



# ARKANSAS DEPARTMENT OF EDUCATION

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

DRAFT

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

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

<b>LEA Name:</b> _____	
<b>Mailing Address (Street, P.O. Box, City/Zip)</b> _____	<b>Starting Date</b> _____
<b>Name, title and phone number of authorized contact person:</b> _____	<b>Ending Date</b> _____
<b>Amount of funds requested:</b> _____	<b>Number of schools to be served:</b> _____

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

Signature: \_\_\_\_\_  
Superintendent of Schools

Date: \_\_\_\_\_

AND

Signature: \_\_\_\_\_  
Designated Board Representative

Date: \_\_\_\_\_

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

<b>ADE USE ONLY</b>	
Date Received: _____	Obligation Amount: _____
Reviewer Signature: _____	Approval Date: _____
Reviewer Signature: _____	Approval Date: _____

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

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation

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

**Context**

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

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

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

students:

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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.

<b>Position</b>	<b>Background and Core Competencies</b>	<b>Years in Position</b>	<b>Years in School</b>	<b>Years in LEA</b>

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

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

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

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**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					
Mathematics					
Science					
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: 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/Languag/ English															
Mathematics															
Science															
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: \_\_\_\_\_

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

Test Year: \_\_\_\_\_

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

Test Year: \_\_\_\_\_

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English										
Mathematics										
Science										
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for last complete school year: \_\_\_\_\_ Year: \_\_\_\_\_

5. Mobility rate for last complete school year: \_\_\_\_\_ Year: \_\_\_\_\_

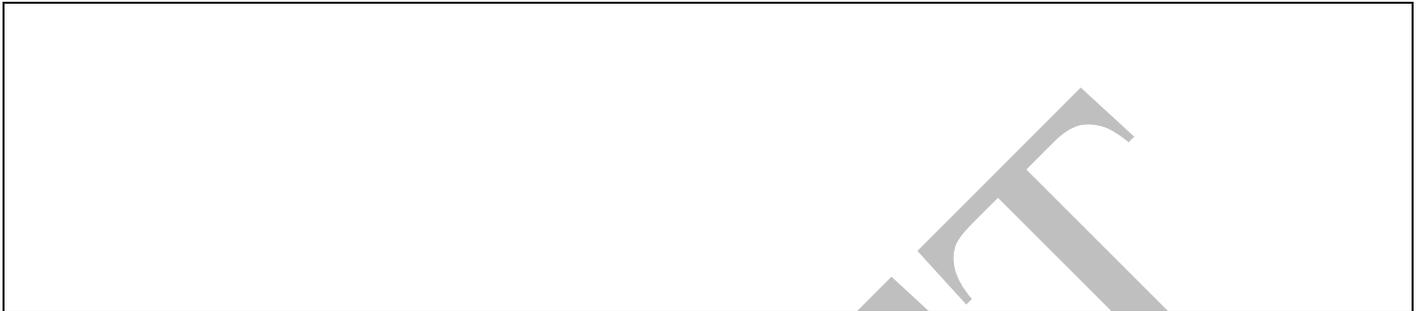
6. Graduation rate for all students for most recent year: \_\_\_\_\_ Year: \_\_\_\_\_

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						
2009						
2008						

## Key Questions

1. Which students are experiencing the lowest achievement?



2. Which students are experiencing the lowest graduation rates?



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

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

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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?

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**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.



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).

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**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:

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

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

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## Turnaround

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

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

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

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

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**Restart**

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

**Charter Schools**

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

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

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

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**Education Management Organizations**

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

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

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

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## Closure

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

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

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

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

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

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

**Transformation**

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

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

**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.

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

**Restart**

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

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

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

**Closure**

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>

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**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 checked="" type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input checked="" 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 checked="" type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: \_\_\_\_\_

B. Second Best Fit: \_\_\_\_\_

C. Third Best Fit: \_\_\_\_\_

D. Fourth Best Fit: \_\_\_\_\_

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

**The Transformation Model**

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

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

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

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

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

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

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

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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?

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### **The Turnaround Model**

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

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

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

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

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

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

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

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

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

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

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**The Restart Model**

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

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

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

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

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

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

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

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8. How will the SEA assist with the restart?

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

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

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**School Closure Model**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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>	
<b>Local Education Agency</b>	
<b>Internal Partner (LEA staff):</b>	
<b>Lead Partner:</b>	
<b>Support Partner:</b>	
<b>Support Partner:</b>	
<b>Support Partner:</b>	
<b>Principal:</b>	
<b>School Teams</b>	
<b>Parents &amp; Community</b>	

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.



