



ARKANSAS DEPARTMENT OF EDUCATION

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

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SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Arkansas Senior High School	
Mailing Address (Street, P.O. Box, City/Zip)	Starting Date August 2014
Name, title and phone number of authorized contact person:	Ending Date
Amount of funds requested:	Number of schools to be served: 1

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

Signature: _____
Superintendent of Schools AND
Signature: _____
School Board President

Date: _____
Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's priority schools. Priority schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. In the priority schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2014 school improvement funds are available for obligation by SEAs and LEAs through June 30, 2017.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2014 school improvement funds in proportion to the funds received in FY 2014 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the

rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2014 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2014 application to the following address:

rick.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to:

Rick Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

If you have any questions, please contact Rick Green at (501) 682-4373 or by email at rick.green@arkansas.gov .

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnarou nd	Resta rt	Closur e	Transformati on
Arkansas Senior High		9-12	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				

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

Arkansas High is the only priority school in Texarkana Arkansas school district

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: Arkansas Senior High

LEA #: 4605026

Context

1. Grade levels (e.g., 9-12): 9-12
2. Total Enrollment: 1118
3. % Free/Reduced Lunch: 59.12%
4. % Special Education Students: 11.45%
5. % English Language Learners: 2.3%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 - 1.Spanish
 - 2.Bengali
 - 3.Cambodian

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

Arkansas High School is one of two public high schools located in Texarkana, Arkansas. There are also two private high schools. Texarkana has a population of 30,049 with an estimated racial makeup of 61.5% white alone, 32.7% black alone, 2.9% Hispanic, and 1.8% two or more races. Texarkana is the primary urban area of Miller County. Miller County has four public high schools. The county has a population of 43,634 comprised of 70.6% white alone, and 24.4% black alone. Texarkana, Arkansas has an unemployment rate of 9.1% for the population 25 years and over. The city is 87% urban and 13% rural with Miller County being 60% urban and 40% rural. The crime rate in Texarkana, Arkansas is 150% higher than the U.S. average with the majority of the reported incidences being thefts. 34.7% of Texarkana, Arkansas residents are living in poverty which is 10% higher than the state. The percentage of Texarkana children below poverty level is 40%. 83.5% of the city's residents over 25 have a high school diploma, while only 15% have a bachelor's degree.

The institutionalized population percentage is above the state average. Texarkana, Arkansas ranks #53 in the U.S. cities for largest percentage of people in homes for the physically handicapped, #58 in the U.S. cities for largest percentage of people in local jails and other confinement facilities, #59 in the U.S. cities for highest number of assaults in 2006 per 10,000 residents, #79 in the U.S. cities with the highest 2006 crime index per resident, and #88 in the U.S. cities with the largest percentage of people in short-term care, detention or diagnostic centers for delinquent children.

9.91% of Miller County taxpayers moved to other counties in 2006. The majority of those taxpayers moved to the adjacent sister city, Texarkana, Texas, located in Bowie County (4.94%). Texarkana, Texas has a population of 37,217 with three public high schools. The city is 100% urban with its primary racial makeup being 51.4% white alone, 37% black alone, and 7.3% Hispanic. The total population of Texarkana, USA is 67,266 (Texarkana, Arkansas and Texarkana, Texas combined).

The only feeder school to Arkansas High School is North Heights Junior High (NHJH). NHJH has 68% of students that are free and reduced lunch. NHJH has a racial makeup of 42% White and 58% Minority. With the minority representation of Texarkana at 37.4%, it is clear that the minority representation at NHJH is nearly double that of Miller County.

