%.

Standard 2: level 4-0; 3-0; 2-62%; 1-38%.

Standard 3: level 4-0; level 3-0; 2-75%; 1-25%.

Standard 4: level 4-0; level 3-0; 2-55%; 1-45%.

Standard 5: level 4-0; level 3-0; 2-80%; 1-20%.

Standard 6: level 4-0; level 3-0; 2-92%; 1-8%.

Standard 7: level 4-0; level 3-0; 2-55%; 1-45%.

Standard 8: level 4-0; level 3-0; 2-60%; 1-40%.

Standard 9: level 4-0; level 3-0; 2-75%; 1-25%.

Central High School will address the recommendations of the report over a period of 3-5 years; however, the focus for year one (08-09) was to address Standard 1-Curriculum and Standard 4-School Culture. The focus for year 2 (2009-2010) was to address Standard 2-Classroom Evaluation/Assessment and Standard 3-Instruction. The focus for year 3 (2010-2011) is Standard 6-Professional Growth, Development, and Evaluation and Standard 7-Leadership.

2008-09 Standards addressed:

1. **STANDARD 1 FINDINGS (Curriculum):** 1.1a-There is no curriculum. Fifty percent (50%) of the elements of a curriculum are available. Text books guide the instruction in 75% of the classes. Computer software programs are used to guide instruction in 50% of the classes. 1.1b-There is no vertical articulation of curriculum maps and pacing guides with Jr. High. 1.1c-There is no evidence of a process to identify unintentional overlaps or gaps in curriculum maps or pacing guides in all content or instructional areas. 1.1d-There is no evidence that the district facilitates vertical communication with an intentional focus on the key curriculum transition points between grades or schools. 1.1e-There is no curriculum. Work based learning programs are not available to students. Fifty percent (50%) of pacing guides require students to solve real world problems. High school education plans on file in 8th grade have not been signed by parents or faculty advisors. 1.1f-There is no curriculum committee. There is no systematic process in place for annual review of the curriculum. 1.1g-There is no curriculum. Seventy-five percent (75%) curriculum maps, pacing guides, or course syllabi do not differentiate for the learning needs of students.

**Recommendations for Standard 1:**

**Goal-** Central High School will develop and implement a curriculum that is rigorous, intentional, and aligned to state and local standards.

**Benchmark-**100% curriculum maps and pacing guides will be developed and implemented beginning with 60% during 08-09 school year.

Intervention: Central High School will coordinate curriculum development with the district office and the Great Rivers Service Educational Cooperative.

Scientific Based Research: P. Olivia, Allyn Bacon, (2005). "Developing the Curriculum". A. Glatthorn, Corwin Press, (2000). "The Principal as Curriculum Leader".

Actions	Person Responsible	Timeline	Resources	
The faculty of Central High School will meet with the faculty of Eliza Miller Junior High once per semester to begin implementation of curriculum vertical alignment. (1.1D) DOCUMENTATION: Agenda, sign-in form, minutes, and alignment	Maurice Smith, Principal; Earnest Simpson, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta Davis, Asst. Prin.	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	

<p>documents  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development</p>				
<p>The faculty of Central High School will access current curriculum research for examination and adaptation. (1.1E)PROGRAM EVALUATION: E1: Administrators and the Leadership Team will adopt selected research practices through a developed check list. E2: Administrators will monitor adopted research activities, practices, and strategies through focused class visits and CWTs. E3: Restructuring efforts will be implemented on Central Campus with Elbow 2 Elbow Consulting and outside consultants. This program was not fully implemented as designed for the 2008-2009 school year. America's Choice will be implemented for the 2009-2010 school year. DOCUMENTATION: Research documents, book study agenda, sign in forms, and minutes.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Professional Development</p>	<p>Maurice Smith, Principal</p>	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	
<p>Central High School will implement a process of writing across the curriculum to enhance horizontal alignment. (1.1B) PROGRAM EVALUATION: E1: Lesson Plans, Focused class visits, and CWTs will be analyzed to ensure implementation. E2: Class writing, Target Tests and EOC exams will be studied to determine the consistency in students' writing across the curriculum and writing proficiency attainment. E3: Administrators and the Leadership Team will monitor the Writing Across the Curriculum process plan. This plan was partially implemented for the 2008-2009 school year. DOCUMENTATION: Writing Across the Curriculum process plan, student writing samples, Target Test student performance reports, EOC Exam, training session synopsis, agenda, and participant roster.  Action Type: ADE Scholastic Audit</p>	<p>Earnest Simpson III, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta Davis, Asst. Principal; Brenda Williams,</p>	<p>Start: 07/01/2010  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Teachers</li> </ul>	

Action Type: Alignment Action Type: Professional Development				
The staff of Central High School, through a needs assessment survey, will prioritize the standards for school improvement to be addressed during the 2009-2010 school year. Staff members will then develop an action plan for implementation. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I School wide	Maurice Smith, Principal; Bobbie Clifton, Instructional Facilitator, Sanetta Davis, Adrian Watkins, & Earnest Simpson,	Start: 08/13/2009 End: 06/01/2010	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Teachers</li> <li>• Title Teachers</li> </ul>	

**Implementation Progress**-Some of the actions from Standard 1 were not implemented as designed. Central High School and Eliza Miller Jr. High School met several times throughout the school year to work on curriculum alignment using the Northwest Curriculum Alignment document as a guide. The writing across the curriculum project did not consist of training of new teachers in the 2009-2010 school year. A needs assessment was completed for 2009-2010 the actions were placed in the ACSIP plan.

2. **STANDARD 4 FINDINGS:** 4.1a-There is limited evidence that school leadership supports a safe, orderly and equitable environment. Discipline and consequences are not consistent among students. Discipline data is not analyzed for use in planning and decision making. There is limited exemplary work displayed to communicate academic expectations to students. Twenty five (25%) operational procedures are in place to minimize classroom disruptions. Security cameras in hallways and on school grounds are currently inoperative. The intercom is inoperable in some areas of the school campus. 4.1b-There is no vision statement to guide high academic expectations for teachers and students. School leadership does not have a systematic process to ensure continuous improvement in student learning. There is limited exemplary student work displayed to communicate academic expectations. 4.1f-There is no district policy requiring a flexible master schedule or student-teacher ratio. Fifty percent (50%) students are grouped based on instructional needs, such as advanced placement. 4.1h-Display of student academic success is limited. Twenty-five percent (25%) of teachers display students' work in the classroom with minimal feedback to enhance student growth. The school does not provide mentoring services for students. Twenty-five percent (25%) of the teachers establish a nurturing environment for students through positive atmosphere in classrooms. Excessive discipline referrals interfere with creating and sustaining a nurturing environment. Twenty-five percent (25%) of teachers have established academic and behavioral reward systems in their classrooms. Twenty-five percent (25%) of teachers volunteer to tutor students after school. 4.1i-School does not have a communication plan. Twenty -five of the parents attend parent-teacher conferences.

**Recommendations for Standard 4- School Culture**

**Goal-** Central High School will function as an effective learning community and support a climate conducive to performance excellence.

**Benchmark-** Central High School will support a safe, orderly and equitable learning environment by a 50% decrease in discipline referrals.

Intervention: Central High School will develop and implement a school-wide behavioral intervention plan.				
Scientific Based Research: "Shouting Won't Grow Dendrites" by Marcia L. Tate, 2007.				
Actions	Person Responsible	Timeline	Resources	
<p>Central High School will develop a method for students to become involved in behavioral modification of their fellow students. Professional development will be provided. (4.1H) PROGRAM EVALUATION: E1: APSCN student incident reports will be analyzed to determine the impact of student/peer involvement in decreasing negative behavior. E2: Peer mediation participant surveys to determine effectiveness of peer behavior modification strategies/methods utilized. E3: Records kept on number of students requesting peer mediation assistance. DOCUMENTATION: Records of Student Peer Mediation Request form; survey teachers, students, and Student Resource Officers (SRO) to determine any methods/strategies or training needs; agendas and minutes from teachers, students, and SRO attending the peer behavior modification training. This program was not implemented as instructed for the 2008-2009 school year.                      Action Type: Collaboration                      Action Type: Parental Engagement                      Action Type: Professional Development                      Action Type: Program Evaluation</p>	<p>Tommy Fridell, Dean; Knakiah Banks, Dean; Counselors</p>	<p>Start: 07/01/2010                      End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Admin. Staff</li> <li>• Teachers</li> </ul>	
<p>Central High School will recognize students for good behavior by semester with a reward. (4.1H) PROGRAM EVALUATION: E1: APSCN reports of student incidents to determine a decrease in discipline infraction. E2: Administrators and the Leadership Team will meet at the end of the school year to determine if the recognition reward had a positive impact on promoting good behavior and diminished negative behavior. DOCUMENTATION: Records kept on grade level recipients and awards received and APSCN discipline reports. This reward system was not</p>	<p>Earnest Simpson III, Asst. Principal; Tommy Fridell, Knakiah Banks</p>	<p>Start: 07/01/2010                      End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• Community Leaders</li> <li>• Teachers</li> </ul>	

