

Hughes

See attachment #1

RECEIVED

7/29/10

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

SCHOOL IMPROVEMENT SECTION

SECTION A -1: LEA Contact Information and Certification

LEA Name: Hughes	
Mailing Address (Street, P.O. Box, City/Zip) PO Box 9, Hughes, 72348	Starting Date 8/1/10
Name, title and phone number of authorized contact person: Julie Coveny, Federal Programs Coordinator, 870-339-3430	Ending Date 9/30/13
Amount of funds requested: <b>5,277,850.00</b>	Number of schools to be served: 1

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 7/29/10 (Date).

Signature: Ray Nasser  
Superintendent of Schools

Date: 7/29/10

AND  
Signature: Christie Cullen  
Designated Board Representative

Date: 7/29/10

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

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

Hughes School District  
July 27, 2010  
Call Board Meeting  
6:00 p.m.

Agenda

1. Roll Call
2. Mildred Jackson Elementary
3. Approve Articulation/Concurrent Credit Agreement with EACC
4. Administrative Assistant
  - a. Improvement Grant Application for Title I, Section 1003 G
  - b. 2010 Arkansas Adequate Yearly Progress: School Improvement Report
5. Summer School
6. Personnel
7. Approve minutes of the July 13, 2010, Regular Board Meeting
8. Adjourn

HUGHES SCHOOL BOARD CALLED SPECIAL MEETING

July 29, 2010 – 6:00 PM

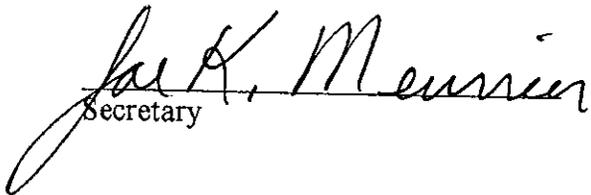
MINUTES

1. Roll call revealed all board members present except Earnestine Jackson and Rudolph Robinson, they arrived late. The audience consisted of employees and patrons.
2. Attorney Brad Beavers explained the Department of Education rules governing the sale or donation of school property. He also explained the proposal process.
3. Dr. Nassar recommended that the board approve renewing the Articulation/Concurrent Credit Agreement with EACC. The motion to renew the Agreement was made by Kuhron Meurrier and seconded by Rudolph Robinson. It passed unanimously.
4. Ms. Coveny explained to the board the Improvement Grant Application for the Title I; Section 1003 G that she was working on. She then asked the Board to approve the application for the grant. The motion to approve the application for the Title I Grant was made by Donnie Mooney and seconded by Earnestine Jackson. It passed unanimously.
5. Mrs. Coveny gave an update on the 2010 Arkansas Adequate Yearly Progress: School Improvement Report. She informed the board that the Hughes School District made Safe Harbor after 7 years in academic distress.
6. Dr. Nassar informed the board that July 30, 2010 was the last day of Summer School for the Elementary students.
7. The board went into executive session.
8. The board returned from executive session, no decisions were made.
9. The board requested that Ms. Sullards be present at the next board meeting to explain some decisions. Dr. Nassar said he would request that she attend.
10. Dr. Nassar recommended that the board approve the hiring of a Science / Transportation / Drivers Ed. Teacher. The motion to approve the hiring was made by Lethia Jo Cupples and seconded by Irene Combs. It passed unanimously.

11. Dr. Nassar recommended that the board approve the minutes of the June Board meeting with the exception of #9. He recommended rescinding Item #9 - title of Asst. Principal and leave the title as Dean of Students / Athletic Director. The motion to approve the minutes and rescind Item #9 was made by Donnie Mooney and seconded by Rudolph Robinson. It passed unanimously.

12. The Meeting was adjourned at 7:20.

  
President

  
Secretary

**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 MODEL (TIER I AND II ONLY)			
						Transformation	Reform	Recovery	Alternative
Hughes High School	00520	7-12	X						X

DRAFT

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:     Hughes High School     LEA #:     62-02-024    

**Context**

- |  |   |
|--|---|
| 1. Grade levels (e.g., 9-12): <u>    7-12    </u>                            | 2. Total Enrollment: <u>    225    </u>             |
| 3. % Free/Reduced Lunch: <u>    100%    </u>                                 | 4. % Special Education Students: <u>    14%    </u> |
| 5. % English Language Learners: <u>    0%    </u>                            |   |
| 6. Home Languages of English Language Learners (list up to 3 most frequent:) |   |

N/A

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

Hughes High School is located in a rural, poor isolated area of St. Francis County in Arkansas. There is not a local newspaper, radio or television station. In the town of Hughes, there is not a place where a student can purchase a book. There is no public library, boys or girls club, movie theater or public area where students can gather other than activities going on in the school. It is considered isolated because a farming area surrounds the small community of Hughes. The closest "main" town is thirty minutes away. The Hughes School District is the largest employer in the district and community. The town of Hughes fits the definition of "being in the Delta." Hughes High School plays a vital role in the community. For the 2009-2010 school year, Hughes High School was in "Year 7" of School Improvement. All of these factors play a role in the high school being designated as a Tier I school.

Attached (attachment #2) you will see the school's report card that show 100% of our students eat a free/reduced lunch according to the school's report card. However, 100% of our student in fact qualify for free lunches across the district. This is compared to on 55.9% of students who eat a free/reduced lunch across the state of Arkansas.

The graduation rate a Hughes High School has met the state's goal two out of the past three years. Attached you will find a comparison of our test scores. You will also find in attachment #3 a student to student comparison of how well our students improved from the spring 2009 administration of the Benchmark assessments to the 2010 administration of the benchmarks for grades seven and eight. Also included is the data from the elementary school in the district which is a Tier III school and is the feeder school to our high school.

Working with a "delta" school has to take many factors into consideration. The main consideration is to realize that our students do not have the life experiences that others across the state may have. Our students only know of the area that surrounds this small farming community. A day away from Hughes for the majority of our students may be visiting a Wal-Mart in a surrounding town. Our students are not exposed to visiting art museums, shopping malls, movie theaters, restaurants or parks. Our teachers have to be aware that the background of our students is limited and therefore must be taken into account when presenting a new lesson. Our teachers must create some background knowledge by relating a concept to something that may have gone on in the community, which can be a challenge at times.

Another factor to take into consideration in our "delta" school is that some of our students have to play the role of the adult in the household once they are away from school. Some of our high school students may fit the role of student during the day; but they may have to switch roles and be the adult taking care of younger siblings once they end their school day. For some, this transition of being in charge at home and having to follow the rules is difficult for them to deal with. Once again, our teachers' knowledge of our students plays a vital part of our student achievement. It is crucial that our teachers understand that homework may not be complete due to factors such as this.

The data shows that our partnership with America's Choice, our State Improvement Director, The Leadership Academy and our new K-12 principal has the high school making gains. These gains were evident in our 2010 AYP preliminary report as the report shows the schools making safe harbor in all tested areas. The need to continue our work on this same path is imperative in order for the success of our students to continue.

**SCHOOL SUMMARY INFORMATION**  
(for)  
**HUGHES HIGH SCHOOL (6/02/07)**

Superintendent			
Principal		Phone	
School Address	PO BOX 9 HUGHES, AR 72348	Fax	(870)339-2570

Grade Range		Accredited	NO
Total Enrollment	247	Accredited - Credit	NO
School Percent of Students Eligible for Free/Reduced Meals	100	Accredited - Probation	YES
State Percent of Students Eligible for Free/Reduced Meals	55.9	AYP Status	

	2006/2007	2007/2008	2008/2009
Attendance Rate	90.4	90.1	89
Graduation Rate	90.5	58	75.3
Dropout Rate	7.7	2.8	5
Remediation Rate	78.9	88.9	NA
Grade Inflation Rate (No. of Students Making A/C/D)	66.7	NA	NA

**No Child Left Behind Adequate Yearly Progress (AYP)**

	2006/2007	2007/2008	2008/2009
Achieving Standards	NA	NA	N
First Year Non to Meet Standards (Alert)	NA	NA	N
Year One of Targeted School Improvement	NA	NA	N
Year Two of Targeted School Improvement	NA	NA	N
Targeted Corrective Action	NA	NA	N
Targeted Intensive School Improvement	NA	NA	N
Targeted Restructuring	NA	NA	N
Year One of Whole School Improvement			N
Year Two of Whole School Improvement			N
Whole School Corrective Action			N
Whole School Intensive Improvement	NA	NA	N
Whole School Intensive Restructuring			N
State Directed	NA	NA	Y

## Hughes High School Testing Data Results

## Student to Student Comparison

## Literacy

6 <sup>th</sup> to 7 <sup>th</sup>	55%	52%	-3
7 <sup>th</sup> to 8 <sup>th</sup>	44%	44%	n/c

## Math

6 <sup>th</sup> to 7 <sup>th</sup>	60%	21%	-39
7 <sup>th</sup> to 8 <sup>th</sup>	29%	29%	n/c

## Hughes School District Benchmark Scores

## Literacy

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	20%	26%	+6	44%	+18	52%	+8
8 <sup>th</sup>	33%	42%	+9	29%	-13	44%	+15

## Math

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	30%	18%	-12	29%	+11	21%	-8
8 <sup>th</sup>	14%	17%	+3	14%	-3	29%	+15

## EOC Literacy

2007	2008	Change	2009	Change	2010	Change
25%	9%	-16	13%	+4	31%	+18

## EOC Algebra

2007	2008	Change	2009	Change	2010	Change
61%	18%	-43	9%	-9	40%	+31

## EOC Geometry

2007	2008	Change	2009	Change	2010	Change
23%	41%	+18	10%	-31	24%	+14

## Mildred Jackson Elementary Testing Data Results

### Kindergarten Student Comparison

QUALLS fall of 2009	MAT8 spring of 2010
<ul style="list-style-type: none"> <li>• 41% of students Not Developed in General Knowledge</li> <li>• 31% of students Not Developed in Oral Communication</li> <li>• 16% of students Not Developed in Written Language</li> <li>• 31% of students Not Developed in Math Concepts</li> <li>• 28% of students Not Developed in Work Habits</li> <li>• 28% of students Not Developed in Attentive Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• 66% of students were at/above the national percentile in Sounds and Print</li> <li>• 66% of students were at/above the national percentile in Math</li> </ul>

### Student to Student Comparison on Benchmark Assessments Literacy

	2009	2010	Change
3 <sup>rd</sup> to 4 <sup>th</sup>	56%	78%	+22
4 <sup>th</sup> to 5 <sup>th</sup>	29%	29%	n/c
5 <sup>th</sup> to 6 <sup>th</sup>	39%	60%	+21

### Math

	2009	2010	Change
3 <sup>rd</sup> to 4 <sup>th</sup>	76%	78%	+2
4 <sup>th</sup> to 5 <sup>th</sup>	55%	53%	-3
5 <sup>th</sup> to 6 <sup>th</sup>	24%	41%	+17

### Literacy Comparison of Benchmark Results

Grade	2007	2008	Change	2009	Change	2010	Change
3 <sup>rd</sup>	34%	15%	-19	56%	+41	69%	+13
4 <sup>th</sup>	39%	52%	+13	29%	-23	78%	+49
5 <sup>th</sup>	32%	48%	+16	39%	-9	29%	-10
6 <sup>th</sup>	38%	40%	+2	55%	+15	60%	+5

### Math Comparison of Benchmark Results

Grade	2007	2008	Change	2009	Change	2010	Change
3 <sup>rd</sup>	51%	40%	-11	76%	+36	74%	-2
4 <sup>th</sup>	36%	44%	+8	55%	+11	78%	+23
5 <sup>th</sup>	29%	38%	+9	24%	-14	53%	+29
6 <sup>th</sup>	24%	40%	+16	60%	+20	41%	-19

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

Mildred Jackson Elementary School serves as the feeder school to Hughes High School. Mildred Jackson Elementary serves students in grades kindergarten through sixth grade and Hughes High School serves students in grades seven through twelve. Both schools are located on the same campus and share one K-12 principal. Mildred Jackson Elementary and Hughes High School have shared a campus for the past two years. Declining enrollment over the past 10 years has led the district to the decision of moving to one campus. Prior to the 2009-2010 school year, two principals were employed. One principal for the elementary campus (feeder school) and one principal for the high school shared the same campus. Mildred Jackson Elementary which serves as the feeder school had been under the guidance of the same principal throughout the years of spiraling into school improvement. At Hughes High School the previous principal had been in an administrative role as principal or assistant principal throughout the years of school improvement. The superintendent, with board approval, in the spring of 2009 decided that one principal certified K-12 would be the best fit for the school district.