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

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

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



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



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**SECTION B, PART 3:**

**B. DESCRIPTIVE INFORMATION: Annual Goals**

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

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

Goal # \_\_\_\_\_

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
				<input type="checkbox"/> District <input 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 # \_\_\_\_\_

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
				<input type="checkbox"/> District <input 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 # \_\_\_\_\_

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
				<input type="checkbox"/> District <input 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 # \_\_\_\_\_

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
				<input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other

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**SECTION B, PART 4:**

**B. DESCRIPTIVE INFORMATION: Proposed Activities**



**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.**

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

Second School

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.

<b>July</b>	
<b>August</b>	
<b>September</b>	
<b>October</b>	
<b>November</b>	
<b>December</b>	
<b>January</b>	
<b>February</b>	
<b>March</b>	
<b>April</b>	
<b>May</b>	
<b>June</b>	
<b>July</b>	

Third School

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

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

SECTION B, PART 6 – 7:

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

A large, empty rectangular box with a thin black border, occupying the majority of the page below the header. It is intended for providing descriptive information about services for Tier III schools.

**SECTION B, PART 8:**

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

A large, empty rectangular box with a thin black border, occupying the majority of the page below the section header. It is intended for the user to provide descriptive information regarding LEA consultation.

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

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)					
<b>School Name:</b>					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Total</b>					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific) <b>School Name:</b>					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
<b>Subtotal</b>					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
<b>Total for Transformation Model</b>					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)					
<b>School Name:</b>					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
Assign effective teachers and leaders to lowest achieving schools					
Recruit, place and retain staff					
Select new staff					
Replace staff deemed ineffective					
Negotiate collective bargaining agreements					
Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Total</b>					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific) <b>School Name:</b>					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
<b>Subtotal</b>					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
<b>Total for Transformation Model</b>					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
<b>Total</b>					

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)					
<b>School Name:</b>					
TURNAROUND MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Select a new principal					
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Support for staff being reassigned					
Retaining surplus staff					
Create partnerships to support turnaround					
Change decision-making policies and mechanisms around infusion of human capital					
Change operational practices around infusion of human capital					
Adopt a new governance structure					
High-quality, job-embedded professional development					
Implementing data collection and analysis structures					
Increase learning team (extended day, week, and/or year)					
Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Total</b>					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific) <b>School Name:</b>					
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Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
<b>Subtotal</b>					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
<b>Total for Transformation Model</b>					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific)					
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Implementing data collection and analysis structures					
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Student supports (emotional, social and community-based)					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Total</b>					
RESTART MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process					
Enroll, within the grades it serves, any former student who wishes to attend the school					
<b>Total</b>					

Preliminary Three – Year Budget <b>COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL</b> For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specific) <b>School Name:</b>					
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Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model					
<b>Subtotal</b>					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
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Implement a comprehensive approach to school transformation					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model)					
<b>Subtotal</b>					
<b>Total for Transformation Model</b>					
CLOSURE MODEL	Year 1	-	-	Total	Source of Funds
Costs associated with parent and community outreach					
Costs for student attending new school					
<b>Total</b>					

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<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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



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

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

CODE / FUNCTIONS	OBJECTS						
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects	TOTALS
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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

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

2010-2011 Budget for School #1

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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AT <b>FOR ADE USE ONLY</b>
<i>Program Approval Date and Initials</i>
<b>Total Funds</b>
<b>Carryover Funds</b>
<b>Current Funds</b>
<b>Begin Date</b> <b>End Date</b> 06/30/2011



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

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

CODE / FUNCTIONS	OBJECTS						
	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects	TOTALS
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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

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

2010-2011 Budget for School #2

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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AT <b>FOR ADE USE ONLY</b>	
Program Approval Date and Initials	
Total Funds	
Carryover Funds	
Current Funds	
Begin Date	End Date
	06/30/2011



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

**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	
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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      \$ \_\_\_\_\_

2010-2011 Budget for School #3

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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AT <b>FOR ADE USE ONLY</b>
<i>Program Approval Date and Initials</i>
<b>Total Funds</b>
<b>Carryover Funds</b>
<b>Current Funds</b>
<b>Begin Date</b> <b>End Date</b> 06/30/2011



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

**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	
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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

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

2010-2011 District Budget

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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



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

**School Improvement Grant – 2011 – 2012 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	
1	2	3	4	5	6	7	8
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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

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

20011-2012 Budget School #1

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

Arkansas Department of Education  
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AT <b>FOR ADE USE ONLY</b>
<i>Program Approval Date and Initials</i>
<b>Total Funds</b>
<b>Carryover Funds</b>
<b>Current Funds</b>
<b>Begin Date</b> <b>End Date</b> 06/30/2012