implemented as designed for the 2008-2009 school year. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Parental Engagement																			
Total Budget:																			
Intervention: Central High School administrators and faculty will have a systematic process to ensure continuous improvement in student learning.																			
Scientific Based Research: Wong, Harry (2004). "First Day of School: How to be an Effective Teacher"																			
<table border="1"> <thead> <tr> <th>Actions</th> <th>Person Responsible</th> <th>Timeline</th> <th>Resources</th> <th></th> </tr> </thead> <tbody> <tr> <td>           Central High School faculty will utilize Target testing and data disaggregation to determine remediation needs. In order to accomplish this task, the administrative staff will be provided with laptops (6) and palm pilots for use in teacher evaluation, and evaluating and disaggregating data. Professional development will be provided. (4.1F) E1: To ensure that the student needs are met, pre and post testing will be performed. E2: Student performance reports, class grades, target test, SAT 10 and EOC results will be analyzed. E3: This was not implemented as intended, however for the 2009-2010 school year it will be fully implemented.            Action Type: Collaboration            Action Type: Parental Engagement            Action Type: Professional Development            Action Type: Program Evaluation         </td> <td>           Brenda Williams, Literacy Coach;            Lora Radford, Math Coach; Bobbie Clifton, Facilitator         </td> <td>           Start: 07/01/2010            End: 06/30/2011         </td> <td> <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul> </td> <td></td> </tr> <tr> <td>           Central High School will strive to incorporate High Yield Strategies in upper level Bloom's Taxonomy across the curriculum. (4.1C) PROGRAM EVALUATION: E1: CWTs, informal observations, focused class implementation observations, and lesson plans will be used to ensure High Yield strategies are effectively incorporated in instructional planning. E2: Analyze observation reports to assist in detecting weaknesses in implementation of strategies and provide guidance for any necessary training for staff. DOCUMENTATION: Analyzed observation reports, lesson plans, CWTs reports, training agenda, and roster of participants,            Action Type: Alignment            Action Type: Collaboration            Action Type: Professional Development            Action Type: Program Evaluation         </td> <td>           Earnest Simpson III, Asst. Principal;            Adrian Watkins, Asst. Principal;            Sanetta Davis, Asst. Principal;            Brenda Williams,         </td> <td>           Start: 07/01/2010            End: 06/30/2011         </td> <td> <ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul> </td> <td></td> </tr> </tbody> </table>					Actions	Person Responsible	Timeline	Resources		Central High School faculty will utilize Target testing and data disaggregation to determine remediation needs. In order to accomplish this task, the administrative staff will be provided with laptops (6) and palm pilots for use in teacher evaluation, and evaluating and disaggregating data. Professional development will be provided. (4.1F) E1: To ensure that the student needs are met, pre and post testing will be performed. E2: Student performance reports, class grades, target test, SAT 10 and EOC results will be analyzed. E3: This was not implemented as intended, however for the 2009-2010 school year it will be fully implemented. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Brenda Williams, Literacy Coach; Lora Radford, Math Coach; Bobbie Clifton, Facilitator	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Teachers</li> </ul>		Central High School will strive to incorporate High Yield Strategies in upper level Bloom's Taxonomy across the curriculum. (4.1C) PROGRAM EVALUATION: E1: CWTs, informal observations, focused class implementation observations, and lesson plans will be used to ensure High Yield strategies are effectively incorporated in instructional planning. E2: Analyze observation reports to assist in detecting weaknesses in implementation of strategies and provide guidance for any necessary training for staff. DOCUMENTATION: Analyzed observation reports, lesson plans, CWTs reports, training agenda, and roster of participants, Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation	Earnest Simpson III, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta Davis, Asst. Principal; Brenda Williams,	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>District Staff</li> <li>Performance Assessments</li> <li>Teachers</li> </ul>	
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**Implementation Progress:** The actions/recommendations for Standard 4 were not fully implemented as designed. A peer mediation group was not formed but a reward system was established. Target testing and data disaggregation were implemented and teachers received training in high yield strategies.

**Standards addressed for 2009-2010**

**STANDARD 2 FINDINGS:** 2.1a-There is no local school board policy to address classroom assessments. Fifty percent (50%) of classroom assessments are not aligned with Arkansas Academic Content Standards. Seventy-five percent (75%) of the teacher assessments are traditional fill-in-the blank, true/false, and multiple choice. 50% of the teachers use assessments similar to end-of course exams. 2.1b-Twenty-five percent (25%) of teachers collaborate in authentic assessment task design. Seventy-five percent (75%) of the assessment task does not require demonstrations of what students should know and be able to do. 2.1b- There are no process to identify curriculum gaps. Only 25% of the teachers use data analysis to guide their instruction.

**Goal-** Central High School will utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Benchmark-** Central High School will utilize multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

**Intervention:** District leadership, along with Central High School leadership, will create and adopt a policy that clearly defines authentic, frequent, and rigorous aligned assessments.

**Scientific Based Research:**

Actions	Person Responsible	Timeline	Resources	Source of Funds
School and District leadership will collaborate to create and adopt a policy that will clearly define authentic, frequent and rigorous aligned assessments. E1 The handbook will be evaluated to ensure the policy has been created and adopted to guarantee authentic and rigorous alignment of assessments. E2 Results of teacher made assessments and target tests will be evaluated. E3 This is a year for gathering data and results will be placed in the 2010-2011 plan. Action Type: ADE Scholastic Audit Action Type: Collaboration	Maurice Smith, Principal ; Eric Cooper, Asst. Superintendent; Linda English, Curriculum Specialist	Start: 07/01/2010 End: 09/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	ACTION BUDGET: \$
Professional development will be provided to train teachers how to develop and administer performance and portfolio assessments. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Professional Development	Linda English, Curriculum Specialist; Bobbie Clifton, Instructional Facilitator; Sanetta Davis, Asst. Prin.; Adrian Watkins	Start: 08/11/2009 End: 06/30/2009	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
School leadership will establish a procedure to monitor teachers in implementing authentic and rigorous assessments. This will be established through CWTs, focus walks, and lesson plan analysis. Program	Maurice Smith, Principal; Earnest Simpson III, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	

<p>Evaluation: E1: CWTs, focus walks, and observations will be used to monitor progress. E2: Teacher-made tests, Portfolios, and Target Tests will be used to monitor implementation of the program. E3: Baseline data will be gathered and results will be reported in 2010-2011 school year.  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development  Action Type: Program Evaluation</p>	<p>Davis, Asst. Prin.</p>		<ul style="list-style-type: none"> <li>• Performance Assessments</li> <li>• Teachers</li> <li>• Teaching Aids</li> </ul>	
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**Implementation Progress:** All of the actions developed for this standard were not implemented as designed. The school and district did not create a policy to clearly define authentic assessments. There was some training on administering performance assessments. Procedures were established to monitor teachers in implementing authentic assessments.

**STANDARD 3 FINDINGS:** 3.1e- According to the Scholastic Audit, there was no evidence that school leadership monitors instructional use of technology. Seventy-five percent (75%) of the teachers do not utilize technology to impact instruction. Fifty percent (50%) of the technology equipment available is not operable. Technology is available to students on a limited basis. No training has been provided for the use of Smart Boards. Fifty percent (50%) of students receive computerized instructional remediation. 3.1f-Limited instructional resources are available to teachers. Fifty percent (50%) of students in the classroom have textbooks. Fifty percent (50%) of instructional resources including technology are provided in the media center. Currently, leadership monitors technology use by teachers on a daily basis. In fact, all staff members are required to use technology daily for communication purposes and for lesson planning. At the beginning of school, all staff members were trained in GroupWise and have had other technology training. Seventy-five percent (75%) of staff members are proficient in the use of technology as an instructional tool.

**Goal-** Central High School's instructional program will actively engage all students by using effective, varied, and research-based practices to improve student performance.

**Benchmark-** One hundred percent of Central High School's instructional programs will actively engage students by using effective, varied, and research-based practices to improve student performance.

**Intervention:** School leadership, in collaboration with the district leadership, will provide professional

development in the analysis of student work.

Scientific Based Research: "School Leadership That Works: From Research To Results" by Robert Marzano, Timothy Waters, Brian McNulty, 2005.