Both schools were in "Year 7 of School Improvement" for the 2009-2010 school year and met "safe harbor" that will enable each school to have the designation of "Year 7-Achieving of School Improvement" for the 2010-2011 school year. Mildred Jackson Elementary, the feeder school to Hughes High School is listed as a Tier III School on The Arkansas's Persistently Lowest-Achieving Schools list; whereas, Hughes High School is listed as a Tier I school.

Data for the feeder school, Mildred Jackson Elementary is listed below. The past three years of data is listed as well as a student to student comparison showing the growth, or lack thereof, from the 6<sup>th</sup> grade to the 7<sup>th</sup> grade.

Literacy

Grade	2007	2008	Change	2009	Change	2010	Change
3 <sup>rd</sup>	34%	15%	-19	56%	+41	69%	+13
4 <sup>th</sup>	39%	52%	+13	29%	-23	78%	+49
5 <sup>th</sup>	32%	48%	+16	39%	-9	29%	-10
6 <sup>th</sup>	38%	40%	+2	55%	+15	60%	+5

Math

Grade	2007	2008	Change	2009	Change	2010	Change
3 <sup>rd</sup>	51%	40%	-11	76%	+36	74%	-2
4 <sup>th</sup>	36%	44%	+8	55%	+11	78%	+23
5 <sup>th</sup>	29%	38%	+9	24%	-14	53%	+29
6 <sup>th</sup>	24%	40%	+16	60%	+20	41%	-19

**Student to Student Comparison  
Literacy**

	2009	2010	Change
3 <sup>rd</sup> to 4 <sup>th</sup>	56%	78%	+22
4 <sup>th</sup> to 5 <sup>th</sup>	29%	29%	n/c
5 <sup>th</sup> to 6 <sup>th</sup>	39%	60%	+21
6 <sup>th</sup> to 7 <sup>th</sup>	55%	52%	-3

**Math**

	2009	2010	Change
3 <sup>rd</sup> to 4 <sup>th</sup>	76%	78%	+2
4 <sup>th</sup> to 5 <sup>th</sup>	55%	53%	-3
5 <sup>th</sup> to 6 <sup>th</sup>	24%	41%	+17
6 <sup>th</sup> to 7 <sup>th</sup>	60%	21%	-39

Looking at the scores from 2010 Benchmark Assessments from the feeder school it is evident that the practices and procedures of following the America's Choice School Design Model and receiving on-site professional development from Elbow to Elbow that changes in teaching styles are in place and showing improvements from years past.

Key focus was put on using the student data from The Learning Institute at the feeder school to drive instruction on a day to day basis. Small group workshops are held approximately every five weeks by the Design Coach, Literacy Facilitator, Math Facilitator, and the Cluster Leader from America's Choice and classroom teachers to evaluate The Learning Institute's formative assessments in order to give classroom teachers a clear and concise focus on what instruction needs to take place in the classroom based on the student data. Using the data from The Learning Institute gives classroom teachers an insight on weak areas for each student in their classroom. The Learning Institute data is based on the Arkansas Curriculum Frameworks at each grade level.

The practice of analyzing formative assessments from The Learning Institute is done in the Tier I (high school) as well.

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
Ray Nassar, Superintendent	District Admin K-12, Sec Principal 5-12, Health Ed and Sec PHY Ed 7-12, Middle School SCH PE 5-8 and Middle School Science 5-8	3	3	3
Gheric Bruce, K-12 Principal	Build Admin P-8, Build Admin 7-12, Sp Ed Inst. Spec. 4-12, Sped Ed Inst. Spec. P-4	1	1	1
Karen Sullards, State Improvement Director	Elem Principal K-9, Early Child Ed P-4, Elem K-6	1	1	1

Attachment #4 you will find the current Arkansas Teacher's License for Dr. Nassar, Mr. Bruce and Ms. Sullards.



# Arkansas

## DEPARTMENT OF EDUCATION TEACHER'S LICENSE

NORMAN RAY MASSAR

MASTERS

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
311	DISTRICT ADMIN	STANDARD FIVE YEAR	P -12	01/01/2008	12/31/2012
403	SEC PRINCIPAL	STANDARD FIVE YEAR	05 -12	01/01/2008	12/31/2012
081	HEALTH ED	STANDARD FIVE YEAR	07 -12	01/01/2008	12/31/2012
082	SEC PHY ED	STANDARD FIVE YEAR	07 -12	01/01/2008	12/31/2012
086	MIDDLE SCH PE	STANDARD FIVE YEAR	05 -08	01/01/2008	12/31/2012
139	M.S.SCIENCE	STANDARD FIVE YEAR	05 -08	01/01/2008	12/31/2012
--Invalid Below this line--					

*T. Kenneth Ramon*  
COMMISSIONER OF EDUCATION

*Don Tolson*  
COORDINATOR - PROFESSIONAL LICENSURE



# Arkansas

## DEPARTMENT OF EDUCATION

### TEACHER'S LICENSE

GHERIC ELTON BRUCE

SPECIALIST

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
312	BUILD ADMIN	INITIAL THREE YEAR	P-08	01/07/2009	04/07/2012
313	BUILD ADMIN	INITIAL THREE YEAR	07-12	01/07/2009	04/07/2012
230	SP ED INST SPEC	STANDARD FIVE YEAR	04-12	01/01/2006	12/31/2010
231	SPEDECHINST SPE	STANDARD FIVE YEAR	P-04	01/01/2006	12/31/2010
--Invalid Below this line--					

*I. Kenneth Jones*  
 COMMISSIONER OF EDUCATION

*Ron Tolson*  
 COORDINATOR - PROFESSIONAL LICENSURE

Attachment #4



# Professional Licensure Limited View Screen

SSN: 7833

Prefix:

First Name: KAREN

Middle Name: LYNN

Last Name: SULLARDS

Maiden Name:

R & R status:

PL Status: *Approved*

Issue Date: 12/07/2005

License Effective Date: 01/01/2006

Class Code: 07

Class Description: Five Year

License Expiration Date: 12/31/2010

NCBC Status: *Approved*

NCBC Action Date:

Date ASP Cleared: 09/12/2005

Date FBI Cleared: 12/01/2005

Central Registry Cleared:

Six Month Effective Date:

LEA:

Six Month Expiration Date:

District:

### Administrator License Information

Status: *Approved*

Issue Date: 12/07/2005

Apppl Type	Apppl Date	Apppl Status	Class Code	Description	Effective Date	Expiration Date
RNWLA	08/23/2005	Approved	07	Five Year	01/01/2006	12/31/2010

### AREAS:

Supervisor	Apppl Type	Date	Code	Type	Description	GL	GH	Date	Status
	Standard Build	06/28/1953	402	Admin Lic Spec	Elem Principal	K	09	01/19/2000	Approved
	Adding certifi	06/28/1953	001	Certification Area	Early Child Ed	P	04	01/19/2000	Approved
	Adding certifi	06/28/1953	183	Certification Area	Area Elem	K	06	01/19/2000	Approved

### LICENSURE FEE INFORMATION:

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

The superintendent is formally evaluated on **an** annual basis by the Hughes School Board. According to school board policy each member of the administration staff is evaluated annually by his/her immediate superior. A copy of the district policy is attached. (attachment #5) Superintendent evaluations are used to determine contract extensions.

The current K-12 principal is formally evaluated by the superintendent of the district by using an evaluation tool that is currently in place by the district (see attachment #6). Informal observations take place on an ongoing basis by the superintendent and the School Improvement Director that was appointed to the district by the Arkansas Department of Education. The informal observation may be **discussing** with the principal how he handled a specific problem within the school or discussing a specific situation that has been brought to the attention of the principal's superiors. Successful evaluations lead to the principal being renewed on a yearly basis.

The principal has also been accepted in the second year of training in The Principal's Institute provided by The Leadership Academy. As part of his participation, he is evaluated on his practices and procedures by The Leadership Academy that he implements at the school level. Being accepted in year two of The Principal's Institute assures the district the principal is receiving instruction and performing as the instructional leader at the school in order to achieve student success.

Policy Name: EVALUATION

Policy Code:C.3.7

Date Adopted:H-R  
10-13-98

Each member of the administration staff shall be evaluated annually by his/her immediate superior using the evaluation form found in the School District's staff evaluation plan.

HUGHES SCHOOL DISTRICT  
ADMINISTRATOR EVALUATION FORM

1. The administrator keeps the superintendent informed of area accomplishments, problems, or needed policy changes:

definitely     usually     seldom     none this year  
*You always consult with me and inform me about what*  
 Needs improved by: *we need to do.*

2. There is evidence of effort to continue personal professional growth:

definitely     no evidence  
*You are busy with workshops all year.*  
 Needs improved by:

3. I can see evident impact of your role in producing results or triggering actions to help school operations:

definitely     no evidence recalled  
*You get things done and always follow through.*  
 Needs improved by:

4. My perception of your being a role model in reading, writing, speaking, and listening:

effective     not effective

Needs improved by:

5. My perception of your ability to persuade people to your point of view:

very able     usually able     usually not able

Needs improved by:

6. There is evidence of solid fiscal management in your assigned area(s):

absolutely  needs improvement  very competent  
*I never have to worry about your budgets & spending.*  
 Needs improved by:

7. You continually communicate to me the long-term planning needs for your area(s) of responsibility:

often  seldom  none, that I can recall  
*Every day!*

8. As superintendent I would characterize your task commitment and work ethic as one who goes the extra mile:

very much so  definitely not my perception

Needs improved by:

9. As a resource person to our principals, I perceive your working relationship with them to be:

affirming and supportive  authoritative  passive and indifferent  
*You always support Mr. Bruce and advise him when he*  
 Needs improved by: *needs it.*

10. I perceive your ability to perform under pressure or under opposition as:

extremely effective  adequate  not effective

Needs improved by:

11. I perceive your skills in resolving conflict(s) to be:

excellent     average     below average for supervisors

*you can be assertive when it is necessary.*  
Needs improved by:

12. As one of my supervisors you appear driven to achieve.

very apparent     not apparent this year

Needs improved by:

13. The supervisor's diplomacy skills meet the superintendent's expectations and district's need.

are exemplary adequate     are inadequate

Needs improved by:

Principal's Signature *Julie Covery*    Date *2/5/10*

Superintendent's Signature \_\_\_\_\_    Date \_\_\_\_\_

*Mrs. Covery,*

*I really appreciate you. You do a great job and I am lucky to have the opportunity to work with you.*

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

The teachers are currently evaluated both formally and informally.

According to district policy (attachment #7) each teacher employed is evaluated in writing annually. The formal evaluations are done on a checklist of criteria that is in place by the district (attachment #8). These teacher evaluations are currently done by the principal or the curriculum specialist.

The teachers are also informally observed by The Leadership Team that is in place for the district. The Leadership Team consists of the superintendent, principal, State Improvement Director, federal programs coordinator, design coach, literacy facilitator and math facilitator. When possible the cluster leader from America's Choice and a representative from Elbow to Elbow are included in Leadership Team meetings. The Leadership Team follows the protocol of the America's Choice School Design Model as they perform "focus walks" and Classroom Walk-Throughs looking for certain aspects of a lesson or other areas that need to be addressed to the faculty. Once this information is gathered, The Leadership Team assesses the results and shares these results with the faculty. Each teacher receives immediate feedback from The Leadership Team on a form that informs the teacher what was observed in his/her classroom. Each teacher is also given a "reflection question" that pertains to what was seen in the classroom. This reflection question is meant to have each teacher think back and see how classroom instruction could have been enhanced by the observer's observations. This information is used to inform The Leadership Team on areas that may need to be addressed with the entire faculty. The "focus walks" and Classroom Walk-Throughs are done on a bi-monthly basis.

According to the America's Choice School Design Model, the principal is expected to be a presence in the classroom at least two hours of the instructional day in order to serve as the instructional leader of the school. These two hours are protected time in which the principal can focus on being the instructional leader of the school. During these two hours the principal will focus on the day to day instructional practices going on in the classrooms.

of Directors shall have authority to adopt, reject, amend, or refer back to the Committee on Personnel Policies for further study and revision any proposed policies or amendments to existing policies that are submitted to the Board for their approval.