Read more: <http://www.city-data.com/city/Texarkana-Arkansas>

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

School	Grade Span		School	Grade Span
North Heights Junior High	7-8			
College Hill Middle School	5-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Marve Register – Principal	BSE, M.Ed—District Administration P-12, Secondary Principal 5-12, Secondary Health Education 7-12, Secondary Physical Education 7-12, Secondary Driver Education 7-12	1	11	39
Diane Jones – 12 th Assistant Principal	BSE, M.Ed—Secondary Building Administration 5-12, Secondary Guidance Counselor 5-12, Secondary English 7-12	4	6	19
Lem Ross – 11 th Assistant Principal	BSE, MS—Building Administration P-12, Secondary Physical Education/Wellness/Leisure 7-12	7	7	7
Eva Nadeau – 10 th Assistant Principal	BME, M.Ed—Building Administration P-12, Vocal Music P-12, Instrumental Music P-12, Gifted and Talented P-12, Secondary Career Preparation 7-12	3	7	10
Johnny Arnold –9 th Assistant Principal	BS, MAT, M.Ed—Secondary Building Administration 5-12, Secondary Physical/Earth Science 7-12	2	4	4
Natasha Hampton – Career and Technology Center Assistant Principal	BSE, M.Ed—Building Administration P-12, Secondary Vocational Administration 7-12, Secondary Business Education 7-12, Secondary Business Technology 7-12, Secondary Career Preparation 7-12	3	18	18

Leroy James – Career and Technology Center Assistant Principal	BS, M.Ed—Secondary Building Administration 5-12, Middle School Social Studies 5-8, Secondary Social Studies 7-12	2	2	24
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10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

At Arkansas High School principals will be evaluated for continued employment purposes under the provisions and timelines of the Teacher Evaluation Support System (TESS) and Leader Excellence and Development System (LEADS) respectively. Principals will be evaluated using the evaluation rubric and other documentation of LEADS.

Probationary principals, those principals who have been placed on an Intensive Growth Plan or participated in an improvement plan, and those principals who have not had a summative evaluation for two years will have a summative evaluation. In the years in which a principal does not have a summative evaluation, the principal shall complete a Professional Growth Plan and other documents as required under LEADS and their job performance will be measured based on that professional growth plan. For the 2013-14 school year, the non-probationary principals will have a summative evaluation.

The principals are evaluated by the superintendent or designee and the assistant principals are evaluated by their campus principals.

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

The teaching staff at Arkansas High School consists of 120 certified instructors. In terms of degrees, 60% of the teachers hold Bachelor degrees and 58% have Masters Degrees and have 1 Doctorate.

Grounded in the work of Charlotte Danielson's framework on teaching, the Texarkana Arkansas School District uses the Teacher Excellence Support System for certified teachers and administrators. TESS consists of four domains of teaching standards, four levels of performance, and three professional tracks of development. The four domains are as follows Domain I: Planning and Preparation; Domain II: Classroom Environment; Domain III: Instruction, and Domain IV: Professional Responsibilities. The levels of performance descriptors are below basic, basic, proficient, and distinguished. The Core Teaching Standards include 21 teaching components with identified elements and rubrics.

Any teacher who receives a below basic or basic mark in any of 21 components within the four domains must show improvement. The District's intent is for each teacher to be proficient in demonstrating mastery of the Core Teaching Standards. The ultimate aim of the teacher evaluation system is to increase student achievement as exhibited through quality and accountable teaching and learning.

Probationary teachers, known as Track 1, are evaluated yearly on all four domains using a differentiated evaluation model. During Year I, the teacher will receive two formal observations and one informal observation. During Year II, the teacher will receive one formal and one informal observation. In Year III, the teacher will receive one formal observation and two documented drop-ins. In each year, the probationary teacher will complete a Professional Growth Plan (PGP) and receive a mid-year and summative evaluation conference with an appraisal. Non-probationary teachers (known as Track II) are expected to demonstrate continued effective teaching practices at all time. To that end, non-probationary teachers are placed into a three-year cycle, where a more rigorous evaluation is conducted. During the cycle-year, the teacher will be subjected to a formal observation, which will include a pre-conference, a classroom observation, and the post-observation conference. When the non-probationary teacher is not on his/her cycle year to be formally observed, the teacher must fulfill yearly the expectations of Domain IV: Professional Responsibilities and his/her Professional Growth Plan that supports the school's improvement plan. If a non-probationary teacher fails to meet the teaching standards during this time, he or she is placed into Track III, which is the technical assistance phase and support for all teachers in Track I and Track II.