Actions	Person Responsible	Timeline	Resources	
All teachers will receive professional development in the development and use of rubrics. Action Type: ADE Scholastic Audit Action Type: Collaboration Action Type: Professional Development	Earnest Simpson III, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta Davis, Asst. Principal; Brenda Williams,	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	
School leadership will provide professional development in the analysis of multiple types of assessments to identify gaps in curriculum, and help in making instructional decisions in the classroom. The assessments will include classroom assessments, Benchmark exams, EOC exams, and SAT 10 exams. E1 To ensure the program is implemented as designed, observations will be performed. E2 To evaluate the effectiveness of professional development, teacher surveys and evaluation results will be used. E3 This is a data gathering year and the results will be placed in the 2010-2011 plan. Action Type: ADE Scholastic Audit Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Linda English, Curriculum Specialist; Earnest Simpson III, Asst. Principal; Adrian Watkins, Asst. Principal; Sanetta Davis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> <li>District Staff</li> <li>Outside Consultants</li> <li>Teachers</li> </ul>	

**Goal** Central High School's instructional program will actively engage all students by using effective, varied, and research-based practices to improve student performance.

**Benchmark** One hundred percent of Central High School's instructional programs will actively engage students by using effective, varied, and research-based practices to improve student performance.

**Intervention:** District and school leadership will collaborate with teachers to initiate professional development on the use of research-based best practices.

Scientific Based Research: "The Art of School Leadership" by Thomas R. Hoerr, 2005.

Actions	Person Responsible	Timeline	Resources	
Professional development topics, as suggested by the Scholastic Audit, will include, but not limited to,	Maurice Smith, Principal; Bobbie Clifton,	Start: 07/01/2010 End:	<ul style="list-style-type: none"> <li>Administrative Staff</li> <li>Central Office</li> </ul>	

<p>professional development on cooperative learning, differentiated learning, cross curricula connections, and strategies from Marzano's "Classroom Instruction that Works." Funds will be used to pay stipends for professional development done outside of the contractual hours. E1 To ensure that the program is implemented as designed; CHS will use CWTs and observations. E2 Teacher surveys, workshop evaluations, and assessment data will be used for evaluating the program. E3 This year for gathering data and the results will be placed in the 2010-2011 plan. Program Code: 002  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Instructional Facilitator</p>	<p>06/30/2011</p>	<ul style="list-style-type: none"> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>School leadership will monitor the effectiveness of the professional development through classroom walkthroughs.  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Technology Inclusion</p>	<p>Maurice Smith, Principal; Earnest Simpson, Asst. Prin.; Sanetta Davis, Asst. Prin.; Adrian Watkins, Asst. Prin.</p>	<p>Start: 08/19/2009  End: 06/30/2009</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Teachers</li> </ul>	
<p>School leadership will collaborate with teachers to provide appropriate professional development to effectively use technology.  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Maurice Smith, Principal; Bobbie Clifton, Instructional Facilitator</p>	<p>Start: 08/11/2009  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>District and school leadership and teachers will conduct professional development on analyzing student work and using the analysis to change instructional practices to improve student achievement.  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Maurice Smith, Principal; Bobbie Clifton, Instructional Facilitator</p>	<p>Start: 08/11/2009  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>Total Budget:</p>				
<p>Intervention: Departmental and faculty meetings will be scheduled on a regular basis.</p>				
<p>Scientific Based Research: Checkley, Kathy, "Analyzing Student Work: Improving Teacher Practice." 2005</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>Department meetings (math and English) will be held once a week led by the departmental chairs. E1</p>	<p>Bobbie Clifton, Instructional Facilitator;</p>	<p>Start: 08/11/2009  End:</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> </ul>	

<p>To ensure that the program is implemented as designed, the principal, assistant principals, and instructional facilitator will observe and participate in the meetings. E2 Agendas, minutes and sign-in sheets. E3 Documentation is not available at this time but will be collected and recorded this year.  Action Type: ADE Scholastic Audit  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Department Chairs</p>	<p>06/30/2011</p>	<ul style="list-style-type: none"> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> <li>• Teachers</li> </ul>	
<p>Grade level meetings will be held as needed.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Sanetta Davis, Adrian Watkins, Earnest Simpson, Asst. Principal, Brenda Williams, Literacy Coach, Lora Radford, Math Coach</p>	<p>Start: 08/11/2009  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	
<p>Faculty meetings will be held to provide opportunities for teachers to collaborate on the analysis of student work and other topics deemed necessary.  Action Type: ADE Scholastic Audit  Action Type: Alignment  Action Type: Collaboration  Action Type: Professional Development</p>	<p>Maurice Smith, Principal; Sanetta Davis, Adrian Watkins, and Earnest Simpson, Asst. Principals</p>	<p>Start: 08/11/2009  End: 06/30/2011</p>	<ul style="list-style-type: none"> <li>• Administrative Staff</li> <li>• Central Office</li> <li>• District Staff</li> <li>• Outside Consultants</li> </ul>	

**Implementation progress:** Interventions from Standard 3 were implemented as designed. Department and faculty meetings were held, at least once a week. Professional development was continuously held on researched based best practices, analysis of student work and other topics.

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).

- District & School collected Parent Surveys
- TRIAND (2008-2009)
- D2SC – Data Driven Software Corporation (2009-2010)

(NOTE: The move from TRIAND to D2SC, was precipitated in a quest for the Central High School staff to have more accurate and effective data and a faster means of disaggregating student data.)

- TLI – The Learning Institute (2010-2011)

(NOTE: The move from D2SC for the TLI was made in an effort for the Central High School staff to have more control (i.e. input on skills tested, etc.) over the target testing of CHS students.

- NORMES-National Office for Research Measurement and Evaluation System
- HIVE-Sponsored by Arkansas Research Center @ ADE website
- ACSIP – Arkansas Comprehensive School Improvement Plan
- SCHOOL AUDIT REPORT
- (In and Out of District) Professional Development

Central high School administered a battery Likert Surveys to parents, students, and community members during the spring of 2010. The categories of answered were Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. A sample of the questions were, "I feel that my teacher is prepared for class" and "I feel that my school is responsible for teaching me and I am responsible for learning". Of the seventy-two students surveyed 65% said that they believed that teachers were prepared for class and 23% believed that they were responsible for their own learning. Parent questions were geared toward parents' perceptions about teachers and administrators. There were 36 surveys returned. The majority or 86% of parents

*new*  
believed that teachers **new** their subject matter content; but only 12% believed that teachers cared about their children.



### **Elements of Intervention Models**

The elements of an Intervention Model include characteristics found in the model that would lend itself to data collection. The model would have elements that are based of data collected from a needs assessment. This data would be obtained from parents, school personnel, parents, and process data. Other areas that are good data sources are evaluations of professional development workshops, improvement plan outcomes and results, and implemented programs. The school staff, parent groups, students, district administrators, school board members, and community leaders would come together to do a feasibility study on proposed intervention models and choose a suitable model for the school.

### **Profiles of Available Models**

The required elements of the Transformation Models, according to the School Improvement Grant, are highly qualified leaders and teachers; instructional and support strategies; time and support; and governance. These elements are explained below:

#### Leaders and Teachers

- The school district must replace the principal with a highly capable instructional leader with a proven track record of successfully transforming or leading a school to becoming high performing.
- Implements a rigorous and equitable evaluation system for assessing staff members and uses data to measure student growth and to make data driven-decisions.
- Identifies and rewards staff who increases student achievement, graduation rate, and improves the dropout rate. On the other hand, the principal will remove staff members who have not improved after ample time.
- Implements strategies to recruit, hire, and retain highly qualified staff.

#### Instructional & Support strategies

- Selects and institutes comprehensive instructional reform based on student needs.
- Provide job-embedded professional development designed to build capacity and to support staff.

- Use data continuously to make decisions.

#### Time & Support

- Increase learning time for staff and students.
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and support.

#### Governance

- Provide greater operational flexibility and support for the school to implement reform.
- Ensure ongoing technical assistance.