- C. Each teacher or administrator shall be furnished a copy of the Personnel Policies and all amendments.

## XXII. FAILURE TO HONOR CONTRACT

If a teacher quits, refuses to teach, or otherwise breaks or violates the term of his/her employment contract and enters into a contract with another school district, the Board may, at its discretion, petition the State Board of Education to revoke or suspend the certificate of the teacher for the remainder of the period of the broken contract or take other action as the Board deems appropriate.

## XXIII. TEACHER EVALUATION

- A. Annual Evaluation - Each teacher employed by the Board of Directors shall be evaluated in writing annually.

- B. Probationary Teacher

1. A probationary teacher is one who has not completed three (3) successive years of employment in the Hughes School District.
2. A teacher employed in a school district in this state for three (3) years shall serve one additional year of probationary status upon employment by the Hughes School District.

- C. Personnel File

1. The district shall maintain a personnel file in the central office for each teacher which shall be available to the teacher for inspection and copying at the teacher's expense during normal office hours.
2. The teacher will be notified by the principal or superintendent upon any additions to his or her personnel file.
3. The teacher may submit for inclusion in the file written information in response to any of the matter contained therein.





EVALUATOR'S COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The signature of the teacher indicates that the report has been read and discussed. It does not necessarily indicate agreement with the evaluation or recommendation.

OBSERVATION NO. 1 \_\_\_\_\_  
(Teacher) Date Administrator

OBSERVATION NO. 2 \_\_\_\_\_  
(Teacher) Date Administrator

OBSERVATION NO. 3 \_\_\_\_\_  
(Teacher) Date Administrator

OBSERVATION NO. 4 \_\_\_\_\_  
(Teacher) Date Administrator

\*\*\*\*\*

SUMMATIVE

\_\_\_ ME \_\_\_ NI

\_\_\_ Probationary Track \_\_\_ Support Track \_\_\_ Career Track

COMMENTS: (Evaluator) \_\_\_\_\_ (Date) \_\_\_\_\_ (Teacher)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

During the 2008-2009 school year the decision was made by the Hughes School Board to do a Reduction in Force to go from two principals, one K-6 and one 7-12, to one K-12 principal based on our declining enrollment. These two principals were employed in the principal's role or assistant principal's role while the schools were going deeper in school improvement.

During the spring of 2009, The Leadership Team interviewed several candidates for the K-12 position. A selection was made to hire a candidate with a strong background in a leadership position and someone who would serve as a good role model to our students.

Hughes High School has been implementing America's Choice School Design Model for the past four years and has been working with Elbow to Elbow for the past three years. As with any new strategy it has taken the school and faculty several years to implement these programs to their fullest extent over the past several years. The high school is committed to continue the relationship with America's Choice and Elbow to Elbow due to the fact that progress is being made.

Below you will find the data from the Tier I school that shows a definite need to continue our relationship with America's Choice and Elbow to Elbow.

### Hughes School District Benchmark Scores

#### Literacy

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	20%	26%	+6	44%	+18	52%	+8
8 <sup>th</sup>	33%	42%	+9	29%	-13	44%	+15

#### Math

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	30%	18%	-12	29%	+11	21%	-8
8 <sup>th</sup>	14%	17%	+3	14%	-3	29%	+15

#### EOC Literacy

2007	2008	Change	2009	Change	2010	Change
25%	9%	-16	13%	+4	31%	+18

#### EOC Algebra

2007	2008	Change	2009	Change	2010	Change
61%	18%	-43	9%	-9	40%	+31

#### EOC Geometry

2007	2008	Change	2009	Change	2010	Change
23%	41%	+18	10%	-31	24%	+14

Definite gains were made in 7<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade literacy. This was due in part to the strong support from the cluster leader from America's Choice. Module tests from The Learning Institute were analyzed to identify areas in the curriculum that needed to be addressed with the help of the design coach, literacy coach and cluster leader. A representative from Elbow to Elbow also aided in the disaggregation of data after each module test which occurs approximately every five weeks.

Impressive gains were also seen in End of Course Algebra and End of Course Geometry assessments. The same process of analyzing module tests from The Learning Institute was also done in math in the Tier I school with the help of the design coach, math facilitator and cluster leader as well as a representative from Elbow to Elbow. Further analysis of the End of Course Algebra and End of Course Geometry assessments showed the presence of a strong teacher and a weak teacher in each subject area. As a result of this finding the weaker teacher was reassigned for the 2010-2011 school year.

The LEA believes that the extensive work that is done in The Leadership Team meetings on a weekly basis has given the school a clear and concise focus on areas that need to be address on a day to day basis. The Leadership Team is made up of the superintendent, principal, School Improvement Director, federal programs coordinator, design coach, literacy facilitator, math facilitator, curriculum specialist, cluster leader from America's Choice and a representative from Elbow to Elbow. All work done in the Leadership Team meetings is shared with the entire faculty through memos and in faculty meetings. This sharing of information helps keep the entire staff focused in the right direction which is leading to student achievement.

**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	44.2	29.2	31.9	35.8	33.6
Mathematics	30.0	16.6	22.4	29.1	26.4
Science	0.0	13.7	6.0		
Social Studies					
Writing					

--	--	--	--	--	--

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

Test Year: 2008-2010

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/Language/English	13	15	57.1	37.3	22.7	26.1	n/a	n/a	n/a	n/a	n/a	n/a	23.1	15.8	9.5
Mathematics	55	45.5	42.9	25.8	12.1	17.4	n/a	n/a	n/a	n/a	n/a	n/a	33.3	21.4	12.5
Science	n/a	n/a	n/a	0.0	3.7	23.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Social Studies															
Writing															

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	69%	78%	29%	60%	52%	44%				
Mathematics	74%	78%	53%	41%	21%	29%				
Science	n/a	n/a	13%	n/a	0%	0%				
Social Studies										
Writing										
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	56%	29%	39%	55%	44%	29%				
Mathematics	76%	55%	24%	60%	29%	14%				
Science	n/a	n/a	3%	n/a	23%	23%				
Social Studies										
Writing										
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	15%	52%	48%	40%	26%	42%				
Mathematics	40%	44%	38%	40%	18%	17%				
Science	n/a	n/a	n/a	n/a	n/a	n/a				
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for last complete school year: 91% Year: 09-10

5. Mobility rate for last complete school year: 1% Year: 09-10

6. Graduation rate for all students for most recent year: 75.3% Year: 09-10

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

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010	75.3%	n/a	n/a	n/a	n/a	n/a
2009	58.0%	n/a	n/a	n/a	n/a	n/a
2008	90.5%	n/a	n/a	n/a	n/a	n/a

## Key Questions

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

Currently the LEA has no clearly identified sub-populations except for our black, non-hispanic students and low socioeconomic students in the Tier I school. Due to the fact that these two groups contain the same students, no achievement gap really exists. Therefore, the Tier I school will focus on reducing the percentage of students that are scoring below basis and basis on the Benchmark and End-of-Course assessments.

2. Which students are experiencing the lowest graduation rates?

The three year analysis shows that the graduation rate has been met two out of the last three years as determined by goals set by the Arkansas Department of Education. During the last school year, the graduation rate was not met. The black, non-hispanic students would be the group experiencing the lowest graduation rate based on the fact that the LEA does not have sufficient students in other sub-populations in the graduating class to determine percentages. The LEA will continue to focus on stressing the importance of graduation.

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

Students in the Tier I school are experiencing the lowest achievement in literacy and math as evidenced by the fact that the high school has never met AYP in either literacy or math.

Below you will find the breakdown of students' achievement.

**Student to Student Comparison**

**Literacy**

6 <sup>th</sup> to 7 <sup>th</sup>	55%	52%	-3
7 <sup>th</sup> to 8 <sup>th</sup>	44%	44%	n/c

**Math**

6 <sup>th</sup> to 7 <sup>th</sup>	60%	21%	-39
7 <sup>th</sup> to 8 <sup>th</sup>	29%	29%	n/c

**Hughes School District Benchmark Scores**

**Literacy**

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	20%	26%	+6	44%	+18	52%	+8
8 <sup>th</sup>	33%	42%	+9	29%	-13	44%	+15

**Math**

Grade	2007	2008	Change	2009	Change	2010	Change
7 <sup>th</sup>	30%	18%	-12	29%	+11	21%	-8
8 <sup>th</sup>	14%	17%	+3	14%	-3	29%	+15

**EOC Literacy**

2007	2008	Change	2009	Change	2010	Change
25%	9%	-16	13%	+4	31%	+18

**EOC Algebra**

2007	2008	Change	2009	Change	2010	Change
61%	18%	-43	9%	-9	40%	+31

**EOC Geometry**

2007	2008	Change	2009	Change	2010	Change
23%	41%	+18	10%	-31	24%	+14

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

The student demographics in the LEA that contains a Tier I school does not have many sub-populations. In the LEA we work with the sub-populations of black, non-hispanic, low socioeconomic students and special education.

The Transformation Model was taken into account due to the fact that the district replaced principals and chose a highly capable principal with the clear potential to successfully lead a transformation for the 2009-2010 school year. The Transformation Model will also help the district implement a rigorous staff evaluation and professional development system, reward staff who increases student achievement and graduation rates, reward staff for remaining in the district and removes staff who have not improved after ample opportunity for the 2010-2011 school year. The district will partner with The Leadership Academy to put these plans into place.

While selecting an external partner, The Leadership Team determined the best fit would be to continue the relationship with America's Choice School Design Model and Elbow to Elbow. With the Tier I school meeting "safe harbor" it was determined that the school should continue in the same path. The Leadership Team felt like changing the course of professional development and classroom instruction would be detrimental to both the staff and the students. The Tier I school making "safe harbor" was the final determining factor that America's Choice School Design and Elbow to Elbow was the best fit for the school.

To add to our decision was the fact that growth rate in America's Choice schools exceeded state growth rates in both literacy and math. In literacy, America's Choice school experienced a 7.3 percent increase in proficiency at the elementary grades on the state test from 2006 to 2007, compared with a 3 percent increase for the state of Arkansas. In mathematics, America's Choice schools had a 17.4 percent increase in proficiency at the elementary grades on the state test, compared with 11 percent for the state of Arkansas.

Most of the schools that are served by Elbow to Elbow are delta schools. During the last testing administration the data shows that three of the twenty-six delta schools are high performing schools that will continue to achieve and make AYP each year. Five of the twenty-six schools were partnered with will be removed from the School Improvement List maintained by the Arkansas Department of Education once the 2010 data is certified. One of the schools was in Year 6 of School Improvement and one was in Year 5 of School Improvement. The other three schools that will be removed from the list were in Years 1-4. Ten of the twenty-six, which includes the LEA's Tier I school met standards through safe harbor.

America's Choice will continue to be implemented in the elementary school, which is a Tier III school, and serves as the feeder school for the high school, which is a Tier I school. It is imperative that our students remain familiar with the rituals and routines throughout their school years from kindergarten through the twelfth grade.

All choices about the selecting of a model and an external provider were determined based on the needs of our students.

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?

Many characteristics of the enrollment areas of the Tier I school have to be taken to account in selecting a model and external partners. Also, other factors for making this grant application had to be considered. Over the past 10 years the LEA has been experiencing declining enrollment from approximately 1,600 students to currently 435 students in K-12. The enrollment area of the school has only a few thriving businesses that typically relate to the farming industry. Studies show that the economic area of the district goes hand in hand with the educational aspect of the community. Those who are able send their students to private schools some 45-50 miles away.

As a result of the dwindling community, teacher turnover is typically high in both the Tier I and Tier III schools within the LEA. The LEA does take part in the incentive program funded by the Arkansas Department of Education for remaining in an isolated district. The funds from this grant could ensure that our well-trained teachers remain in the district instead of moving to surrounding district that typically pay \$10,000.00 more a year. Receiving this grant in order to retain the quality teachers, which is desperately needed, could make or break our little school district. Receiving these funds could also ensure that our continued partnerships with our external providers are ongoing. Providing intensive on-going, job-embedded professional development in order to mold our teachers into providing best instructional practices is a must and is not feasible with district funds.

While selecting an external partner, The Leadership Team determined the best fit would be to continue the relationship with America's Choice School Design Model and Elbow to Elbow. With the Tier I school meeting "safe harbor" it was determined that the school should continue in the same path. The Leadership Team felt like changing the course of professional development and classroom instruction would be detrimental to both the staff and the students. The Tier I school making "safe harbor" was the final determining factor that America's Choice School Design and Elbow to Elbow was the best fit for the school.