Classroom teachers are evaluated by their principal or an assistant principal. School administrators are required to pass a competency test provided by the state before administrators are eligible to conduct teacher evaluations.

The complete TESS evaluation requirements can be found at www.arkansased.org/division...of.../teacher-evaluation-system

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

Over the past five years, Arkansas High has implemented several school reform initiatives and efforts including AAIMS, America's Choice, IB Diploma Programme, High Schools that Work, READ 180, Plato, The Learning Institute and Arkansas Leadership Academy (ALA).

Within the past five years we restructured our Leadership Team in order to have greater shared leadership and positive impact on student achievement. The relationship we have with ALA has allowed us to continue to grow capacity by sending teachers, facilitators, assistant principals, principals and even teams to the institutes for training. All facets of our staff are represented on our Leadership Team. This has been accomplished by recognizing the need, conducting research, brainstorming solutions, and achieving buy-in from staff and students. This type of shared decision-making has become a part of who we are and how we do business. Partnering with ALA actually led us to develop a Student Leadership Team and Principal Advisory group that look at student data and ways to improve student voice at Arkansas High.

Another improvement effort is students' access to Night Library two days a week. A certified literacy teacher is available on Monday nights and a certified math teacher is available on Thursday nights for tutoring.

One of our most successful efforts was the implementation of our student Gold Card. This identifies a student as proficient or advanced on an End of Course test which affords them many amenities such as off campus lunch four times a year, no fee for all sporting and musical events, and a free prom ticket.

Arkansas High places an emphasis on individual teacher improvement and collaboration. We developed a meeting cycle that meets every Tuesday from 4 to 5 p.m. Each Tuesday of the month has been allocated for specific meetings as follows: Leadership team, that is a representation of the entire staff, meet the 1st Tuesday of every month; PD "break-out" sessions are the 2nd Tuesday of the month; Staff meetings are held the 3rd Tuesday every month; and Department meetings led by the department heads are held the 4th Tuesday of the month. Teachers also attend weekly Curriculum, Instruction, and Assessment (CIA) meetings every Wednesday during their common planning times. Arkansas High leadership team will continue to evaluate the effectiveness of each scheduled meeting.

One of the goals of Arkansas High is to increase the capacity of collaborative leadership by establishing administrators and teacher leaders as educational leaders of the building. For the past couple of years, the second Tuesday of every month we have

“break-out” sessions to meet the needs of individual teachers. Teachers are surveyed to determine their individual growth needs and, based on the results, mini-sessions are developed. These sessions are varied in design and include topics such as classroom management strategies, autism, student engagement, content specific teaching, and technology integration. Teachers have a choice which hour long professional development session is the most beneficial to them. Also, a key part of these meetings is to build capacity among staff, so “break-out” sessions are facilitated by teacher leaders.

The Texarkana Arkansas school district has received a multi-million dollar Magnet Schools grant for K-8th grade. All K-8 schools in the district will be trained on the Buck Institute’s Project-Based Learning model. One of the areas we continuously focus on is student engagement. This school year we utilized resources from the Buck Institute for Education (BIE) website to begin implementation of Project Based Learning (PBL). If awarded this grant, we will receive on-site professional development from certified BIE trainers. This training would help us align with the implementation of PBL at all other campuses in the district.

A system of shared leadership has been established as evidenced by administrative participation in instructional meetings and professional development, as well as regular leadership meetings.

Administrative team members have been trained in CWT’s, high yield strategies, closing the achievement gap, data driven decisions, and the evaluation of teaching and learning. The building principals and the instructional facilitator participate in weekly A-team (administrative team) meetings to discuss the current reality of teaching and learning.