**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.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Educational Service Plus	Y		Supplemental Educational Services	Tennessee Department of Education; One of Three Tier Model selected as Reform Model for Interventions (Public Schools)
Academic School Turnaround	N	Y	Leadership Development; PD & Data Alignment	South Delta Schools MS (Public Schools)
Elbow 2 Elbow	N	Y	Classroom Mentoring; Coaching	Clarendon School District, AR; HWH School District (Public Schools)
Great Rivers Educational Co-OP	N	Y	Professional Development; Resources;	Target Testing; Professional Development (Public Schools)
LEA/Internal Partners/Helena-West Helena School District	N	Y	Technical Assistance	Public Schools K-12
Arkansas Department of	N	Y	Technical	Public Schools Pre-K to Higher

Education			Assistance	Education



**Step 4 – B - 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.

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
Characteristic	Intervention Model			
	Turnaround	Transformation	Restart	Closure
<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:
- B. Second Best Fit:
- C. Third Best Fit:
- D. Fourth Best Fit:

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?
2. How will the LEA enable the new leader to make strategic staff replacements?
3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?
4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
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 Turnaround Model**

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?
3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?
4. How will staff replacement be 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)?
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?
6. What supports will be provided to staff selected for re-assignment to other schools?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
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?
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?
10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

### **The Restart Model**

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

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?
6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?
8. How will the SEA assist with the restart?
9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?
10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

### **School Closure Model**

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

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?
8. What supports will be provided to recipient schools if current staff members are reassigned?
9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
11. How will the LEA track student progress in the recipient schools?
12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
13. How does school closure fit within the LEA's overall reform efforts?



#### **Step 4 – B - Part 1: Determine Best-Fit Model and Partners**

The Transformation Model was discussed and voted on by the Helena-West Helena School District at a recent board meeting. This intervention model was chosen because of its close alignment to the "Race To The Top" initiative set forth by the United States Department of Education. Helena-West Helena School District is in dire need of improvements in the areas outlined in the "Race To The Top" initiative. Specifically, the "Race To The Top" emphasizes the following reform areas:

- Designing and implementing rigorous standards and high-quality assessments, by encouraging states to work jointly toward a system of common academic standards that builds toward college career readiness, and that includes improved assessments designed to measure critical knowledge and higher order thinking skills.
  - Central High School and Helena-West Helena staff and administrators believe that rigorous standards and high-quality assessments must be the focal point of instruction at the school. The goal of the district and the school is to encourage all students to explore college careers and to enroll in high level courses (AP) that will allow students to be academically prepared for college when they enroll.
  
- Attracting and keeping great teachers and leaders in America's classroom, by expanding effective support to the teachers and principals; reforming and improving teacher preparation; revising teacher evaluation, compensation, and retention policies to encourage and reward effectiveness; and working to ensure that our most talented teachers are placed in the schools and subjects where they are needed the most.
  - Central High School and Helena-West Helena administrators strive to attract, attain, and retain highly qualified teachers to facilitate all classrooms. Teachers will be supported by providing high quality

professional development that addresses the best practice strategies that will enhance and improve student achievement.

- Supporting data systems that inform decisions and improve instruction, by fully implementing a statewide longitudinal data system, assessing and using data to drive instruction, and making data more accessible to key stakeholders.
  - Central High School and Helena-West Helena School District administrators believe that data is the pivotal catalyst to drive instruction. Rigorous assessments are administered to students quarterly (Nine Weeks' Assessments) and bi-weekly to determine students' mastery of specific Student Learning Expectations (SLEs). These assessments are scored, data is analyzed, and disaggregated to identify and plan for remediation on skills that students show deficiencies.
  
- Using innovation and effective approaches to turn-around struggling schools, by asking states to prioritize and transform persistently low-performing schools.
  - Central High School and Helena-West Helena weighed the options and concluded that the Transformation Model of Intervention most closely aligned with the strategies needed to transform Central into a high performing school. This model addresses the needs of all of the Districts stakeholders...students, parents, teachers, and administrators.
  
- Demonstrating and sustaining education reform, by collaborations between business leaders, educators, and other stakeholders to raise student achievement and close achievement gaps, and by expanding support for high-performing public charter schools, reinvigorating math and science education, and promoting other conditions favorable to innovation and reform.
  - Central High School and Helena-West Helena School District Administrators believe that the partnership forged through the solicitation of this grant proposal and the partnerships/alliances formed

in the community with families, business leaders, and interested stakeholders will be the "bridge" to close the achievement gaps that exist among and between all students in the Helena-West Helena School District. We believe that with all stakeholders working together Central High School can and will produce students that are competitive in a global society.



**Step 5 - B - 4 Part 1: 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.

Group/Partner	Role with this School in Implementation of Intervention Model
<b>State Education Agency:</b> Arkansas Department of Education	Monitor implementation of the model and to provide technical assistance when and where needed.
<b>Local Education Agency:</b> Helena-West Helena School District	Monitor implementation of the model and to provide technical assistance when and where needed.
<b>Internal Partner (LEA staff):</b> Mrs. Linda English, Director of Academic Operations, Secondary  and  Mr. Willie Williams, Superintendent	Monitor implementation of the model; provide technical assistance when and where needed; to monitor and evaluate the progress of the program model; and to serve as liaison between the school and the State Agency.
<b>Lead Partner:</b> Academic School Turnaround (AST)	Provide leadership development; teacher training; and data Alignment.
<b>Support Partner:</b> Elbow 2 Elbow (E2E)	Provide in classroom mentoring, best practices and modeling strategies for teachers to improve instruction.
<b>Support Partner:</b> Great Rivers Educational Cooperative (GREC)	Provide professional development for school staff members, resources and potential educational partnerships.
<b>Support Partner:</b> Educational Service Plus	Supplemental Educational Services (SES) and Tiered interventions for struggling students.
<b>Principal:</b> Principal: Maurice Smith	Provide leadership, direction, and a vision for the school. Serve as liaison between school and partners.
<b>School Teams:</b> School Teams: Sanetta Davis, NGA Director; Bobbie Clifton, Instructional Facilitator; Adrian Watkins, Asst. Principal; Earnest Simpson, Asst. Principal; Lora Radford, Math Coach; Brenda Williams, Literacy Coach	Assist principal in decision-making process; provide support for teachers and other staff members; to provide modeling, coaching and mentoring services to teachers; and to assist in data disaggregation.

<b>Parents &amp; Community</b> District Parent Coordinator Parent Facilitator PTO	Ongoing involvement in the educational process.
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2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

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

Academic School Turnaround (AST) is the lead partner for the Central High School Improvement Grant. The supporting partners are Elbow to Elbow (E2E) and the Great Rivers Educational Cooperative. The performance expectations include, but are not limited to:

- Increasing teacher and administrator effectiveness
- Providing professional development to teachers and administrators
- Developing and interpreting data
- Implementing diagnostic strategies
- Providing input on changing decision making policies when necessary
- Helping to align curriculum vertically and horizontally
- Providing parental involvement strategies
- Assisting in implementing the Extended Day Program
- Assisting in the improvement of operational practices

At the end of each nine weeks of the school year, the school and District will analyze the nine weeks grades; check The Learning Institute (TLI) EOC practice test, rate of absenteeism, and number of discipline referrals to determine effectiveness of their work.

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

The District professional team will provide quality professional development that is aligned with the ACSIP and designed with the school's needs assessment to ensure their ability to be effective teachers. The professional development will take place throughout the school year.

The District and school classroom walkthrough teams will conduct classroom walkthroughs (CWTs). In the CWTs the teams will monitor classrooms to ensure that the curriculum is being implemented and is having the intended impact on student achievement. These CWTs will be conducted daily by the school team and weekly by the District CWT team. The AST team will also provide technical assistance on the implementation of the intervention model during their weekly visits.

The school and District Parent facilitators will develop an informational packet for parents so that when they visit the campus they can provide their perception of how well the school is implementing the intervention model. They will provide input in their monthly parent meetings.



### Step 6 - 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 state will monitor and evaluate the spending practices and make sure the selected model has been implemented with fidelity. They will provide technical assistance as needed.
- The LEA will serve as the liaison between the state, the support partners, and the school. They, too, will provide technical assistance when and where needed; they will monitor and evaluate the progress of the program model.
- The lead partner will provide leadership development, provide teachers with professional development training and different instructional strategies and provide professional development training for leadership team in data alignment and disaggregation.
- The support partners will provide classroom mentoring, best practices, modeling strategies and coaching for teachers to improve classroom instruction. They will provide professional development for teachers and administrators; they will provide resources and potential educational partnerships, along with supplemental education services and tiered interventions for struggling students.
- The principal will provide leadership, direction and a vision for the school, and he will serve as the liaison between the school, the partners, and the LEA.
- The school teams will assist the principal in decision-making, provide support for teachers and other staff members, provide modeling, coaching and mentoring for teachers. They will collect, analyze, and disaggregate data.
- The parents and community will provide ongoing support and involvement in the education process.



## ARKANSAS DEPARTMENT OF EDUCATION

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

Descriptive Information; LEA capacity

#### Step 5 B Statement of Need and Lack of Capacity To Serve

- The LEA Review team initially began a Town Hall meetings informing the staff/community of each schools status and getting feedback to rectify the problems.
- Each school personnel to consider the options for improving the school's status. Central faculty and Administrative Team began to explore interventions that could be implemented to improve test scores; thereby, improving student achievement.