To add to our decision was the fact that growth rate in America's Choice schools exceeded state growth rates in both literacy and math. In literacy, America's Choice school experienced a 7.3 percent increase in proficiency at the elementary grades on the state test from 2006 to 2007, compared with a 3 percent increase for the state of Arkansas. In mathematics, America's Choice schools had a 17.4 percent increase in proficiency at the elementary grades on the state test, compared with 11 percent for the state of Arkansas.

Most of the schools that are served by Elbow to Elbow are delta schools. During the last testing administration the data shows that three of the twenty-six delta schools are high performing schools that will continue to achieve and make AYP each year. Five of the twenty-six schools were partnered with will be removed from the School Improvement List maintained by the Arkansas Department of Education once the 2010 data is certified. One of the schools was in Year 6 of School Improvement and one was in Year 5 of School Improvement. The other three schools that will be removed from the list were in Years 1-4. Ten of the twenty-six, which includes the LEA's Tier I school met standards through safe harbor.

America's Choice will continue to be implemented in the elementary school, which is a Tier III school, and serves as the feeder school for the high school, which is a Tier I school. It is imperative that our students remain familiar with the rituals and routines throughout their school years from kindergarten through the twelfth grade.

Plans for the grant have been taken to all stakeholder of the LEA and they were in agreement that help is needed to bring about systemic change.

The LEA will continue to use our external partners to build capacity with all stakeholders. These programs will help us bring about a systemic change in the school district that will lead toward the goal of improved student achievement and rigorous classroom instruction.

### 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.

October, 2006—The LEA participated in the ADE Scholastic Audit and findings and recommendations were received.

January, 2007—**Bothe** the elementary school and high school received low ratings in Standard 7-Leadership.

At the elementary (Tier III school) it was recommended that “teachers must get better at delivering instruction every day” and “leadership must begin the evaluation process of certified and classified staff.” The high school was recommended that the “instructional strategies are not varied and effective” and “the school does not provide a safe, healthy, orderly and equitable learning environment.”

The findings in the Scholastic Audit led the LEA to focus on the leadership in both schools.

August, 2007-Under the guidance of America’s Choice weekly Leadership Team Meetings began to take place. At that time the Leadership Team consisted of the cluster leader from America’s Choice, the principal, the federal program coordinator, the design coach, the literacy facilitator and the math facilitator. Scholastic Audit findings such as revisiting the school improvement plan led to creating a curriculum committee at the elementary school. At the high school a curriculum committee was also formed and the school started to include all stakeholders in the development of a positive learning atmosphere as recommended by the Scholastic Audit findings. All of these implementations were explained during faculty meetings throughout the school year.

Other recommendations were addressed in each school’s Arkansas **Consolidated** School Improvement Plan (ACSIP) that focused on curriculum development, increased parental support at both schools and the need for increased professional development. All of these actions were evaluated according to the evaluation action in the ACSIP.

July, 2008-The LEA hired a new superintendent

April-May, 2009-The superintendent, with board approval, did a Reduction in Force in order to go from one K-6 principal and one 7-12 principal to just one K-12 principal based on the declining enrollment. The Leadership Team, made up of the superintendent, federal programs coordinator, design coach, math facilitator,

literacy facilitator, curriculum specialist, dean of students and two classroom teachers, interviewed several candidates for the K-12 principal's position.

July, 2009-A new K-12 principal was hired to oversee both the elementary (Tier III school ) and the high school (Tier I school ).

July, 2009-The LEA partnered with The Leadership Academy to provide professional development to administration, school board members and teachers.

August, 2009-A School Improvement Director was placed in the LEA appointed by the Arkansas Department of Education. Members of the Leadership Team, which included the principal, federal programs coordinator, curriculum specialist, math facilitator, literacy facilitator and design coach entered on-going training with The Leadership Academy.

July, 2010-The 2010 Arkansas AYP: School Improvement Report has the elementary school and high school as meeting standards through safe harbor in all tested areas.

August, 2009-May, 2010-Focused attention was placed on the data received from The Learning Institute in order to drive the instruction in the day to day teaching in the classrooms. Small groups made up of the classroom teacher, design coach, literacy or math facilitator, cluster leader and a representative from Elbow to Elbow disaggregated the data. This data, which was analyzed approximately every five weeks after a "module test" was given gave clear focus on the gaps in the curriculum and therefore led to areas that needed addressing in the classrooms. Attachment #9 shows an example of the data which was analyzed.

The LEA will continue to provide school support to both the elementary school and high school in order for continuous school improvement activities to take place. The funds from this grant and the 2010-2011 ACSIP will give the support that is needed.

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 7	M1	M2	M3	M4	M5	M6	M7
Math Total	8	9	7		2	11	4
MC Score	41 / 114	45	35		14	55	20
MC % Correct	36	67	59		38	74	45
MC ADJ %	60	0	1		0	0	
OR Score	1 / 20	0	25		0	0	
OR % Correct	5	25	50		25	25	
OR ADJ %	22	44	55		31	50	
Comb Adj %	41	25	49		0	60	1
TLI %ile Rank	25	NP	NP		NP	NP	NP
SPOTCheck	NP	Pro	NP		NP	Pro	NP

*Student Name*

Grade 8	M1	M2	M3	M4	M5	M6	M7
Math Total			10		5	3	
MC Score	18 / 58		50		28	15	
MC % Correct	31		71		53	39	
MC ADJ %	56		0		0	0	
OR Score	0 / 12		25		25	25	
OR % Correct	0		48		39	32	
OR ADJ %	25		41		2	0	
Comb Adj %	40		Pro		NP	NP	
TLI %ile Rank							
SPOTCheck							

Grade 6 - AC	M1	M2	M3	M4	M5	M6	M7
Math Total	7	11	2	17	5	9	11
MC Score	62 / 106	61	10	85	88	90	79
MC % Correct	58	78	32	97	91	95	89
MC ADJ %	76	0	1	3	2	2	3
OR Score	12 / 28						

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
		↓	↓	↓	↓	↓	↓	↓
OR % Correct	43	25	0	25	75	50	50	75
OR ADJ %	65	50	25	50	87	71	71	87
Comb Adj %	71	56	52	41	89	81	83	88
TLI %ile Rank	10	55	0	88	98	97	84	84
SPOTcheck		NP	Pro	NP	Adv	Adv	Adv	Adv
MC Score	59 / 106	8	11	10	11	3	8	8
MC % Correct	56	44	61	50	55	50	80	57
MC ADJ %	75	67	78	71	74	71	89	76
OR Score	16 / 28	4	0	0	3	4	2	3
OR % Correct	57	100	0	0	75	100	50	75
OR ADJ %	76	100	25	25	87	100	71	87
Comb Adj %	75	83	52	48	80	85	80	81
TLI %ile Rank	18	55	34	28	51	87	44	44
SPOTcheck		NP	Pro	Pro	Pro	Pro	Adv	Pro
MC Score	24 / 50				9	3	5	7
MC % Correct	48				45	50	50	50
MC ADJ %	69				67	71	71	71
OR Score	8 / 16				2	2	2	2
OR % Correct	50				50	50	50	50
OR ADJ %	71				71	71	71	71
Comb Adj %	70				69	71	71	71
TLI %ile Rank					14	51	33	25
SPOTcheck					NP	Pro	Pro	Pro
MC Score	42 / 86	7	7		11	4	4	9
MC % Correct	49	39	39		55	67	40	64
MC ADJ %	70	62	62		74	82	63	80
OR Score	14 / 20	4			3	2	2	3
OR % Correct	70	100			75	50	50	75

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

		M1	M2	M3	M4	M5	M6	MZ
<b>Grade 6 - AC</b>								
OR ADJ %	Math Total	100			87	71	71	87
Comb Adj %		81			80	76	67	83
TLI %ile Rank		11	14		28	81	16	58
SPOTCheck		NP	NP		Pro	Adv	NP	Pro
MC Score	40 / 106	6	4	5	10	4	5	6
MC % Correct	38	33	22	25	50	67	50	43
MC ADJ %	61	58	47	50	71	82	71	65
OR Score	5 / 28	0	0	1	1	1	1	1
OR % Correct	18	0	0	25	25	25	25	25
OR ADJ %	42	25	25	50	50	50	50	50
Comb Adj %	52	41	36	50	60	66	60	58
TLI %ile Rank		3	1	3	23	81	33	15
SPOTCheck		NP	NP	NP	Pro	Adv	Pro	NP
MC Score	53 / 106	7	7	8	11	4	7	9
MC % Correct	50	39	39	40	55	67	70	64
MC ADJ %	71	62	62	63	74	82	84	80
OR Score	11 / 24	1		1	3	1	2	3
OR % Correct	46	25		25	75	25	50	75
OR ADJ %	68	50		50	87	50	71	87
Comb Adj %	69	56		57	80	66	77	83
TLI %ile Rank		10	13	18	33	81	72	52
SPOTCheck		NP	NP	NP	Pro	Adv	Adv	Pro
MC Score	53 / 106	4	8	12	10	4	6	9
MC % Correct	50	22	44	60	50	67	60	64
MC ADJ %	71	47	67	77	71	82	77	80
OR Score	11 / 28	1	1	3	2	2	2	2
OR % Correct	39	25	25	25	50	50	50	50
OR ADJ %	63	56	50	50	74	71	74	74

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total						M1	M2	M3	M4	M5	M6	M7
	Comb Adj %	TLI %ile Rank	SPOTCheck	NP	Pro	Adv							
	67	48	58	64	71	76	74	75					
		1	21	57	23	80	53	59					
	MC Score	25 / 106	0	4	3	10	3	2					
	MC % Correct	24	0	22	15	50	30	14					
	MC ADJ %	49	0	47	39	71	55	38					
	OR Score	7 / 28	0	0	1	2	1	1					
	OR % Correct	25	0	0	25	50	25	25					
	OR ADJ %	50	25	25	50	71	50	71					
	Comb Adj %	49	12	36	44	71	60	44					
	TLI %ile Rank		0	1	0	17	51	0					
	SPOTCheck		NP	NP	NP	NP	Pro	NP					
	MC Score	93 / 106	14	17	18	18	5	12					
	MC % Correct	88	78	94	90	83	90	86					
	MC ADJ %	94	88	97	95	95	91	93					
	OR Score	20 / 28	4	0	1	4	4	4					
	OR % Correct	71	100	0	25	100	100	100					
	OR ADJ %	85	100	25	50	100	100	100					
	Comb Adj %	89	94	61	72	97	96	96					
	TLI %ile Rank		82	99	98	94	98	92					
	SPOTCheck		Adv	Adv	Adv	Adv	Adv	Adv					
	MC Score	53 / 106	7	7	9	11	4	11					
	MC % Correct	50	39	39	45	55	67	40					
	MC ADJ %	71	62	62	67	74	82	63					
	OR Score	7 / 28	0	0	1	1	1	3					
	OR % Correct	25	0	0	25	25	25	75					
	OR ADJ %	50	25	25	50	50	50	87					
	Comb Adj %	60	44	44	59	62	66	75					

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total						M1	M2	M3	M4	M5	M6	M7
	TLI %ile Rank	NP	NP	Pro	Pro	Adv							
	SPOTCheck	42/106	4	8	5	6	6	6	6	6	6	7	
	MC Score	40	22	44	25	30	100	60	50				
	MC % Correct	63	47	67	50	55	100	77	71				
	OR Score	8/28	0	0	1	2	1	2	2				
	OR % Correct	29	0	0	25	50	25	50	50				
	OR ADJ %	53	25	25	50	71	50	71	71				
	Comb Adj %	58	36	46	50	63	75	74	71				
	TLI %ile Rank		0	22	3	1	100	53	27				
	SPOTCheck	45/106	7	5	7	9	4	5	8				
	MC Score	42	39	28	35	45	67	50	57				
	MC % Correct	65	62	53	59	67	82	71	76				
	OR Score	6/28	0	0	0	1	1	2	2				
	OR % Correct	21	0	0	0	25	25	50	50				
	OR ADJ %	46	25	25	25	50	50	71	71				
	Comb Adj %	56	44	39	42	59	66	71	73				
	TLI %ile Rank		13	4	11	14	81	33	42				
	SPOTCheck	54/106	4	9	10	14	4	4	9				
	MC Score	51	22	50	50	70	67	40	64				
	MC % Correct	71	47	71	71	84	82	63	80				
	OR Score	7/24	0			1	1	2	2				
	OR % Correct	29	0			25	25	50	50				
	OR ADJ %	54	25			50	50	71	71				
	Comb Adj %	63	36			67	66	67	75				
	TLI %ile Rank		0	31	36	63	80	37	52				