In the summer of 2010, it was determined that our curriculum was not aligned properly. The professional development during the summer was focused on aligning the core curriculum, and mapping out additional plans to ensure the alignment of written, taught, and tested curriculum. The summer professional development days and continuing PD throughout the school year was focused on working on curriculum maps, unit lessons, and lesson plans. The teachers understand the importance of having vertical and horizontal curriculum conversations and are beginning to realizing the true connection between written, taught, and tested curriculum. Curriculum map updating is ongoing and the setbacks we have experienced with our current curriculum documents are the teachers not taking time for reflection and revision and making changes to their maps. This is a current focus for Arkansas High; we are making curriculum a priority. We have also begun placing more emphasis on common assessments and will work with the teachers on developing common assessments in all content areas.

The administrative team at Arkansas High believes we must “inspect what we expect.” It has been said what gets monitored gets implemented; the administrative team continually reminds each other of this philosophy as we continue on this journey of school improvement.

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	2013	2012	2011	2010	2009
Reading/Language/English	54.55%	55.82%	46.50%	42.70%	37.80%
Mathematics	58.15%	61.79%	59%	43.50%	40%
Science	38%	25.30%	29.60%	14%	15%
Social Studies	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A

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: 2011-2013

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	73.77	78.50	68.40	34.78	34.15	28.70	54.55	N/A	40	N/A	N/A	N/A	12.50	0	3.70
Mathematics	78.45	76.02	73.20	41.95	48.26	48.30	75	72.22	40	N/A	N/A	N/A	40.43	42.19	42.20
Science	59	33.30	45.50	17	14.20	15.30	57	36.40	N/A	N/A	N/A	N/A	40	25	12.50
Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Writing	N/A	N/A	N/A								
Other - Geometry	N/A	63.60	N/A	N/A							

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	N/A	55.82	N/A							
Mathematics - Algebra I	N/A	N/A	N/A	N/A	N/A	N/A	64.20	N/A	N/A	N/A
Science	N/A	25.30	N/A	N/A						
Social Studies	N/A	N/A	N/A							
Writing	N/A	N/A	N/A							
Other - Geometry	N/A	63.60	N/A	N/A						

4. Average daily attendance percentage for the 2012-2013 school year: 92.13%

5. Mobility rate for the 2012-2013 school year: 8.9%

6. Graduation rate for all students for the 2012-2013 school year: 81.11%

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

	All Students
2012	81.11%

2011	75.90%
2010	63.70%

Key Questions

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

During the 2006 - 2011 school years, there were six subgroups at Arkansas High School. Of the six, only four had the “Minimum Number” required to count in the AYP Status. Outside of the combined population, those three groups were African American population, Caucasian population, and economically disadvantaged population. As of 2012, AHS has to reach or exceed their Annual Measurable Objective (AMO) goals for All Students and Targeted Achievement Gap Group (TAGG) in both math and literacy to obtain an achieving status.

The most recent data analysis shows that the subpopulations of students that are experiencing the lowest achievement in math are African American, economically disadvantaged, and students with disabilities. In literacy, the African American, economically disadvantaged, English learners, and students with disabilities are the lowest achieving. The list below supports the statements above.

Math Analysis

- In 2013, African Americans scored 41.95%; their AMO was 56.95%.
- In 2013, economically disadvantaged scored 51.33%; their AMO was 58.01%.
- In 2013, students with disabilities scored 40.43%; their AMO was 51.85%.
- In 2013, Hispanic, Caucasian, and English language learners met their AMOs.

- In 2012, African Americans scored 48.26%; their AMO was 52.65%.
- In 2012, students with disabilities scored 42.19%; their AMO was 47.04%.
- In 2012, Hispanic, Caucasian, and economically disadvantaged met their AMOs.
- In 2012, English language learners had <10 students.
- In 2012, **TAGG met their AMO.**

- In 2011, **All subpopulations met Safe Harbor.**

Literacy Analysis

- In 2013, African Americans scored 34.78%; their AMO was 40.58%.
- In 2013, economically disadvantaged scored 41.84%; their AMO was 46.70%.
- In 2013, English Language learners scored 0%; their AMO was 64.91%.