#### Analyze Audit Results

- LEA informed staff/community of ADE's Scholastic Audits and points of interest: staffing, professional development, school culture, leadership, parental involvement, school finance, instruction, curriculum, and classroom evaluation and assessment.
- Concerned citizens, school personnel, board members, and district employees held a forum to determine the actions that could be taken to correct the deficiencies.
- Central High School's Leadership Team, faculty members, and parent groups identified and selected two standards that would be addressed in 2008-2009 (curriculum and school culture) and two in 2009-2010 (classroom evaluation & assessments and instruction).

#### Identify multiple funding sources

- Title I
- NSLA
- 1003-A

Identify school improvement efforts over the last 5 years

- Eliminating block scheduling
- Partnering with JBHM & E2E
- Adoption of America's Choice
- Professional development on technology and Parental Involvement
- Implementation of Supplemental Educational Services (SES)
- Designating common planning periods for each discipline
- Adding/Instituting Tier III Interventions
- Implementing full inclusion in math, science, and literacy classes (EOC tested areas)

Describe the commitment of partners and stakeholders

- All partners are committed to working with and supporting Central High School in becoming a high performing school. All partners have committed to assisting in transforming teachers and administrators into staff members who are skilled in content knowledge, instructional teaching strategies, and sound data interpreters that use data to drive decisions in program selection, curriculum alignment, and classroom instruction. Specifically, the Helena-West Helena School Board and the Superintendent discussed, selected, and voted on the Transformation Model to be the model that CHS would use to improve the school's culture, teachers' instructional strategies, student achievement, and administrators' capacity for leadership.
- The goal of the school is to reduce the dropout rate, increase graduation rate; and improve student achievement. In truth, these three goals are all interrelated. Research lists students' failure to achieve academically as one of the major catalysts for students dropping out of school. Consequently, when students drop out of school this causes the graduation rate to decline. Therefore, if CHS is successful in transforming its students into high performing individuals then all of the goals will be met. We believe that with the Transformation Intervention Model CHS' students, teachers, and administrators will be successful.

Include a list of review team members and their positions.

School Board Members include:

- Ray Gordon
- Constance Jarrett
- Michael Ashanti
- Rev. Jarvis Smith
- Tommy Stephens
- Elder Kim Smith
- Larry Wilson

School Leadership Team:

- Maurice Smith, Principal
- Sanetta Davis, Assistant Principal
- Adrian Watkins, Assistant Principal
- Earnest Simpson, III, assistant Principal
- Bobbie Clifton, Instructional Facilitator
- Lora Radford, Math Coach
- Brenda Williams, Literacy Coach

LEA/District Administrators:

- Willie C. Williams, Superintendent
- Linda English, Academic Operations Coordinator

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 the ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.**

Goal # <u>  1  </u> To increase the number of Central High School students who enroll in institutes of higher learning				
Objective #: 1	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
The CAP coordinator will sponsor six class trips to institutes of higher learning where students will obtain packets of information and register for admission and financial aid	The student attending institutes of higher learning will increase by 15%	The students' letters of acceptance to institutes of higher learning	May, 2011	District
Objective #: 2	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Students will increase their ACT scores	Students will increase their ACT scores to 19 or above by 25%	The number of students who score 19 or above on the ACT Test	June, 2011	Teachers

Strategic & specific-goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable-the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

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 the ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.**

Goal #   2   Ninety percent of the instructors will modify instruction to meet student needs based on multiple evaluation and assessment strategies

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Objective #:1 To increase the number of students who score proficient on the Literacy Exam	Eleventh grade students scoring proficient on the literacy exam will increase by 25%	The number of students who score proficient on the Literacy Exam	May, 2011	Teachers
Objective #:2 To increase the number of students who score advanced on the Literacy Exam	Measurable Outcome(s) Eleventh grade students scoring advanced on the literacy exam will increase by 10%	Evidence of Improvement or Progress The number of students who score advanced on the Literacy Exam	Target Date May, 2011	Includes Teachers

Objective #3	To increase the number of students who score proficient on the Algebra I Exam	Measurable Outcome(s) Eleventh grade students scoring proficient on the Algebra I exam will increase by 25%	Evidence of Improvement or Progress The number of students who score proficient on the Algebra I Exam	Target Date May, 2011	Includes Teachers	
Objective #4	To increase the number of students who score advanced on the Algebra I Exam	Measurable Outcome(s) Eleventh grade students scoring advanced on the Algebra I exam will increase by 10%	Evidence of Improvement or Progress The number of students who score advanced on the Algebra I Exam	Target Date May, 2011	Includes Teachers	

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
Objective #:5 To increase the number of students who score proficient on the Geometry Exam	Eleventh grade students scoring proficient on the Geometry exam will increase by 20%	The number of students who score proficient on the Geometry Exam	May, 2011	Teachers
Objective #:6 To increase the number of students who score advanced on the Geometry Exam	Eleventh grade students scoring advanced on the Geometry exam will increase by 10%	The number of students who score advanced on the Geometry Exam	May, 2011	Teachers

Strategic & specific-goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable-the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as

how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

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 the ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.**

Goal #	To decrease the drop-out rate			
Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
1	The daily attendance records should indicate an increase of 2%	The daily attendance records for each class period as maintained by the attendance clerk	June, 2011	School
2	The graduation rate shall increase by 15%	The number of students who graduate from Central High School	June, 2011	School District

Strategic & specific-goals will be based on the critical evidence and focused on specific student learning needs. Measurable-progress & success will be measured in numerous ways, using a variety of tools and methods. Attainable-the challenge of achieving the goal must be balanced with the time & resources that are available. Results-based-specific learning outcomes will be identified, as well as how they will be measured or observed. Time-bound-reasonable and attainable timelines will add urgency to the goal and keep it a priority.

DESIGN/ INTERVENTION	PROCESS	FUNDING	TIMELINE	EVALUATION PROCESS	PERSON RESPONSIBLE
<p>Best practices in lesson planning and design (i.e. uses of Brain-Based Research strategies as purported by Marcia Tate)</p>	<p>Professional Development</p>		<p>August 2010 – June 2011</p>	<p>Weekly lesson plan checks End of the week test modules on skills taught, graded by instructors, and evaluated for student improvement by coaches and AP's.</p>	<p>Bobbie Clifton, Sanetta Davis, Earnest Simpson, III, and Adrian Watkins</p>
<p>Initiation of more partnering activities that foster student growth and achievement between staff, students, parents, community and administrators (all invested stakeholders)</p>	<p>Planned events with district parent coordinators and campus parent facilitators involving parents and community (Ex: Back to school rallies and school wide assemblies for improved performance rewards.)</p>		<p>August 2010 – June 2011</p>	<p>Parent/Community/Student Surveys</p>	<p>Leadership Team Brenda Williams, Lora Radford, Sanetta Davis, Adrian Watkins, Bobbie Clifton, Earnest Simpson and Maurice Smith) District Parent Coordinator (Emily Spann) Parent Facilitator (Martha Harris)</p>
<p>Ninth Grade Academy (NGA) that fosters and supports the socialization process among the selected student population for improved student achievement and district graduation rate</p>	<p>Separate ninth grade students transitioning from middle school from other grade level students</p>		<p>August 2010 – June 2011</p>	<p>Compare areas of enrollment from past years with data from this initial school year.</p>	<p>Leadership Team (Brenda Williams, Lora Radford, Sanetta Davis, Adrian Watkins, Bobbie Clifton, Earnest Simpson and Maurice Smith)</p>
<p>Successful partnering relationship with support partners (i.e., AST, EAE, &amp; GREC) that promotes research strategies and best practices to be implemented in every classroom</p>	<ul style="list-style-type: none"> <li>• Professional development</li> <li>• PLC's</li> <li>• Department Meetings</li> <li>• Leadership Team Meetings</li> </ul>		<p>August 2010 – June 2011</p>	<ul style="list-style-type: none"> <li>• Increased academic student achievement</li> <li>• More positive school climate</li> </ul>	<p>Principal Leadership Team Director of Academic Operations Coordinator (Brenda Williams, Lora Radford, Sanetta Davis, Adrian Watkins, Bobbie Clifton, Earnest Simpson and Maurice Smith) and Linda</p>

Descriptive Information 1

						English
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**Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e. LEA request for proposals, memorandums (s) of understanding provider contracts, and evaluation procedures).**

The Helena-West Helena School District Superintendent, Willie Williams, along with the Central High School principal, Maurice Smith, led an extensive search for the external partners for Central's improvement efforts. Educational Service Plus will be the lead provider. Academic School Turnaround (AST) and Elbow to Elbow (E2E) were chosen as supporting partners. Several other agencies were screened and these agencies were chosen after participating in numerous interviews and numerous investigations into their offerings. Their documentation showed their ability to work in districts with students from high poverty backgrounds, low test scores, high percentage of African American students, and schools that are staffed with a relatively highly mobile faculty. The District will evaluate the effectiveness of the providers by administering surveys and by the percentage increase in the students' performance on all EOC exams, Benchmark exams, graduation rate, attendance rate, ACT average, etc.