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total		M1	M2	M3	M4	M5	M6	M7
	SPOTCheck	NP	Pro	Pro	Pro	Adv	Adv	NP	Pro
	MC Score	51 / 106	9	7	11	10	3	4	7
	MC % Correct	48	50	39	55	50	50	40	50
	MC ADJ %	69	71	62	74	71	71	63	71
	OR Score	8 / 24	0		1	1	1	2	3
	OR % Correct	33	0		25	25	25	50	75
	OR ADJ %	58	25		50	50	50	71	87
	Comb Adj %	64	48		62	60	60	67	79
	TLI %ile Rank		26	13	45	21	52	14	29
			Pro	NP	Pro	Pro	Pro	NP	Pro
	SPOTCheck		Pro	NP	Pro	Pro	Pro	NP	Pro
	MC Score	19 / 24						9	10
	MC % Correct	79						90	71
	MC ADJ %	89						95	85
	OR Score	5 / 8						2	3
	OR % Correct	62						50	75
	OR ADJ %	79						71	87
	Comb Adj %	84						83	85
	TLI %ile Rank							97	72
								Adv	Adv
	SPOTCheck							Adv	Adv
	MC Score	89 / 106	13	16	18	17	6	10	9
	MC % Correct	84	72	89	90	85	100	100	64
	MC ADJ %	92	85	94	95	92	100	100	80
	OR Score	19 / 28	4	0	2	3	4	2	4
	OR % Correct	68	100	0	50	75	100	50	100
	OR ADJ %	82	100	25	71	87	100	71	100
	Comb Adj %	87	92	60	83	89	100	85	90
	TLI %ile Rank		70	95	98	88	100	100	61
			Adv						
	SPOTCheck		Adv						

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
		↓	↓	↓	↓	↓	↓	↓
MC Score	81 / 106	13	15	13	16	6	9	9
MC % Correct	76	72	83	65	80	100	90	64
MC ADJ %	87	85	91	81	89	100	95	80
OR Score	16 / 28	0	0	3	4	3	2	4
OR % Correct	57	0	0	75	100	75	50	100
OR ADJ %	76	25	25	87	100	87	71	100
Comb Adj %	82	55	58	84	95	93	83	90
TLI %ile Rank		65	91	66	81	100	97	58
SPOTcheck		Adv	Adv	Adv	Adv	Adv	Adv	Pro
MC Score	44 / 106	4	2	8	8	4	9	9
MC % Correct	42	22	11	40	40	67	90	64
MC ADJ %	64	47	33	63	63	82	95	80
OR Score	8 / 28	0	0	1	1	2	2	2
OR % Correct	29	0	0	25	25	50	50	50
OR ADJ %	53	25	25	50	50	71	71	71
Comb Adj %	59	36	29	57	57	76	83	75
TLI %ile Rank		1	0	17	4	81	97	54
SPOTcheck		NP	NP	NP	NP	Adv	Adv	Pro
MC Score	57 / 106	5	8	4	17	4	10	9
MC % Correct	54	28	44	20	85	67	100	64
MC ADJ %	73	53	67	45	92	82	100	80
OR Score	8 / 28	0	0	1	3	1	2	1
OR % Correct	29	0	0	25	75	25	50	25
OR ADJ %	53	25	25	50	87	50	71	50
Comb Adj %	63	39	46	49	89	66	83	65
TLI %ile Rank		2	22	88	80	100	100	57
SPOTcheck		NP	Pro	NP	Adv	Adv	Adv	Pro
MC Score	62 / 106	7	5	7	17	5	9	12

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
		↓	↓	↓	↓	↓	↓	↓
MC % Correct	58	32	28	35	85	83	90	86
MC ADJ %	76	62	53	59	92	91	95	93
OR Score	8 / 28	0	0	1	2	1	2	2
OR % Correct	29	0	0	25	50	25	50	50
OR ADJ %	53	25	25	50	71	50	71	71
Comb Adj %	65	44	39	55	81	71	83	82
TLI %ile Rank		6	2	10	88	98	97	91
SPOTCheck		NP	NP	NP	Adv	Adv	Adv	Adv
MC Score	54 / 106	9	11	9	7	4	7	7
MC % Correct	51	50	61	45	35	67	70	50
MC ADJ %	71	71	78	67	59	82	84	71
OR Score	9 / 24	0		1	3	1	3	1
OR % Correct	38	0		25	75	25	75	25
OR ADJ %	61	25		50	87	50	87	50
Comb Adj %	66	48		59	73	66	85	60
TLI %ile Rank		25	57	26	3	81	72	27
SPOTCheck		Pro	Pro	Pro	NP	Adv	Adv	Pro
MC Score	68 / 88		15	14	18	6	8	7
MC % Correct	77		83	70	90	100	80	50
MC ADJ %	88		91	84	95	100	89	71
OR Score	11 / 24		0	1	3	1	3	3
OR % Correct	46		0	25	75	25	75	75
OR ADJ %	68		25	50	87	50	87	87
Comb Adj %	78		58	67	91	75	88	79
TLI %ile Rank			90	75	94	100	88	30
SPOTCheck			Adv	Adv	Adv	Adv	Adv	Pro
MC Score	63 / 106	8	7	10	16	4	8	7
MC % Correct	59	44	39	65	80	67	80	50

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
		↓	↓	↓	↓	↓	↓	↓
MC ADJ %	77	67	62	81	89	82	89	71
OR Score	9 / 28	1	0	1	1	1	2	3
OR % Correct	32	25	0	25	25	25	50	75
OR ADJ %	57	50	25	50	50	50	71	87
Comb Adj %	67	58	44	65	70	66	80	79
TLI %ile Rank		16	11	64	81	81	88	31
SPOTCheck		NP	NP	Adv	Adv	Adv	Adv	Pro
MC Score	69 / 106	8	12	11	16	6	9	7
MC % Correct	65	44	67	55	80	100	90	50
MC ADJ %	81	67	82	74	89	100	95	71
OR Score	6 / 28	0	0	1	2	1	1	1
OR % Correct	21	0	0	25	50	25	25	25
OR ADJ %	46	25	25	50	71	50	50	50
Comb Adj %	63	46	53	62	80	75	72	60
TLI %ile Rank		13	64	46	82	100	97	30
SPOTCheck		NP	Adv	Pro	Adv	Adv	Adv	Pro
MC Score	43 / 106	7	6	8	8	2	5	7
MC % Correct	41	39	33	40	40	33	50	50
MC ADJ %	64	62	58	63	63	58	71	71
OR Score	7 / 28	0	0	1	1	1	2	2
OR % Correct	25	0	0	25	25	25	50	50
OR ADJ %	50	25	25	50	50	50	71	71
Comb Adj %	57	44	41	57	57	54	71	71
TLI %ile Rank		10	7	17	6	20	33	22
SPOTCheck		NP	NP	NP	NP	Pro	Pro	Pro
MC Score	49 / 86	7	10	11		5	8	8
MC % Correct	57	39	56	55		83	80	57
MC ADJ %	75	62	75	74		91	89	76

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

Ethnicity All

Gender All

LEP All

SPED All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
		↓	↓	↓	↓	↓	↓	↓
OR Score	6 / 24	0	0	1		1	2	2
OR % Correct	25	0	0	25		25	50	50
OR ADJ %	50	25	25	50		50	71	71
Comb Adj %	63	44	50	62		71	80	73
TLI %ile Rank		11	43	46		98	85	41
SPOTCheck		NP	Pro	Pro		Adv	Adv	Pro
MC Score	66 / 106	6	12	10	17	3	8	10
MC % Correct	62	33	67	50	85	50	80	71
MC ADJ %	79	58	82	71	92	71	89	85
OR Score	14 / 28	1	0	1	4	2	3	3
OR % Correct	50	25	0	25	100	50	75	75
OR ADJ %	71	50	25	50	100	71	87	87
Comb Adj %	75	54	53	60	96	71	88	85
TLI %ile Rank		5	66	35	89	51	88	75
SPOTCheck		NP	Adv	Pro	Adv	Pro	Adv	Adv
MC Score	93 / 106	15	17	15	20	6	10	10
MC % Correct	88	83	94	75	100	100	100	71
MC ADJ %	94	91	97	87	100	100	100	85
OR Score	19 / 28	3	1	1	4	3	3	4
OR % Correct	68	75	25	25	100	75	75	100
OR ADJ %	82	87	50	50	100	87	87	100
Comb Adj %	88	89	73	68	100	93	93	92
TLI %ile Rank		88	99	82	100	100	100	72
SPOTCheck		Adv						
MC Score	57 / 88		10	13	14	6	6	8
MC % Correct	65		56	65	70	100	60	57
MC ADJ %	80		75	81	84	100	77	76
OR Score	8 / 24		0	1	2	1	2	2

2009-2010 Math INTERIM ASSESSMENT SUMMARY  
CURRENT GRADE 7 STUDENTS

**Ethnicity** All

**Gender** All

**LEP** All

**SPED** All

Grade 6 - AC	Math Total	M1	M2	M3	M4	M5	M6	M7
OR % Correct	33		0	25	50	25	50	50
OR ADJ %	58		25	50	71	50	71	71
Comb Adj %	69		50	65	77	75	74	73
TLI %ile Rank			37	66	63	100	46	45
SPOTCheck			Pro	Adv	Adv	Adv	Pro	Pro

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).

Other data sources used to supplement the needs assessments and the selection of an appropriate intervention model for our Tier I school were varied.

The evaluation pieces in our ACSIP were evaluated and showed success in the areas of summer school, after-school tutoring and job-embedded professional development to name a few.

A student survey was conducted in the Tier I school and showed the following results in a few areas:

10% of the student strongly disagree that they are challenged at the Tier I school, 25% disagree that they are challenged, 40% are neutral about being challenged, 15% think they are challenged and 10% strongly agree that they are challenged. As a result of this, it is imperative that we offer these students a rigorous.

15% of the students strongly disagree that their Tier I school is a good school, 20% disagree that it is a good school, 40% are neutral, 10% agree that the school is good and 15% strongly agree that the school is good.

A similar survey was sent to parents to get a perception of the Tier I school and the new principal. A few results were as follows:

50% of parents always think the Tier I school is a good place to learn, 40% agree that most of the time it is a good place to learn, 10% believe it sometimes is a good place to learn and 0% believe it is never a good place to learn.

55% of parents believe that the new principal is always doing a good job, 35% believe that he is doing a good job most of the time, 10% believe he is doing a good job sometimes and 0% believe that he is never doing a good job.

The results of these surveys show that a new attitude is taking place within our Tier I school with the students and the parents. That should be evident in the fact that this Tier I school made safe harbor on it's 2010 AYP report.

This evidence support our choice of the transformation model in that a new principal was chose to lead both the Tier I school and Tier III school in the LEA. The evaluation tool and recruitment aspects of the transformation model will be addressed during the life of this grant.

**SECTION B. PART 2:**

**B. DESCRIPTIVE INFORMATION: LEA Capacity**

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

**Transformation**

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

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

At this time, the LEA believes that there are no state statutes and policies that address transformation, limits it or creates barriers to it. The grant application itself show the support of the transformation.

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

Currently the LEA has a system in place for teacher evaluations that is outdated. During the 2010-2011 school year, the LEA will continue its partnership with The Leadership Academy in order to revise our teacher evaluation tool to match up with a piece that will fit our needs as far as giving the administration the ability to implement strategies as financial incentives and more flexible work conditions that are designed to recruit, replace and retain staff with the skills necessary to meet the needs of the transformation model.

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

The LEA at this time does not have any contractual agreements, including collective bargaining, that affect transformation.

## Turnaround

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

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

At this time, the LEA believes that there are no state statues and policies that address turnaround, limit it or create barriers to it.

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

At the current time all staff is in place, therefore district policy could not be followed due to the fact that 50% of the staff would need to be replaced for the turnaround model to be fully implemented. Our Reduction in Force policy would limit the LEA's authority to replace effective staff based on the fact that our RIF policy is solely based on seniority.