- In 2013, students with disabilities scored 12.50%; their AMO was 19.75%.
- In 2013, Hispanic and Caucasian met their AMOs.
- In 2012, African Americans scored 34.15%; their AMO was 34.64%.
- In 2012, students with disabilities scored 0%; their AMO was 11.73%.
- In 2012, Caucasian and economically disadvantaged achieved their AMOs.
- In 2012, Hispanic and English language learners had <10 students.
- In 2012, **All Students and TAGG met their AMOs.**
- In 2011, African Americans scored 28.70%; their AMO was 75.81%.
- In 2011, economically disadvantaged scored 36%; their AMO was 75.81%.
- In 2011, Caucasian met their AMO.
- In 2011, Hispanic and English language learners had <40 students.

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

Our students with disabilities subgroup is experiencing the lowest graduation rates. In 2012, they missed their AMO for graduation by nearly 10%. The goal was 78.39% but only 68.57% graduated, which was a decrease from the previous year. This gap was far less in 2011. The graduation AMO was 76.23%, and 73.68% of our students with disabilities graduated. According to the 2011 AYP: School Improvement Report, this subgroup met their graduation rate in 2010. The 2013 rates have not been released.

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

An overall study was done on both subject areas to look at the specific proficiency change that occurred from the 2008-2009 school year to the 2012-2013 school year. That data analysis is listed here:

	MATH			LITERACY		
	2009	2013	% of change	2009	2013	% of change
Combined	40.5	58.15	+17.65	37.9	54.55	+16.65
African American	26.7	41.95	+15.25	15.6	34.78	+19.18
Hispanic	45.5	75.00	+29.50	85.7	54.55	-31.15
Caucasian	58.2	78.45	+20.25	57.7	73.77	+16.07
Economically Disadvantaged	33.5	51.33	+17.83	24	41.84	+17.84
Students with Disabilities	2.6	40.43	+37.83	14.3	12.50	-1.8

Increases were seen in all subgroups in math. Increases were also seen in four of the six subgroups in literacy. We believe these significant increases were due to our work with Arkansas Leadership Academy and America's Choice during the 2009-2010 school year. Arkansas Leadership Academy will continue to provide on-site professional development to help teachers work with analyzing student data and look for weak areas that need to be addressed. For areas that are determined to need additional assistance, acceleration classes will be provided in order to help students be more successful with their current and previous learning expectations.

Because our students are experiencing low achievement in math, we have implemented an intensive after-school tutoring program three days a week for 16 weeks. We are partnering with retired math teachers and college math professors to work with our students.

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 that should be taken into account when selecting a model or external provider for Arkansas High School (AHS) are the poverty rate, attendance rate, special education population, low parental involvement, and ethnicity. An area of focus at AHS will be on increasing attendance through parental involvement and awareness. Arkansas Leadership Academy (ALA) will work with leadership and their parent liaison to design activities and informational sessions designed to increase parent involvement and knowledge. Our cluster leader will work with staff and teachers to place students in math and language arts interventions including, but not limited, to math and literacy navigator classes and to model lessons and monitor them closely through online assessments and additional data analysis.

Our staff has a good rapport with students; however, we do need suggestions on how to improve student achievement for the 59.1% of free and reduced students. African Americans make up approximately 50.58% of the student population. This is a subgroup that has consistently performed poorly on end-of-course exams. The Caucasian enrollment is about 45.12%, Hispanic is about 3.4% and other is approximately 0.9%. At this point, it would be impossible to replace 50% of our staff, close our school, or restart. We need a provider or partner who can help us close the achievement gap.

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?