**Align other resources with the interventions (i.e. Local, State and Federal funding sources Educational partnerships (Universities/Cooperatives/ERZ/STEM), other community and educational resources).**

There are other resources available to Central High School. The school will continue to use NSLA funds to support reform efforts. The use of these funds will be outlined in the Arkansas Consolidated School Improvement Plan (ACSIP). District and Title I funds will also be used to assist in providing the financial resources for the school. Partnerships have been formed with the Great Rivers Educational Cooperative and the GEAR-UP program from Phillips County Community College. The Boys and Girl's Club, EZE from Arkansas State University.

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

At this time, there are no district or school policies to prevent Central High School from fully and effectively implementing the interventions necessary for school improvement.

**Sustain the reforms after the finding period end (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 three years. Describe how reform efforts will be sustained beyond year three.**

Reform efforts will be sustained beyond year three by using District, State and Federal funds wherever monetary resources are needed. An evaluation process will still be in place to monitor school improvement progress.

**YEAR ONE TIMELINE**

*The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.*

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.

July	Analyze EOC assessment data; identify areas of weakness; prioritize areas of weakness
August	Analyze test data; identify interventions to address weaknesses; identify intervention model
September	Identify and contact partners; partial implement intervention model; take steps in ordering material and supplies necessary for implementation of model
October	Full implementation of intervention model; monitor implementation of model; collaborate with partners; plan for professional development in mentoring
November	Target testing; collect and disaggregate data; collaborate with partners; plan for professional development
December	Review original plan and evaluate progress
January	Prepare interventions to address areas of weakness; reinforce areas of strength; make necessary revisions or staff assignments
February	Collaborate with partners; evaluate adjustments
March	Make preparations for EOC testing
April	Collaborate with partners; develop parent and student surveys to determine perceptions of the model; provide ongoing strategies for building community and family engagement
May	Administer surveys; tally results; publish results; collaborate with partners
June	External and internal evaluation of model; publish results to state and LEA
July	Analyze EOC assessment data for 2010-2011; take steps for ordering materials and supplies needed in model implementation

**YEAR TWO TIMELINE**

*The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.*

**Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.**

August	Identify areas of weakness; prioritize areas of weakness
September	Identify and reward staff for increased student achievement on EOC; pre-testing; identify areas of deficiency; prioritize areas of deficiency
October	Use results to develop plan to improve deficiencies through collaboration with partners
November	Target testing; collect and disaggregate data; collaborate with partners; plan for professional development
December	Review original plan and evaluate progress
January	Select and institute comprehensive instructional reform based on student needs; provide job embedded professional development to teachers
February	Ensure continuous use of data to inform and differentiate instruction
March	Prepare and administer EOC literacy exam
April	Prepare and administer EOC math and science exams
May	Collaborate with partners; develop parent and student surveys to determine perceptions of the model; provide ongoing strategies for building community and family engagement
June	Partner with district and campus parent facilitators, social workers, C-CAP coordinators to provide social-emotional-community-oriented services and support
July	Analyze EOC assessment data for 2010-2011; take steps for ordering materials and supplies needed in model implementation; Evaluate ongoing technical assistance provided by partners

**YEAR THREE TIMELINE**

*The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.*

**Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.**

August	Begin to collect data for internal and external evaluations. Develop a sustainability plan.
September	Plan a community-wide celebration to acknowledge gains made in academics and capacity building; recruit new partners; honor current partners for their support.
October	Analyze collected data and prepare reports to share with partners, stakeholders, and staff members.
November	Develop plans for school-wide/community presentation to spotlight data results.
December	Begin to identify teachers and staff members who exceeded projected/predicted goals. Develop list of exemplary teachers to train/mentor new teachers.
January	Investigate intervention strategies/models to enhance Tier II and III students in response to Response to Intervention (RTI)
February	Examine/Select other online instructional management systems to enhance instruction; look for funding sources or partners to share expenses of technology systems.
March	Prepare and administer EOC in Literacy assessment; Plan specific professional development to assist teachers in understanding RTI.
April	Prepare and administer EOC math and science exams
May	Develop surveys to determine perceptions of the partners/providers in delivering successful goods and services.
June	Partner with district to collaborate with current partners to develop list of services/goods that will be provided by new partners.
July	Finalize plans for new year (2013-2014), to include funding sources, targeted goals and objectives, and teacher specific professional development.

## SECTION B, PART 2:

### **B. DESCRIPTIVE INFORMATION: LEA Capacity**

#### **Step 4-B: Determining Capacity – Self Assessment**

Review the followings attachments: Read and discuss the Elements of Intervention Models. Discuss as a team any statues, policies or issues that may support or limit a particular intervention model. **Complete worksheets 1 – 5.** The review teams responses for the model (Transformational, Turnaround, Restart, and Closure) selected as the best-fit, (Worksheet # 5) and capacity worksheets 4 and 5 must be submitted with the LEAs application.

1. Elements of Intervention Models, (Attachment # 1).
2. Develop Profiles of Available Intervention Models, (Capacity Worksheet # 1).
3. Develop Profiles of Available Partners, (Capacity Worksheet # 2).
4. Determine Best-Fit Model and Partners, Parts 1 & 2, (Capacity Worksheet # 3).
5. Define Roles and Develop Contracts, (Capacity Worksheet # 4).
6. Forge Working Relationships, (Capacity Worksheet # 5).

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

The LEA Review team must thoroughly review the Needs Assessment Data, Scholastic Audit Findings and Recommendations, Elements of the Four Intervention Models and LEA Capacity Data and make a determination as to the intervention model most likely to generate success for each school it selects to serve. The statement of need must:

- Include the process the LEA utilized to complete the Needs Assessment;
- Explain how the performance data informed the selection of an intervention model for each school;
- Describe how the district analyzed the audit results and determined the resources and related support;
- Identify multiple funding sources;
- Identify school improvement efforts over the last 5 years;
- Describe the commitment of partners and stakeholders

- Include a list of review team members and their positions.

Enter the selected intervention models in **Section A-2**. If the LEA has selected the Turnaround and/or Transformation models, explain how the LEA will assist schools in fulfilling the required activates for each school.

If the LEA is choosing NOT to serve each Tier I school, please provide a detailed explanation indicating why the LEA has determined that it does not have the capacity to serve those schools. (Describe any key policies, processes, weaknesses, or issues that impact the lack of capacity.)

An LEA might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA; or its intent to serve Tier II schools instead of all its Tier I schools (see H-9 – Non Regulatory Guidance). An LEA may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools. **Attach a separate sheet.**

### **SECTION B, PART 3:**

#### **B. DESCRIPTIVE INFORMATION: Annual Goals**

Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that the LEA has established in order to monitor its Tier I and Tier II schools that receive school improvement funds. Include other annual goals of the project – graduation rate/interim assessments , steps or procedures that will be taken to support systematic change, and how you will evaluate your progress in achieving your goals and objectives. Goals must be specific, measureable, achievable, realistic, and time- bound. Annual goals that an LEA could set might include making at least one year’s progress in reading/language arts and mathematics or reducing the percentage of students who are non-proficient on the State’s reading/language arts and mathematics assessments by 10 percent or more from the prior year; or meeting the goals the State. Note that the determination of whether a school meets the goals for student achievement established by the LEA is in addition to the determination of whether the school makes AYP as required by section 1111(b)(2) of the ESEA.

The LEA and school must support its annual goals for student achievement with its current Arkansas Comprehensive School Improvement Plan (ACSIP) priorities and actions. The ADE

anticipates that applicants must update or otherwise adjust its ACSIP to accommodate rapid transformation and too secure the input of new leadership that may come into the LEA.  
**Attachment 2**

**SECTION B, PART 4:**

**B. DESCRIPTIVE INFORMATION: Proposed Activities**

Based on the data review and intervention model selected; provide a detailed description of actions the LEA has taken, or will take, to ensure the school receives ongoing technical assistance and support. Include **information** and **evidence** for the following areas: 1. Design and implement interventions consistent with the final requirements; 2. Recruit, screen, and select external providers, if applicable to ensure their quality; 3. Align other resources with the interventions; 4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and 5. Sustain the reforms after the funding period ends. **Attach a separate sheet and describe in narrative form.**

- Design and implement interventions consistent with the final requirements (i.e., strategies for implementation, funding for each strategy, timelines for each strategy, evaluation process, responsible staff member(s), process for LEA oversight).
- Recruit, screen, and select external providers, if applicable, to ensure their quality (i.e., LEA request for proposals, memorandum(s) of understanding, provider contracts, and evaluation procedures).
- Align other resources with the interventions (i.e., Local, State and Federal funding sources, Educational partnerships (Universities/Cooperatives/ERZ/STEM), other community and educational resources).
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (i.e. LEA policies and practices that have or will be modified, possible impact of any changes, contractual agreements).
- 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.