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

All staff have contracts in place for the 2010-2011 school year, which would eliminate the district from implementing the turnaround model.

## Restart

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

### Charter Schools

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

At this time, the LEA believes that there are not state statutes and policies that would limit the LEA from implementing the restart model.

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

The LEA does not have policies in place that address charter schools.

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

The LEA at this time does not have any contractual agreements including collective bargaining that will affect the restart model.

**Education Management Organizations**

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

At this time, the LEA believes that there are no state statutes and policies that address EMOs, limit it or create barriers to it.

---

---

---

---

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

The LEA does not have any policies currently in place regarding EMOs.

---

---

---

---

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

The LEA at this time does not have any contractual agreements, including collective bargaining, that affect EMOs.

---

---

---

---

**DRAFT**

**Closure**

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

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

The LEA believes that there are no state statutes that address a voluntary closure of a school, limit it or create barriers to it.

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

The LEA does not have any policies in place that address closure.

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

The LEA does not have any contractual agreements, including collective bargaining, that affect closure.

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

The LEA does not have a higher achieving school available to receive students. The LEA is made up of one elementary school and one high school.

**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)
America's Choice	Y	Y	Job-embedded staff development	AC school exceeds state growth rates in literacy and math. 4 years with LEA
Elbow to Elbow	N	Y	Job-embedded staff development	Strong teacher support, proven in delta schools. 3 years with LEA
Great Rivers Co-op	N	Y	Job-embedded staff development	Teacher and administrative support
The Learning Institute	N	N	Formative assessments	Provides formative assessments for data. 5 years with LEA.
Arkansas Leadership Academy	Y	Y	Job-embedded PD, capacity building	Training to build capacity for teachers, administrators, & LT

**Turnaround**

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

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
America's Choice	Y	Y	Job-embedded staff development	10 school exceed growth in literacy and math. 4 years in LEA
Elbow to Elbow	N	Y	Job-embedded staff development	Strong teacher support. 3 years in LEA.
Great Rivers Co-op	N	N	Job-embedded staff development	Teacher and administrative support
The Learning Institute	N	N	Formative assessments	Provide formative assessments. 6 years in LEA.

**Restart**

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

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
N/A				

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

**Closure**

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

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

**DRAFT**

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

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

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

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

**Best Fit Ranking of Intervention Models**

- A. Best Fit: Transformation Model
- B. Second Best Fit: Turnaround Model
- C. Third Best Fit: Restart
- D. Fourth Best Fit: Closure

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

**The Transformation Model**

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

The LEA will not select a new leader for the school. A new K-12 principal was hired to serve both the elementary and high school for the 09-10 school year. As a result, the new principal led the school to meet standards through safe harbor. The new principal works closely with our School Improvement Director required by the ADE. The new principal is currently in year two of The Principal's Academy provided by The Leadership Academy.

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

The LEA work with The Leadership Academy in order to develop a new observation tool to use with teachers. New policies will be put in place by the LEA to lend support to the new observation tool in order to make strategic staff replacements. The new evaluation tool will be looked at by all faculty and staff and presented before the Personnel Policy Committee prior to board approval.

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

The LEA has implemented America's Choice the past 4 years to support transformation. The continued relationship with America's Choice will help the LEA continue to support our students based on the various strategies in place. The LEA has also had a close working relationship with Elbow to Elbow for the past 3 years. The support of these two programs have been incorporated through other grants and our ACSIP.

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

This transformation will lead to several changes that will need to be implemented. Policies will need to be changed to help the LEA use the new teacher evaluation tool productively. The staff will be included in every aspect of developing this new evaluation tool. Staff is currently assisting the scheduling process in order to implement a schedule that will promote time for Professional Learning Communities to take place. Policies will be added to implement financial incentives to recruit, place and retain staff.

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 principal will be supported in several ways. The LEA will view the principal as the instructional leader of the school instead of the disciplinarian. It will be imperative that the principal be in the classrooms the majority of his day. The principal will be conducting evaluations and observations. The principal will be trained in Classroom Walkthroughs by our School Improvement Director. Results of the CWTs will be viewed and analyzed by all staff members in order to drive instruction.

### The Turnaround Model

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

The LEA will continue to work with The Office of Teacher Quality through the Arkansas Department of Education in order to recruit effective teachers. The LEA will continue the relationship with Teach for America as well.

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

The LEA has a Leadership Team that typically interviews new school leaders. The Leadership Team is made up of the superintendent, K-12 principal, the federal programs coordinator, design coach, literacy facilitator, math facilitator and the School Improvement Director appointed by the ADE.

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

The LEA will support the school leader by having The Leadership Team in place to help with the decision making process. Support will also be given by encouraging the principal to continue his participation in The Principal's Institute with The Leadership Academy.

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)?

A new evaluation tool will be created with the help of The Leadership Academy. This new evaluation tool will be created by the staff and presented to our Personnel Policy Committee for approval before going before our local school board.

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?

The LEA will seek guidance from The Leadership Academy in order to ensure the most talented teachers and leaders remain in the school and underperformers leave through our evaluation tool.

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

The LEA does not have any other schools.

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

All efforts will be made to retain and retrain staff. With our declining enrollment it puts a strain on the local budget. Careful planning with the district, Title I and Title IFA will be done to make sure that we are not supplanting with surplus staff.

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?

At this time, it will be difficult to execute the turnaround model due to the fact that we are an isolated district and one that pays around \$10,000.00 less than surrounding districts. Replacing at least 50% of staff is not feasible in order for the LEA to meet standards each year. The transformation model is the best fit for our district.

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

The changes in decision-making policies will need to be the need to dismiss an ineffective teacher based on the new evaluation tool that will be created with the help of The Leadership Academy.

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

The district will support the leader by protecting his time to be the instructional leader instead of the disciplinarian of the school. Discipline of students will be done by another staff member in order to allow the principal to focus on the practices and procedures that are taking place within each classroom.

### 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?

---

---

---

**DRAFT**

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

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

<b>Group/Partner</b>	<b>Role with this School in Implementation of Intervention Model</b>
<b>State Education Agency</b> Arkansas Department of Education	Guidance from School Improvement Director
<b>Local Education Agency</b> Hughes School District	Implementation of Policies
<b>Internal Partner (LEA staff):</b> Superintendent	Implementation of Policies
<b>Lead Partner:</b> America's Choice	Job-embedded Professional Development in Best Practices
<b>Support Partner:</b> Elbow to Elbow	Job-embedded Professional Development in Best Practices
<b>Support Partner:</b> Arkansas Leadership Academy	Job-embedded Professional Development in Best Practices
<b>Support Partner:</b> The Learning Institute	Formative Student Assessment for Data Disaggregation
<b>Principal:</b> Cheric Bruce	Support to Staff as Instruction Leader
<b>School Teams</b> The Leadership Team	Support to Staff and Principal
<b>Parents &amp; Community</b> Various	Support of School

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.

Performance expectations for both America's Choice and Elbow to Elbow will directly relate to student achievement. Approximately every five weeks our students take the module assessments that we receive from The Learning Institute of Hot Springs. These formative assessments give teachers the data that is needed in order to drive instruction on a day to day basis. These results are shared with America's Choice and Elbow to Elbow during Leadership Team Meetings weekly.

During the past school year we earned safe harbor status for all benchmark grades. Our realistic goal for the coming school year will be to meet the growth standard. Our consultants' responsibilities will be delegated as follows to ensure that growth is met. Progress will be monitored using quarterly data from The Learning Institute. If a 5% increase is not shown in any given quarter, consultants will be expected to provide a report that details exactly what actions need to be modified to achieve the desired results based on their specific areas of responsibility.

The practices and procedures from both America's Choice and Elbow to Elbow should directly impact student learning. America's Choice and Elbow to Elbow will carry out all activities as outlined in the grant application relative to teacher practice and student achievement.

**America's Choice Responsibilities:**

1. Co-development of agenda and participation in Leadership Team meetings to ensure decision are data driven.
2. Assistance with analysis of data and development of instructional approaches to maintain achievement or address challenges in each class.
3. Provision of professional development, classroom modeling and observation feedback based on identified needs.
4. Establish in school and extended year interventions.
5. Other duties as might be necessary to achieve the cited benchmark goal.

**Elbow to Elbow Responsibilities:**

1. Provision of professional development, classroom modeling and observation with feedback based on identified needs.
2. Participation in Leadership Team meetings to lend needed support based on data.
3. Other duties as might be necessary to achieve the cited benchmark goals.

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

The LEA will monitor the implementation of the intervention model several ways. The Leadership Team under the direction of the superintendent and School Improvement Director appointed by the ADE will meet once a week to focus on data and student achievement which is directly related to the intervention model. Minutes from these Leadership Team Meeting will be distributed to the entire faculty in order to keep them abreast of the discussions taking place.

The Cluster Leader from America's Choice and a representative from Elbow to Elbow will be present as much as possible in these weekly Leadership Team Meetings giving details of their work in the classrooms and their work with the teachers.

The America's Choice cluster leader will work closely with the Literacy Facilitator, Math Facilitator and Design Coach to give them guidance on what needs to be addressed. This will be done on a weekly basis.

The Leadership Team will conduct Focus Walks bimonthly in order to ensure teachers are carrying out practices and procedures that is gained during job-embedded staff development that will be provided by America's Choice and Elbow to Elbow.

Teachers' schedules have been rearranged in order to give them common planning time. Each week, the teachers will work in Professional Learning Communities in order to discuss best practices and focus on the area of needs based on the student data. Minutes and disaggregation of student data will be shared with the principal.

DRAFT

**Step 4 - B - 6: Forge Working Relationships**

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

The LEA will continue to use our external partners to build capacity with all stakeholders through meetings held throughout the school year.

The LEA will promote a working relationship among all groups involved to better support the needs of our students. A weekly Leadership Team meeting will be attended by the superintendent, School Improvement Director appointed by the ADE, K-12 principal, federal programs coordinator, curriculum coordinator, literacy facilitator, math facilitator, design coach, America's Choice cluster leader and a representative from Elbow to Elbow. All meetings will be focused around student achievement and what is taking place inside the classrooms.

Staffing changes have been implemented for the 2010-2011 school year based on the results of the benchmark assessment and End-of-Course assessments in hopes to bring about systemic changes for the future. These changes were decided upon through a Leadership Team meeting due to this data and presented to the school board in order to involve all stakeholders.

The Leadership Team meetings will be limited to one hour each week and will focus on student data and what changes can be brought about to help teachers provide rigorous curriculum in order to lead to student achievement. An agenda will be prepared for each meeting and a sign-in sheet will be kept. Minutes from these meetings will be kept and shared with each faculty member. Topics for the Leadership Team meetings could be student data, assessment results, Focus Walk results, Classroom Walkthrough results, etc.

The lines of communication will be opened up between America's Choice and Elbow to Elbow through the weekly Leadership Team Meetings and through the sharing of weekly agendas through emails.

Information will be shared during monthly board meetings and in monthly parental involvement meetings to promote the support and relationships among all stakeholders.

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

The Hughes School District is in the fourth year of working with America's Choice and the third year with Elbow to Elbow. Research shows it can take as long as five years to fully implement a change model. The Hughes School District is just now moving in the right direction.

Our Spring 2010 data shows that the incorporation of America's Choice and Elbow to Elbow has us moving in the right direction. The charts below show the amount of growth we have had in the past year with our new K-12 principal and State Improvement Director. All of these components working together made a difference in our 2010 results. It is imperative to continue this level of support with the use of these grant funds in order to keep our students moving in the right direction.

Hughes School District Benchmark Scores

Literacy			
Grade	2009	2010	Change
3rd	56%	69%	+13
4th	29%	78%	+49
5th	39%	29%	-10
6th	55%	60%	+5
7th	44%	52%	+8
8th	29%	44%	+15
Math			
Grade	2009	2010	Change
3rd	76%	74%	-2
4th	55%	78%	+23
5th	24%	53%	+29
6th	60%	41%	-19
7th	29%	21%	-8
8th	14%	29%	+15

The data shows significant growth in most areas. Teacher accountability was stressed by the new principal. More support was given to the teachers in the way of job-embedded staff development by having America's Choice and Elbow to Elbow in the buildings on a weekly basis. A clear focus was given to student achievement and a focus was put on student learning.