A characteristic of the enrollment areas that should be taken into account when selecting a model or external providers is that AHS is located in a residential area; however, approximately 60 - 70% of the students are transported to school on buses. Bus drivers travel from the north side and south side of town. Majority of these students are intercity students who are shuttled to another campus or dropped off in high poverty apartment complexes. In fact, we are constantly changing our routes to accommodate the number of families who frequently move. Others are bused in from the county about 20 miles away. We are a twin city in Arkansas that neighbors Texarkana, Texas; Genoa, Arkansas; and Fouke, Arkansas. There are four urban school districts and two rural school districts in this community, and they have a completely separate school district.

A large number of students live in Arkansas but are enrolled in other districts or private schools. We have been experiencing “white flight” for a few years and we need an expert partner who can assist us in improving or creating programs to stabilize and increase our enrollment. Once again, it would be impossible to close our school because it means so much to this community and our children.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

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

The Arkansas Department of Education conducted a school audit at Arkansas High School from 11/11/2012-11/16/2012. At that time, the areas of deficiencies and next steps with recommendations for improvement were as follows:

1. **Findings:** School leadership seldom provides feedback to individual teachers following classroom observations.

Recommendations for Implementation: School leadership must include reflective coaching conversations with teachers following every observation to support teachers’ instructional practice.

Progress: Principals have created an immediate feedback form to leave with each teacher after a classroom walkthrough. The form contains a carbon copy for the administrator or facilitator to keep for records. When teachers provide walk through observations for other teachers, they leave less formal feedback in the form of notes providing both commendations and recommendations for improvement. Teachers use peer observations to reflect on the quality and purpose of meaningful feedback. Classroom walk through data is disaggregated and shared with staff.

Timeline: 2013-2014

Evaluation: Administrators collect data and analyze for improvement in student and teacher performance.

- Findings:** Few teachers consistently implement research-based instructional strategies.

Recommendations for Implementation: School leadership must identify teachers who consistently implement effective research-based instructional strategies. Time must be allocated for crosswalks in which teachers observe designated classrooms and collaboratively reflect on effective professional practices.

Progress: Teachers who consistently implement research-based strategies are given the opportunity to share these often in break-out sessions and department meetings. Break-out sessions are teacher-led professional development classes that are designed to be like a mini conference. Teachers choose one of about six sessions offered to attend. This provides each teacher with the opportunity to attend PD that they find relevant and engaging. Surveys show extremely high positive reception to these sessions. Fostering the ideas/teaching strategies of individual teachers also promotes leadership roles among those individuals.

Timeline: 2013-2014

Evaluation: AHS staff learns methods to increase student achievement for all students in literacy. Summative data is used to determine specific staff development. Staff and student surveys are administered to assess needs. Staff participates in professional development activities, such as, data review; review of student work; and implementation of best practices. Special Education/Inclusion consultants provide training for inclusion teachers in areas of literacy and math. Additional literacy, math, and science teachers will be trained to use best practices in their subject areas.

- Findings:** Few teachers clearly communicate student learning expectations during instruction.

Recommendations for Implementation: All teachers must post and communicate standards/lesson objectives in student friendly language and refer to them before, during, and at the close of every lesson to support student mastery.

Progress: Teachers are being monitored and held more accountable for communicating objectives. Teachers have received training in writing driving questions (essential questions) that relate importance of standards to students own experiences. After this training, teachers showcased lessons for each other

through peer observations which focused on utilizing driving questions in the classroom.

Timeline: 2013-2014

Evaluation: Teacher implementation of PD will be evaluated by CWT data and the new teacher evaluation instrument. The instructional administrative team will conduct at least ten classroom walkthroughs per week to help evaluate this intervention. Curriculum documents will be examined periodically for effectiveness.

4. **Findings:** Bell-ringers are not instructionally related, effectively implemented, and used in a timely manner.

Recommendations for Implementation: Teachers should limit bell-ringer activities to less than ten-minutes. Activities should be an assessment of previously learned skills for the purpose of progress monitoring.

Progress: Teachers are coached by facilitators in using bell-ringers effectively. Teachers share ideas/strategies with each other in breakout sessions and content alike meetings.