**SECTION B, PART 5:**

**B. DESCRIPTIVE INFORMATION: Timeline**

Provide a timeline indicating the steps the LEA will take to implement the basic elements of the selected intervention model(s) for each Tier I and Tier II school being served. **Attachment 3**

**SECTION B, PART 6 – 7:**

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

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement. Describe the goals and establish a timeline, in order to hold accountable each Tier III school that receives funds. For example, the LEA might establish for its Tier III schools the same student achievement goals that it establishes for its Tier I and Tier II schools, or it might establish for its Tier III schools goals that align with the already existing AYP requirements, such as meeting the State’s annual measurable objectives or making AYP through safe harbor. Note that the goals that the LEA establishes must be approved by ADE. These services must be provided by the LEA, or with the approval of the LEA, or by other external providers. **Attachment 4.**

**SECTION B, PART 8:**

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

Describe how the LEA consulted with relevant stakeholders, including the local board, and personnel associations, regarding the LEAs application and implementation of school improvement model(s) in its Tier I and Tier II schools. Please provide copies of agendas, minutes, sign-in-sheets , letters of support or other documentation that such consultation has occurred.

## SECTION B, PART 8:

### B. DESCRIPTIVE INFORMATION: LEA Consultation

The Helena-West Helena School District held a public forum on August 24, 2009, where Dee Cox, from the Arkansas Department of Education, explained the School Improvement status of Eliza Miller Jr. High School and Central High School. Present at the meeting were school board members, parents, teachers, and other stakeholders. She explained the options a school has when they are in Year 7 School Improvement and need to restructure. After that discussion, the Superintendent and the school board members researched intervention programs for Central High School. The school board later selected the Transformation Model as the intervention model that would best fit Central High School.

The Superintendent told the board that Central High School will continue their strategies for school improvement because the school was restructured last year with a new principal, new assistant principals, and the hiring of a literacy and math coach, an instructional specialist and deans.

The implementation of a ninth grade academy occurred at the beginning of the 2010-2011. A meeting was held at Central High School on August 17, 2010. There was a discussion of the School Improvement Model, specific to the Ninth Grade Academy.

# **Helena-West Helena School District Regular School Board Minutes**

The Board of Directors for the Helena-West Helena School District met on August 24, 2009 in the board room.

## **PRELIMINARY FUNCTIONS:**

### **Call to Order by the Chair**

The meeting was called to order by President Connie Jarrett. The roll was called and all board members were present except Mr. Ashanti and Rev. J. Smith.

Rev. Smith and Mr. Ashanti joined after roll call.

## **PROCEDURAL MATTERS**

Extend Welcome to Guest: **None**

Pledge of Allegiance

### **Approval of Agenda**

**On a motion by Mr. Stephens, seconded by Elder K. Smith, the board unanimously approved the agenda (Mr. Gordon not present to vote).**

**RECOGNITIONS AND PRESENTATION - None**

## **REPORTS AND COMMUNICATIONS**

### **Superintendent's Report**

**Dee Cox, Arkansas Department of Education**

Mrs. Cox explained Smart Accountability and School Improvement.

She stated:

- According to last years date, we have two schools in school improvement
- Eliza Miller did not meet AYP (Adequate Yearly Progress) in five groups last year.

Restructuring:

- According to No Child Left Behind, when you reach whole school intensive and the school is continually not making AYP and that principal has been at that school, you can replace that principal or add a school improvement specialist.
- Several folks have been working with your school regarding restructuring.
- You can extend the school day or year for students or teachers(that focus on data/professional development).
- You can restructure teachers.
- You can reopen as a charter.
- You can replace most of the staff including building administration.
- You can contract outside.
- You can move principals, assistant principals, teachers; anything to change the organization.

### **Student Reinstatement**

**Superintendent Williams recommended that the board approve to reinstate Cordero Carter into the district.**

**On a motion by Mr. Stephens, seconded by Rev. J Smith, the board unanimously approved the reinstatement.**

### **TEACHER HEARING**

School board Attorney Larry Jackson stated regarding Dr. Howard Smith:

- As part of Proposed ASCIP (Arkansas School Comprehensive School Improvement Plan), Mr. Williams reassigned some Administration and Certified Staff
- He did not violate the Teacher Fair Dismissal Act
- He did have the authority

Attorney Jackson read the district policies regarding transfers and reassignments.

### **HUMAN RESOURCE**

**The board convened to executive session.**

**After reconvening to regular session, President Jarrett stated no action was taken in executive session.**

**Superintendent Williams recommended that the board approve the human resource report as listed.**

**On a motion by Mr. Wilson, seconded by Rev. J. Smith, the board approved the recommendation (Mr. Stephens not present to vote).**

Jarrett - y

Gordon - n

K. Smith - y

J. Smith -y

Ashanti - y

Wilson - y

Stephens - not present

**Superintendent Williams recommended that Leigh Lewis remain Interim Business Manager for the 2009-2010 school year.**

**On a motion by Rev. J. Smith, seconded by K. Smith, the board approved the recommendation.**

Jarrett - abstain

Gordon - n

K. Smith - y

J. Smith -y

Ashanti - y

Wilson - n

Stephens - y

### **ADJOURNMENT**

This response will be reviewed in conjunction with attachment # 5 – Forge Working Relationships. **Attach a separate sheet.**

**SECTION C:**

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

The LEA must provide a budget (see attachments 5-7) that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

A preliminary 3-year budget is required for each school competing for SIG funds. Please estimate the amount of funds that will be needed to implement and support the various requirements of the intervention model selected. The minimum annual amount per school is \$50,000 and the maximum annual amount per school is \$2,000,000.

Arkansas Department of Education  
 Division of Learning Services  
 Four Capitol Mall, Suite 301 B  
 Little Rock, Arkansas 72201

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



<b>FISCAL YEAR</b> 2011	<b>SOURCE OF FUNDS CODE</b>	<b>NCCS NO.</b>	<b>SUBMISSION DATE</b>
<b>SCHOOL NAME</b> Central High School	<b>DISTRICT NAME AND NUMBER</b> Helena-West Helena School District 540300		
<b>CONTACT PERSON</b> Willie C. Williams	<b>TELEPHONE NUMBER (Include Area Code)</b> (870) 338-4425		
<b>EMAIL ADDRESS</b> wwilliams@hwh.grsc.k12.ar.us	<b>FAX NUMBER (Include Area Code)</b> (870) 338-4434		

**FOR ADE USE ONLY**  
 Program Approval Date and Initials

Total Funds

Carryover Funds

Current Funds

Begin Date

End Date  
06/30/2011

School Improvement Grant – 2010 – 2011 Section 1003(g)  
 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	\$ -	\$ -	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 400,000	\$ 100,000	\$ -	\$ 41,040	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ 36,000	\$ 9,000	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ 30,000	\$ 7,500	\$ -	\$ 41,040	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ 60,000	\$ 15,000	\$ 212,410	\$ 120,000	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ 30,000	\$ 7,500	\$ 99,000	\$ 16,225	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ 30,000	\$ 7,500	\$ 100,000	\$ 16,225	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ 16,225	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ 16,225	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 60,000	\$ 15,000	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ 75,000	\$ 18,750	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -

2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 721,000</b>	<b>\$ 180,250</b>	<b>\$ 762,410</b>	<b>\$ 212,490</b>	<b>\$ 120,000</b>	<b>\$ -</b>	<b>\$ 1,996,124</b>					

Funds Available 2010-2013      \$ \_\_\_\_\_

Funds Budgeted      \$ 1,996,129

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 Current Funds  
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 End Date 06/30/2012

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME Central High School	DISTRICT NAME AND NUMBER Helena-West Helena School District 5403000		
CONTACT PERSON Willie C. Williams	TELEPHONE NUMBER (Include Area Code)		
EMAIL ADDRESS wwilliams@hwh.grsc.k12.ar.us	FAX NUMBER (Include Area Code) (870) 338-4434		