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

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

**Goal # 1**  
All students in the district taking the Benchmark or EOC exams will increase 10% points yearly in literacy and math in order to make AYP. Action Plan: This plan and actions coordinated with the LEA's ACSIP will increase chances of all students being proficient by 2014.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>The LEA will continue to receive guidance from the School Improvement Director and The Leadership Academy as outlined in our current ACSIP and our Restructuring Plan for the 2010-2011 school year. The School Improvement Director will work closely with the principal of the elementary and high school.</p>	<p>Results of Classroom Walkthrough data will increase from August to May as a result of the K-12 principal sharing data and providing professional development in areas of need.</p>	<p>Teachers taking the data results from the CWTs and focusing on weak areas as depicted by the data. Teachers will discuss results of the CWTs during their weekly PLCs in order to share ideas. Agendas and minutes from the PLC meetings will be turned in to the K-12 principal.</p>	<p>July 1, 2010-June 30, 2011</p>	<p><input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input checked="" type="checkbox"/> Other</p>

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

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

**Goal # 1**  
All students in the district taking the Benchmark or EOC exams will increase 10% points yearly in literacy and math in order to make AYP. Achievement on this plan and actions coordinated with the LEA's ACSIP will increase chances of all students being proficient by 2014.

Objective #: 2	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>The LEA will continue its partnership with America's Choice in order for them to continue to provide job-embedded staff development and technical assistance to the entire faculty for the 2010-2011 school year.</p>	<p>For the 2011 spring administration of the Benchmark and EOC assessments, each tested sub-population and the combined population will make a 10 percentage point increase of students scoring proficient and/or advanced.</p> <p>For the 2012 spring administration of the Benchmark and EOC assessments, each tested sub-population and the combined population will make a percentage point increase of students scoring proficient and/or advanced.</p> <p>For the 2013 spring administration of the Benchmark and EOC assessments, each tested sub-population and the combined population will make AYP.</p>	<p>Focus Walks as recommended by America's Choice will be conducted at the elementary and high school. Results from these Focus Walks will be discussed during Leadership Team meetings.</p> <p>The Cluster Leader from America's Choice will conduct the Diagnostic and Assessment Tool(DAT) once a semester to show the level of implementation at the elementary and high school.</p> <p>Routines and Rituals will be evident in all classrooms. These will be monitored during Focus Walks.</p> <p>Anchor papers and Standards Based bulletin boards will be evident in all classrooms. These will be monitored during Focus Walks.</p> <p>The Workshop Model in literacy and math will drive instruction. This will be monitored during Focus Walks.</p>	<p>July, 2010-June, 2011</p>	<p><input checked="" type="checkbox"/> District</p> <p><input checked="" type="checkbox"/> School</p> <p><input type="checkbox"/> Partner</p> <p><input type="checkbox"/> Other</p>
<p>The LEA will increase the level of support in the area of technical assistance from America's Choice for the 2011-2012 school year and the 2012-2013 school year.</p>	<p>For the 2011 spring administration of the Benchmark and EOC assessments, each tested sub-population and the combined population will make AYP.</p>	<p>Routines and Rituals will be evident in all classrooms. These will be monitored during Focus Walks.</p> <p>Anchor papers and Standards Based bulletin boards will be evident in all classrooms. These will be monitored during Focus Walks.</p> <p>The Workshop Model in literacy and math will drive instruction. This will be monitored during Focus Walks.</p>	<p>July, 2011-June, 2013</p>	<p><input type="checkbox"/> District</p> <p><input type="checkbox"/> School</p> <p><input type="checkbox"/> Partner</p> <p><input type="checkbox"/> Other</p>

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

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

**Goal # 1**  
At students in the district taking the Benchmark or EOC exams will increase 10% points yearly in literacy and math in order to make APV. Achievement on the APV and actions coordinated with the LEAs ACSP will increase chances of all students being proficient by 2014.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
3	The LEA will continue the relationship with Elbow to Elbow.  CWTs focusing on learner engagement will be conducted and will indicate a 25% increase in learners being scored "highly engaged" from September to May.  Formative assessment scores from The Learning Institute will reflect a 10 percent increase in score of student proficiency on the open-response portions in literacy and math.  Teachers set high performance standards for students.	Focus Walks will be conducted at the elementary and high school. Results from these Focus Walks will be discussed during Leadership Team meetings.  There will be an increase of scores on the open-response portion in both literacy and math on the module tests received from The Learning Institute.  Progress reports will be posted in classrooms showing the high performance standards for the students.	July, 2010-June, 2013	<input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other

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

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

**Goal # 2**  
Teacher evaluations and administration support will lead students to show growth during the 2010-2011 school year and to make AYP in years 2011-2012 and 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
<p>The LEA will seek the help of the School Improvement Director and The Leadership Academy to develop a new teacher evaluation tool. The new evaluation tool will be rigorous, transparent, and equitable. It will allow the LEA to implement such strategies as financial incentives, more flexible conditions to recruit, place and retain staff. The New tool will also allow the LEA to remove those who after ample opportunities have been provided for them to improve their professional practice but have not done so.</p>	<p>New teacher evaluation tool created and adopted by school board.</p>	<p>The Leadership Team creates various evaluation tools for teachers to compare. Teachers have input in teacher evaluation tool. New evaluation tool is voted on by staff and proposed to school board after being presented to personnel policy committee.</p>	<p>September, 2010-December, 2010</p>	<p><input checked="" type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input checked="" type="checkbox"/> Other</p>

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

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

**Goal # 2**  
Teacher evaluations and administration support will lead students to show growth during the 2010-2011 school year and to make AYP in years 2011-2012 and 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
2	The principal will use the new evaluation tool in order to evaluate teachers.	Results of teacher evaluations  Schedule of principal in classrooms evaluating teachers  Increase learning through teacher evaluation	January, 2011-June, 2013	<input type="checkbox"/> District <input checked="" type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other

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

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

**Goal # 2**  
Teacher evaluations and administration support will lead students to show growth during the 2010-2011 school year and to make AYP in years 2011-2012 and 2012-2013.

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
3	Creation of incentive and retention bonuses.	Leadership Team Meetings Presentation to Staff Presentation to Personnel Policy Committee Proposal to school board for adoption	January, 2011-April, 2011	<input checked="" type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other
The LEA will create a teacher bonus scale to identify and reward school leaders, teachers and other staff have increased student achievement. A retention bonus will also be awarded in order to retain highly qualified teachers.				

letters of intent  
and maps follow  
Proposed Activities.

**SECTION B. PART 4:**

**B. DESCRIPTIVE INFORMATION: Proposed Activities**

Goal #1:

Objective #1: The LEA will continue to receive guidance from the School Improvement Director and The Leadership Academy as outlined in our current ACSIP and our Restructuring Plan for the 2010-2011 school year. The School Improvement Director will work closely with the principal of the elementary and high school. (Our participation with The Leadership Academy was written in our ARRA Title I grant application that we currently have in place. It is the hopes of the LEA that this short-term, one-time expenditure will have long-term payoff for the students and our staff.)

Activities: July, 2010-August, 2010--the School Improvement Director will train the Leadership Team which includes the k-12 principal on how to conduct Classroom Walkthroughs.

August, 2010-May, 2010--The Leadership Team will conduct CWTs weekly at the elementary and high school to ensure that teaching for learning is taking place. The results of the CWTs will be shared in the weekly Leadership Team meetings and the data will be analyzed to allow the team to focus on the next steps. The results of the CWTs will be shared with the entire K-12 faculty. Teachers will focus on the CWT results as they meet weekly in PLCs.

Objective #2: The LEA will continue its partnership with America's Choice in order for them to continue to provide job-embedded staff development and technical assistance to the entire faculty for the 2010-2011 school year.

The LEA will increase the level of support in the area of technical assistance from America's Choice for the 2011-2012 school year and the 2012-2013 school year.

Activities: July, 2010-June 30, 2011--America's Choice will provide 45 days of technical assistance throughout the school year, which will include the extended year of summer school and 1 day of professional development at the elementary level. Materials and supplies needed to carry out the program will be purchased for the elementary school. America's Choice will provide 35 days of technical assistance throughout the school year, which will include the extended year of summer school and 3 days of professional development at the high school. Materials and supplies needed to carry out the program will be purchased. The Cluster Leader for the elementary and high school will provide job-embedded staff development activities. The Cluster Leader will guide the Literacy Facilitator, Math Facilitator, and Design Coach in activities that will directly related to teacher presentation of lessons. America's Choice will also provide activities as outline in the timeline that follows.

July, 2011-June, 2013--America's Choice will increase the level of support in the elementary and high school. America's Choice will provide 2 days a week and extended school year of technical assistance at the elementary school. Materials and supplies needed to carry out the program will be purchased. America's Choice will provide 2 days a week and extended school year of technical assistance at the high school. Materials and supplies needed to carry out the program will be purchased. The Cluster Leader for the elementary and high school will provide job-embedded staff development activities. The Cluster Leader will guide the Literacy Facilitator, Math Facilitator, and Design Coach in activities that will directly related to teacher presentation of lessons. America's Choice will also provide activities as outline in the timeline that follows.

**SECTION B. PART 4:**

**B. DESCRIPTIVE INFORMATION: Proposed Activities**

Objective #3:

The LEA will continue its relationship with Elbow to Elbow for the years of this grant proposal.

Elbow to Elbow will place a literacy specialist, math specialist and special service support person in the Tier 1 school over the course of the year 3 days a week. During their days on campus, the consultants will model lessons, increase teacher and student knowledge of open-response type questioning and participate in Leadership Team meetings.

Goal #2: Teacher evaluations and administration support will lead students to show growth during the 2010-2011 school year and to make AYP in years 2011-2012 and 2012-2013.

Objective #1: The LEA will seek the help of the School Improvement Director and The Leadership Academy to develop a new teacher evaluation tool.

Activities: September, 2010--Various teacher evaluation tools will be sought after and analyzed in order to help create a tool that will be fit our needs.

November, 2010-December, 2010--Faculty and Staff will be involved in the creation of the new evaluation tool. The new evaluation tool will be proposed to the personnel policy committee and the school board for adoption.

Objective #2: The principal will use the new evaluation tool in order to evaluate teachers.

Activities: January, 2011--The principal will use the newly adopted evaluation tool to evaluate teachers.

May, 2011--The results of the evaluation tool will be used to make necessary staff changes that best fit the needs of the students.

September, 2011-May, 2013--The principal will continue to use the new evaluation tool.

Objective #3: The LEA will create a teacher identification scale to identify and reward school leaders, teachers and other staff that have increased student achievement. A retention bonus will also be awarded in order to retain highly qualified teachers.

January, 2011--The superintendent will create and propose a bonus scale to the personnel policy committee and school board for adoption.

May, 2011--The retention bonus will be awarded.

July, 2011--The student achievement bonus will be awarded based on spring 2011 results.

May, 2012--The retention bonus will be awarded.

July, 2012--The student achievement bonus will be awarded based on spring 2012 results.

May, 2013--The retention bonus will be awarded.

July, 2013--The student achievement bonus will be awarded based on spring 2013 results.

**SECTION B, PART 5:**

**B. DESCRIPTIVE INFORMATION: Timeline**

**First School  
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.**

Disaggregate data to identify planning needs for professional development and early year instruction for Tier III school. Begin work on new teacher evaluation tool.
Establish protocol for consultant visits. Meet with administrative/faculty to review expectations, PLC topics, Leadership Team processes, and early year instructional activities.
Initiate classroom visits, modeling, and online and on site professional development by outside providers. Begin in school interventions, Leadership Team meetings, and classroom walk throughs.
Analyze initial TLJ data and create data walls based on results. Adjust classroom instruction to reflect data needs. Instructional coaches and outside consultants modify assistance based on data results.
Analyze initial intervention results and modify based on needs. Joint meeting among administrators, coaches, and consultants to adjust instructional approaches to align with benchmark goals.
Conduct quality review of overall school operations to identify challenges and develop next steps. Analyze mid-year data and identify professional development needs for January. Propose new evaluation tool.
Create and administer modified TLJ to approximate benchmark testing-analyze results. Update intervention modules based on post-test results. Principal evaluates using new teacher evaluation tool.
Focus PD on test taking strategies during instruction. Increase consultant modeling and co-teaching in high stakes classes. Principal continues to evaluate teachers.
Analyze TLJ results vis-a-vis benchmark standards to regroup students for additional interventions. Continue to focus outside consultants on high stakes classes. Principal continues to evaluate teachers.
<b>Prepare and deliver review sessions on test taking strategies. Begin new school year planning after testing period.</b>
<small>Complete end of year quality review and establish next steps for new year. Analyze PD offerings for year, compare with anecdotal notes from classroom visits/observations and identify PD needs for new year. Teacher evaluations lead to reorganization, if necessary.</small>
Analyze benchmark results and establish goals for improvement. Identify PD and intervention needs then schedule training and instruction appropriately.
Disaggregate new data to identify planning needs for PD and early year instruction. Share with school board, parents, and community.