Timeline: 2013-2014

Evaluation: Teacher implementation of PD will be evaluated by CWT data and the new teacher evaluation instrument. The instructional administrative team will conduct at least ten classroom walkthroughs per week to help evaluate this intervention. Curriculum documents will be examined periodically for effectiveness.

5. **Findings:** Teacher questions to the whole group fail to provide needed information for assessment of students' understanding.

Recommendations for Implementation: Teachers must stop whole group questioning and allowing call out answers. Selection of students to assess should not be limited to volunteers. Questions must be directed to specific students based on teachers' needs to assess student understanding and progress toward mastery standards.

Progress: Teachers are coached in effective questioning strategies including using wait time. Various levels and techniques of questions are modeled with a

carefully designed lesson cycle. Teachers create questions to use in peer to peer coaching.

Timeline: 2013-2014

Evaluation: Teacher implementation of PD will be evaluated by CWT data and the new teacher evaluation instrument. The instructional administrative team will conduct at least ten classroom walkthroughs per week to help evaluate this intervention. Curriculum documents will be examined periodically for effectiveness.

6. **Findings:** The written curriculum is not implemented to ensure students complete assessments and learning tasks that mirror the rigor of Common Core State Standards and state assessments.

Recommendations for Implementation: As district and school leadership plan and provide professional development regarding effective implementation of Common Core State Standards in grades 9-12, they must include adequate time and follow-up support for all teachers in every department to collaboratively deconstruct Common Core State Standards and develop teacher-made assessments and learning tasks that ensure students' master.

Progress: Weekly Curriculum, Instruction, and Assessment (CIA) meetings (PLCs) are held on Wednesdays during shared conference period. All core teachers collaborate and take ownership over their own professional learning needs. Freshman teachers meet on Thursdays. Arkansas High organized and conducted a professional learning conference at the beginning of the year with the help of an Arkansas Leadership Academy Capacity Builder focused on TESS and PBL. Teacher leaders were utilized to facilitate sessions dealing with multiple aspects of student engagement.

Timeline: 2013-2014

Evaluation: The success of this intervention will be determined from data gathered during interim assessments from The Learning Institute (TLI) and improved EOC exam scores. Teacher implementation of PD will be evaluated by CWT data and the new teacher evaluation instrument. The instructional administrative team will conduct at least ten classroom walkthroughs per week to help evaluate this intervention. Curriculum documents will be examined periodically for effectiveness.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

District office administration and the Texarkana Arkansas School Board of Education are committed to the success of Arkansas High School. The superintendent and Board recognize the challenges facing AHS. They are dedicated to providing the support necessary for continuous school improvement. There is a no excuse belief system. Social or economic conditions of students may be seen as a challenge, but will not be an excuse. The philosophy that all students can succeed is the driving force behind the district's decisions.

The T ASD school board recognizes its role in setting the direction for school improvement. Establishing a structure to support student achievement is a core function, and the school board accomplishes this by adopting policies and making decisions that affect schools, staff, and students. Ensuring student achievement is a systems approach. Policies communicate the priorities and expectations of the board, sending a clear signal to stakeholders. The Arkansas High School principal will keep the local Board of Education informed by presenting reports on the progress of school goals at the regularly scheduled BOE meetings.

Becky Kesler, Superintendent of T ASD is deeply committed to providing direct leadership for Arkansas High School. All central office staff members will actively participate in the work of the school. Collective leadership will create a reflective, equity driven, achievement based, culture of learning focused on the academic success of every student. District leadership will continually monitor the school's progress toward achievement and instructional goals to ensure that these goals remain the primary focus of the district's efforts and that no other initiatives detract attention or resources from accomplishing these goals.

The District will select a new principal for Arkansas High School. District office leadership is committed to selecting, developing, and supporting the new administrator. The position of principal has been posted and advertised for two months. A total of 22 individuals submitted applications for the position. All principal applicants will be screened by the campus leadership team. Candidates will be interviewed by a diverse committee representing multiple stakeholder groups within the District. Finalist for the position will be interviewed by the assistant superintendents and the superintendent. The District will secure a new principal who's first and foremost priority is pursuing significant improved results in students' learning and goals.