**School Improvement Grant – 2011 – 2012 Section 1003(g)**  
 Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS								TOTALS
	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	8		
1511 Before/After School Programs	\$ -	\$ -	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 865,000	\$ 216,250	\$ 212,410	\$ 90,000	\$ -	\$ -	\$ -	\$ -	\$ 1,383,660
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ 181,040	\$ -	\$ -	\$ -	\$ -	\$ 181,040
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ 16,225	\$ -	\$ -	\$ -	\$ -	\$ 16,225
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 93,000
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 93,000
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 93,000
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 865,000</b>	<b>\$ 216,250</b>	<b>\$ 563,410</b>	<b>\$ 287,265</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,931,925</b>

Funds Available 2010-2013 \$ 1,931,925  
 Funds Budgeted \$ 1,931,925

Initial Budget  
 Amendment (No. \_\_\_\_\_)  
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**FISCAL YEAR** 2011    **SOURCE OF FUNDS CODE**    **NCCS NO.**    **SUBMISSION DATE**  
**SCHOOL NAME**  
 Central High School    **DISTRICT NAME AND NUMBER**  
 Helena-West Helena School District 5403000  
**CONTACT PERSON**  
 Willie C. Williams    **TELEPHONE NUMBER (Include Area Code)**  
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**EMAIL ADDRESS**  
 wwilliams@hwhi.grsc.k12.ar.us    **FAX NUMBER (Include Area Code)**  
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**School Improvement Grant – 2012 – 2013 Section 1003(g)**  
**Budget Summary and Payment Schedule**

CODE / FUNCTIONS	OBJECTS								TOTALS	
	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				
1										
1511 Before/After School Programs	\$ -	\$ -	\$ 72,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ 865,000	\$ 216,250	\$ 212,410	\$ 90,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ 181,040	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ 16,225	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ 93,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	<b>\$ 865,000</b>	<b>\$ 216,250</b>	<b>\$ 563,410</b>	<b>\$ 287,265</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,931,925</b>

Funds Available 2010-2013 \$ 1,931,925      Funds Budgeted \$ 1,931,925

**SECTION C: Budgets. Complete a three-year budget for the LEA and each school selected for services.**

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> 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: Central High School					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness (ECvision, PF lit, math, sci) 2294,95,97	195,840	195,840	195,840	587,520	SIG
	99,000	99,000	99,000	297,000	SIG
	500,000	500,000	500,000	1,500,000	SIG
	93,750	93,750	93,750	281,268	SIG
	75,000	75,000	75,000	225,000	SIG
	64,500	64,500	64,500	193,680	F
	77,500	77,500	77,500	232,500	F
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies (EC inform prescr) 2210	9,000	9,000	9,000	27,000	SIG
Change and sustain decision making policies and mechanisms (EC pr, il)2210	9,000	9,000	9,000	27,000	SIG
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices (CAP con) 2210	24,300	24,300	24,300	72,900	SIG
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					SIG
<b>2210 subtotal</b>	<b>980,250</b>	<b>980,250</b>	<b>980,250</b>	<b>2,940,750</b>	SIG
2. Reforming instructional programs	370,040	370,040	370,040	370,040	SIG
	41,040	41,040	41,040	123,030	SIG
	120,000	120,000	120,000	360,000	SIG
	46,429	46,429	46,429	143,487	F
	50,486	50,486	50,486	151,458	F
	Develop data collection and analysis processes (lit) 2210	9,000	9,000	9,000	27,000
Use data to drive decision making (ast) goal assess/data use 2210	9,000 20,000	9,000 20,000	9,000 20,000	27,000 60,000	SIG SIG
Align curriculum vertically and horizontally AST Instr plan/ teach/learn 2210	9,000	9,000	9,000	27,000	SIG
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) Performance Series Assessment, Skills Connection, Passkey Learning 2240 2230	402,440	402,440	402,440	1,207,470	SIG
<b>Subtotal</b>	<b>59,450</b>	<b>59,450</b>	<b>59,450</b>	<b>178,350</b>	SIG
3. Increasing learning team and creating community-oriented schools	100,000	100,000	100,000	3,000,000	SIG
Increase learning time (extended day, week, or year) extended day Fac 1511	36,000	36,000	36,000	108,000	SIG
Develop community partnerships that support the model Comm liaison 1511	18,000	18,000	18,000	54,000	SIG
Implement parent and community involvement strategies for ongoing engagement and support Comm. Liaison 1511	18,000	18,000	18,000	54,000	SIG
	37,500	37,500	37,500	112,500	SIG
	75,000	75,000	75,000	225,000	SIG
	37,500	37,500	37,500	112,500	SIG
	37,500	37,500	37,500	37,500	SIG

Additional options (specify) Any of the required and permissible activities under the transformation of new school model) AST After-school Facilitator and AST Community Liaison					
<b>Subtotal</b>	<b>772,530</b>	<b>772,530</b>	<b>772,530</b>	<b>3,940,750</b>	<b>SIG</b>
4. Flexibility and Sustained Support (AST admin support, psnell, materials)20% <b>2210 (68000)</b>	<b>81,310</b>	<b>81,310</b>	<b>81,310</b>	<b>243,930</b>	<b>SIG</b>
Implement a comprehensive approach to school transformation. Ast dev/impl <b>2210</b>	<b>24,000</b>	<b>24,000</b>	<b>24,000</b>	<b>72,000</b>	<b>SIG</b>
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) DESTINY Teacher Effectiveness Workshops, <b>2210 E2E</b>	<b>242,110</b>	<b>242,110</b>	<b>242,110</b>	<b>242,110</b>	<b>SIG SIG</b>
<b>(61,800) Subtotal</b>					<b>SIG</b>
<b>Total for Transformation Model</b>	<b>2,613,295</b>	<b>2,613,295</b>	<b>2,613,295</b>	<b>7,839,886</b>	<b>SIG and F</b>

**SECTION D:**

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

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

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

The Arkansas Department of Education has requested a waiver to extend the period of availability of school improvement funds to September 30, 2013.

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

- "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

STATEMENT OF ASSURANCES

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

By the signature of the Superintendent of



(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.

**SECTION B, PART 6 – 7**

\_\_\_\_\_ Services for Tier III Schools

**SECTION B, PART 8**

\_\_\_\_\_ LEA Consultation

**SECTION C**

\_\_\_\_\_ Budget

**SECTION D**

\_\_\_\_\_ Waiver

*Willie C Williams*  
Superintendent's Signature

*August 17, 2010*  
Date

\_\_\_\_\_  
Superintendent's Printed Name

\_\_\_\_\_  
Date

**LEA Application Checklist - SIG ARRA**

School Name: \_\_\_\_\_

LEA #: \_\_\_\_\_

**SECTION A -1                      General Information**

\_\_\_\_\_ LEA Contact Information and Certification

**SECTION A-2                      Schools to be Served**

\_\_\_\_\_ Selection of Identified Schools

\_\_\_\_\_ Identification of Intervention Models

**SECTION B, PART 1                Needs Assessment**

\_\_\_\_\_ Develop a Profile of the School's Contest

\_\_\_\_\_ Develop a Profile of the School's Performance

**SECTION B, PART 2                LEA Capacity**

\_\_\_\_\_ Determining Capacity – Self Assessment (Include Attachments)

\_\_\_\_\_ Statement of Need and Lack of Capacity to Serve

**SECTION B, PART 3**

\_\_\_\_\_ Annual Goals

**SECTION B, PART 4**

\_\_\_\_\_ Proposed Activities

**SECTION B, PART 5**

\_\_\_\_\_ Timeline

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

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Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

	Materials			
9785908000093	LN – Foundations Student Materials C	\$225	1	\$225
9785908000130	LN – Word Study Student Materials C	\$160	1	\$160
9785908000109	LN – Foundations Student Materials D	\$225	1	\$225
9785908000147	LN – Word Study Student Materials D	\$160	1	\$160
9789908001565	SN – Energy Foundations Student Set	\$180	3	\$540
9789908001626	SN – Energy in Living Systems Student Set	\$180	3	\$540
9789908001688	SN – Energy in Physical Systems Student Set	\$180	3	\$540
9785908010085	RUA – Option A Student Sets	\$60	20	\$1200

Total: \$9,310

The remaining material and supplies money for Year 1 will be spent on classroom libraries.

**LEA to support Tier I and Tier III Schools—**

The LEA will create an incentive pay chart directly related to student achievement. This incentive pay chart will be for our Tier I school and our Tier III school which is our feeder school.

The incentive pay chart will be as follows:

Teacher/administration with class making AYP: \$10,000.00

Supplemental teacher of AYP class: \$5,000.00

Decrease the number of students scoring below basic and basic by 50%: \$5,000.00

The LEA will also give a retention bonus to certified staff upon returning to the district. This will be for all certified staff returning due to the fact that turnover is great in both our Tier I and Tier III schools. It is imperative that we are able to pay our teachers in order to be competitive with the surrounding school districts.

See attached #13