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

The high school is the LEA's Tier I school that is in need of immediate attention. This grant application focuses on two major components that need to continue in order for the school to meet the goal of showing growth during the school year. Meeting "safe harbor" during the 2009-2010 under the direction of our School Improvement Director and our new principal gives us the opportunity to reach the goal.

The first major component is our need to continue our relationship with America's Choice and Elbow to Elbow. These two entities have proven successful in this Tier III school. America's Choice and Elbow to Elbow directly impact student learning based on the disaggregation on the data received from The Learning Institute. With the help on America's Choice and Elbow to Elbow, teachers are able to focus specifically on skills that the students are not performing proficient on during testing.

America's Choice and Elbow to Elbow provide specific job-embedded professional development to the teachers in the high school in their classrooms with their students. The cluster leaders from America's Choice and consultants from Elbow to Elbow model lessons in order for teachers to observe good teaching methods. Each brings to the school the current issues and practices that keep teachers up to date in their teaching methods. The cluster leaders from America's Choice have engaging conversations around student achievement in order to guide and teach our faculty, such as our math facilitator, literacy facilitator and design coach, what to look for when desegregating student data.

The goal of both America's Choice and Elbow to Elbow is to train the staff in the Tier III school, which includes all administration and teachers, in order for them to be able to sustain the level of support once this grant period is over.

Being able to sustain the level of support once America's Choice and Elbow to Elbow have fulfilled their obligations with the Tier III school is where the second major component comes in to play.

Teacher turn over has been a major issue at the high school which may have played a part of the school becoming a Tier I school. Our salary schedule can not compete with the surrounding schools. The teachers are hired at the high school, do their job to the best of their ability and usually leave within a year or so for a higher paying job.

The LEA would like to offer financial incentives through the development of the new teacher evaluation tool that will be created to be rigorous, transparent, and equitable. This new teacher evaluation tool will be created with the help of our School Improvement Director and The Leadership Academy. The financial incentives will help the Tier III school place and retain staff and remove those staff members who, after ample opportunities have been provided for them to improve their professional practice, have not done so. A one time "bonus" will be used to reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement by making AYP or by simply decreasing the number of students scoring below basic or basic by 50%. A one time "bonus" will also be given to all certified staff for returning to the Tier III school during the three years of this grant.

**SECTION B, PART 8:**

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

The district received guidance during the 2009-2010 school year from the School Improvement Director that was place with us from the Arkansas Department of Education. The School Improvement Director helped guide us with our Tier III school, the high school, and our Tier I school, the elementary school.

Over the course of the year our Leadership Team meetings were attended by our School Improvement Director, superintendent, federal programs coordinator/testing coordinator, K-12 principal, curriculum coordinator, math facilitator, literacy facilitator, design coach, and consultants from America's Choice and Elbow to Elbow. The major focus of these meetings were to guide student achievement and the next steps our LEA should focus on in order to show growth.

Conversations among the School Improvement Director, superintendent, K-12 principal and federal programs coordinator/testing coordinator led the decision to be made to continue our relationship with both America's Choice and Elbow to Elbow. This was presented to the faculty for their agreement.

A meeting was held with the superintendent, federal programs coordinator/testing coordinator, Suzy Page of America's Choice and Susan Reich from Elbow to Elbow. This meeting was to lay some ground work on how we all are going to work together in the coming years pending grant approval. Attached you will find an email giving details of this meeting.

Our School Improvement Director and America's Choice cluster leader proposed changes in the make-up of the school. These changes consisted of teacher reassignment and room locations. Room relocations were done to give the Tier III school the concept of being a middle school. We are going to contain the younger students at the high school in one area of the campus. The decision was also made to move the high school secretary away from the K-12 principals office. This was done to ensure the K-12 principal did not get caught up in the day to day details of the school that can be handled by other school staff. The K-12 principal will be out observing teachers and students on campus and his office will be used for conversations with teachers on an as needed basis. Attached you will find a copy of the changes in teaching assignments and room locations. All of these changes were considered as what was in the best interest of our students.

Also, previously attached earlier in this grant application, you will find the agenda and unofficial minutes of the school board meeting that was held to show the support of our local board to apply for this funding. You will also find the Letter of Intent from America's Choice and the MOU from Elbow to Elbow.

Preliminary Three-Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER (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), S/G (S/G), or any other grant (please specify)						
School Name:	TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
	<b>1. Developing teacher and school leader effectiveness</b>					
	Select a new principal					L
	Make staff replacements					L
	Support required, recommended and diagnostic strategies					
	Change and sustain decision making policies and mechanisms					
	Change and sustain decision making policies and mechanisms					
	Change and sustain operational practices					
	Implement local evaluations of teachers and principal	25,000.00			25,000.00	F
	Additional options (specify) Any of the required and permissible activities under the transformation model					
	<b>Subtotal</b>					
	<b>2. Reforming instructional programs</b>					ALSIP (F)
	Develop data collection and analysis processes					
	Use data to drive decision making	12,000.00	12,000.00	12,000.00	36,000.00	F
	Align curriculum vertically and horizontally	5,000.00	5,000.00	5,000.00	15,000.00	F
	Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
	<b>Subtotal</b>					
	<b>3. Increasing learning team and creating community-oriented schools</b>					L
	Increase learning time (extended day, week, or year)	25,000.00	25,000.00	25,000.00	75,000.00	F
	Develop community partnerships that support the model					
	Implement parent and community involvement strategies for ongoing engagement and support	3,000.00	3,000.00	3,000.00	9,000.00	F
	Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
	<b>Subtotal</b>					
	<b>4. Flexibility and Sustained Support</b>					
	Implement a comprehensive approach to school transformation					
	Ongoing, intensive professional development and technical assistance from the LEA and the SEA	478,630.00	449,610.00	449,610.00	1,377,850.00	F
	Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
	<b>Subtotal</b>	548,630.00	494,610.00	494,610.00	1,537,850.00	
	<b>Total for Transformation Model</b>	548,630.00	494,610.00	494,610.00	1,537,850.00	
	<b>CLOSURE MODEL</b>	Year 1			Total	Source of Funds
	Costs associated with parent and community outreach					
	Costs for student attending new school					
	<b>Total</b>					

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



TELEPHONE YEAR	SOURCE OF FUNDS CODE	NECESSARY	SUBMISSION DATE
2011		06/30/2011	06/30/2011
SCHOOL NAME	DISTRICT NAME AND NUMBER		
Hughes High School	Hughes, 62-02		
CONTACT PERSON	TELEPHONE NUMBER (include Area Code)		
Julie Coveny	870-339-3430		
EMAIL ADDRESS	FAX NUMBER (include Area Code)		
jcoveny@hbsd4.org	870-339-3317		

School Improvement Grant - 2010 - 2011 Section 1003(g)  
 Budget Summary and Payment Schedule

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ 432,800	\$ 471,830	\$ -	\$ -	\$ -	\$ 478,630
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

Funds Budgeted \$ 478,630.00

2010-2011 Budget for School #1

FOR ADE USE ONLY	
Program Approval Date and Initials	
ATTACHMENT 3	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2011

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

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



<b>FISCAL YEAR</b> 2011	<b>SOURCE OF FUNDS CODE</b> 1	<b>REG NO.</b> 052015016	<b>SUBMISSION DATE</b> 7/20/2011
<b>SCHOOL NAME</b> Hughes School District		<b>DISTRICT NAME AND NUMBER</b> Hughes, 62-02	
<b>CONTACT PERSON</b> Julie Coveny		<b>TELEPHONE NUMBER (include Area Code)</b> 870-339-3430	
<b>EMAIL ADDRESS</b> jcoveny@hbsd4.org		<b>FAX NUMBER (include Area Code)</b> 870-339-3317	

School Improvement Grant - 2010 - 2011 Section 1003(g)  
 Budget Summary and Payment Schedule

AT: **FOR ADE USE ONLY**

Program Approval Date and Initials	
Total Funds	
Carry over Funds	
Current Funds	
Begin Date	End Date
	06/30/2011

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$1,040,000	\$ 260,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$1,300,000
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

\$

Funds Budgeted \$1,300,000

2010-2011 District Budget

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



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

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

<b>FISCAL YEAR</b> 2011	<b>SOURCE OF FUNDS CODE</b>	<b>NOES NO.</b>	<b>SUBMISSION DATE</b>
<b>SCHOOL NAME</b> Hughes High School <b>CONTACT PERSON</b> Julie Coveny		<b>DISTRICT NAME AND NUMBER</b> Hughes, 62-02 <b>TELEPHONE NUMBER (include Area Code)</b> 870-339-3430 <b>FAX NUMBER (include Area Code)</b> 870-339-3317	
<b>EMAIL ADDRESS:</b> jcoveny@hbsd4.org			

**FOR ADE USE ONLY**

Program Approval Date and Initials	
Total Funds	
Carry over Funds	
Current Funds	
Begin Date	End Date
	06/30/2012

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ 14,030.00	\$ 9,310.00	\$ -	\$ -	\$ 149,610.00	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Funds Budgeted \$ 449,610.00

20011-2012 Budget School #1

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

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



<b>FISCAL YEAR</b> 2011	<b>SOURCE OF FUNDS CODE</b>	<b>NESS NO.</b>	<b>SUBMISSION DATE</b>
<b>SCHOOL NAME</b> Hughes School District	<b>DISTRICT NAME AND NUMBER</b> Hughes, 62-02	<b>TELEPHONE NUMBER (include Area Code)</b> 870-339-3430	<b>FAX NUMBER (include Area Code)</b> 870-339-3317
<b>CONTACT PERSON</b> Julie Coveny	<b>EMAIL ADDRESS</b> jcoveny@hdsd4.org	<b>SCHOOL IMPROVEMENT GRANT - 2011 - 2012 Section 1003(g)</b>	
<b>Budget Summary and Payment Schedule</b>			

**AT FOR ADE USE ONLY**  
 Program Approval Date and Initials  
 Total Funds  
 Carryover Funds  
 Current Funds  
 Begin Date  
 End Date  
 06/30/2012

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ 1,042,000	\$ 220,000	\$ -	\$ -	\$ -	\$ -	\$ 1,300,000	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

Funds Budgeted \$1,300,000.00

2011-2012 District Budget

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

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



FISCAL YEAR 2011	SOURCE OF FUNDS CODE 205	INGS NO. 205	SUBMISSION DATE 7/20/11
SCHOOL NAME Hughes High School		DISTRICT NAME AND NUMBER Hughes, 62-02	
CONTACT PERSON Julie Coveny		TELEPHONE NUMBER (include Area Code) 870-339-3430	
EMAIL ADDRESS jcoveny@hbsd4.org		FAX NUMBER (include Area Code) 870-339-3317	

School Improvement Grant - 2012 - 2013 Section 1003(g)  
 Budget Summary and Payment Schedule

FOR ADE USE ONLY Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2013

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$449,300	\$9,310	\$ -	\$ -	\$449,610	\$449,610
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

\$ \_\_\_\_\_

Funds Budgeted

\$449,610.00

2012-2013 Budget School #1

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

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



<b>FISCAL YEAR</b>	2012	<b>SOURCE OF FUNDS CODE</b>		<b>INGRESS NO.</b>		<b>SUBMISSION DATE</b>	
<b>SCHOOL NAME</b>	Hughes School District		<b>DISTRICT NAME AND NUMBER</b>	Hughes, 62-02			
<b>CONTACT PERSON</b>	Julie Coveny		<b>TELEPHONE NUMBER (include Area Code)</b>	870-339-3430			
<b>EMAIL ADDRESS</b>	jcoveny@hbsd4.org		<b>FAX NUMBER (include Area Code)</b>	870-339-3317			

School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule

AT FOR ADE USE ONLY	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2013

CODE / FUNCTIONS	OBJECTS							TOTALS
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects		
1								
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ 1,040,000	\$ 212,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,300,000
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

Funds Budgeted \$ 1,300,000.00

2012-2013 District Budget