FISCAL YEAR	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
2011			
SCHOOL NAME		DISTRICT NAME AND NUMBER	
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**School Improvement Grant – 2011 – 2012 Section 1003(g)  
 Budget Summary and Payment Schedule**

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1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2011-2012 Budget School #2
----------------------------

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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

CODE / FUNCTIONS  1	OBJECTS						TOTALS 8
	61000 Employee Salaries 2	62000 Employee Benefits 3	63000-65000 Purchased Services 4	66000 Materials & Supplies 5	67000 Capital Outlay 6	68000 Other Objects 7	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2011-2012 Budget School #3

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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 Budget Summary and Payment Schedule**

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2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2011-2012 District Budget

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
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**School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule**

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2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2012-2013 Budget School #1

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
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FISCAL YEAR	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
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**School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule**

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1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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

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

2012-2013 Budget School #2

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
<input type="checkbox"/> Revised Initial Budget
<input type="checkbox"/> Individual School Budget
<input type="checkbox"/> Regular

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2011			
SCHOOL NAME		DISTRICT NAME AND NUMBER	
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**School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule**

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2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2012-2013 Budget School #3

<input type="checkbox"/> Initial Budget
<input type="checkbox"/> Amendment (No. _____)
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**School Improvement Grant – 2012 – 2013 Section 1003(g)  
 Budget Summary and Payment Schedule**

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1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budgeted</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Funds Available 2010-2013

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

Funds Budgeted

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

2012-2013 District Budget

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

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

- Extending the period of availability of school improvement funds.

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

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

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

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

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

**STATEMENT OF ASSURANCES**

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

By the signature of the Superintendent of \_\_\_\_\_

(district) the LEA assures that it will –

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

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

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

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

\_\_\_\_\_  
Superintendent’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent’s Printed Name

\_\_\_\_\_  
Date

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

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

**SECTION A -1****General Information**

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

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

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

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

**SECTION B, PART 1****Needs Assessment**

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

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

**SECTION B, PART 2****LEA Capacity**

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

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

**SECTION B, PART 3**

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

**SECTION B, PART 4**

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

**SECTION B, PART 5**

\_\_\_\_\_ Timeline

**SECTION B, PART 6 – 7**

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

**SECTION B, PART 8**

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

**SECTION C**

\_\_\_\_\_ Budget

**SECTION D**

\_\_\_\_\_ Waiver

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

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

**SECTION A -1****General Information**

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

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

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

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

**SECTION B, PART 1****Needs Assessment**

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

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

**SECTION B, PART 2****LEA Capacity**

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

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

**SECTION B, PART 3**

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

**SECTION B, PART 4**

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

**SECTION B, PART 5**

\_\_\_\_\_ Timeline

**SECTION B, PART 6 – 7**

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

**SECTION B, PART 8**

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

**SECTION C**

\_\_\_\_\_ Budget

**SECTION D**

\_\_\_\_\_ Waiver

**LEA Application Checklist - SIG ARRA**

School Name: \_\_\_\_\_ LEA #: \_\_\_\_\_

**SECTION A -1****General Information**

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

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

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

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

**SECTION B, PART 1****Needs Assessment**

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

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

**SECTION B, PART 2****LEA Capacity**

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

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

**SECTION B, PART 3**

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

**SECTION B, PART 4**

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

**SECTION B, PART 5**

\_\_\_\_\_ Timeline

**SECTION B, PART 6 - 7**

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

**SECTION B, PART 8**

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

**SECTION C**

\_\_\_\_\_ Budget

**SECTION D**

\_\_\_\_\_ Waiver

## Additional Resources

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

[http://www.scholastic.com/economicrecovery/pdfs/school\\_improvement\\_funds-ARRA.pdf](http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf)

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

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

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

&nodeID=1&DocumentID=300 <[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID&nodeID=1&DocumentID=300](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300)>

## Reading Research Links

### National Reading Panel

Publications

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

### Center on Instruction

[http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade\\_start=&grade\\_end](http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end)

### Learning Point Associates

Focus on Adolescent Literacy instruction

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

### International Reading Association

Adolescent Literacy focus

[http://www.reading.org/resources/issues/focus\\_adolescent.html](http://www.reading.org/resources/issues/focus_adolescent.html)

### The National Council of Teachers of English

*A Research Brief on Adolescent Literacy* available at

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

### Council of Chief State School Officers

Adolescent Literacy toolkit available at

[http://www.ccsso.org/projects/secondary\\_school\\_redesign/Adolescent\\_Literacy\\_Toolkit/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)

*Content Area Literacy Guide* available at

[http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE\\_FINAL.pdf](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf)

### Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at  
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

**The National Center for Education Evaluation and Regional Assistance**

*Improving Adolescent Literacy: Effective Classrooms and Intervention Practices* available at  
[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

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