Because of their impact on school quality and student achievement, supporting the school leader is considered a top priority. District office leadership will clarify the role of the principal as instructional leader by specifying the high impact practices for which the principal will be held accountable. Building level leadership will be expected to create an environment that fosters excellence in teaching and learning. Learning needs of the students will be supported by curriculum and instructional practices.

The assistant superintendent of secondary education will be in the school regularly to provide instructional leadership and to be aware of and responsive to the principal's needs and issues as they arise. The District has been fully committed to the partnership with the Arkansas Leadership Academy. The District will continue to participate in the multiple institutes offered by ALA, including the Master Principal Program.

In conclusion, the District is committed to providing continuous support to the school, staff, and students at Arkansas High School. The School Improvement Grant 1003(g) will enable the District to provide interventions and strategies to ensure student achievement and success. The District is willing to face its academic weaknesses and the challenges of implementing and maintaining the transformation process and will support Arkansas High School in all related efforts.

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

One of the most important roles and responsibilities of the school is to employ and retain quality teachers. What is unique about Arkansas High School, located in Texarkana, Arkansas, is the competitive market and demand amongst school districts for highly qualified math and literacy teachers. Arkansas High School competes for quality teachers with two public high schools, three private high schools, and one charter high school, all within Miller County. Unique to Texarkana, USA is the sister city of Texarkana, Texas. Texarkana, Texas has four public high schools that compete for quality teachers. This steep competition for highly qualified teachers in math and literacy, is even more skewed by the stark contrast in teacher salaries between the Texarkana, Arkansas and Texarkana, Texas school districts. For example, a first year math or science teacher (Bachelor's) at Texas High School will make \$37,840 per year plus a \$3,500 stipend for a total of \$41,340. Additional compensation may be made with perfect attendance and campus performance bonuses. Located within four miles of Texas High is Arkansas High School. A first year math teacher (Bachelor's) at Arkansas High earns \$33,458. There are currently no additional monies at Arkansas High for campus performance, teacher shortage areas, or attendance. The salary difference is \$7882 between the two first year math teachers (Bachelor's) at Texas and Arkansas High. This significant difference can be summarized as an additional car payment per month.

The competitive salary may be a catalyst to the high teacher turnover experienced at Arkansas High. According to the Texarkana Arkansas School District human resources department, the high school math department has had a 70% turnover in the past four years. Currently only three of the ten high school math teachers have been at the high school campus beyond four years.

Arkansas High School's concentration of impoverished and minority students is unique compared to other Miller County schools and the state averages. The racial demographics in Texarkana, Arkansas indicate a population of 37.4% minority yet at Arkansas High School, 55% of students are minorities (50.58% Black, 3.4% Hispanic, and .9% Other). The percentage of residents in Texarkana, Arkansas who live in poverty is 34.7%, yet Arkansas High School has 59% of students receiving free and reduced lunch. The only feeder school to Arkansas High School, North Heights Junior High, has similar statistics. The concentration of impoverished and minority students at NHJH is well evident with 58% of student minorities and 68% free and reduced lunch. These statistics are in stark contrast to the demographics of the Texarkana, Arkansas city. The minority and poverty representation of Arkansas

High School and its feeder school, NHJH, is nearly twice that of the city's percentage.

The dire academic conditions (Priority school status and low achieving for at least 8 years) has contributed to an increased enrollment in private schools, home schooling, and relocation to other school districts. 9.91% of Miller County taxpayers moved to other counties in 2006 and the majority of those taxpayers moved to the adjacent sister city, Texarkana, Texas, located in Bowie County (4.94%). The funds associated with a SIG grant would significantly increase our chances of becoming more academically competitive to our surrounding schools.

Read more: <http://www.city-data.com/city/Texarkana-Arkansas>

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each priority school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

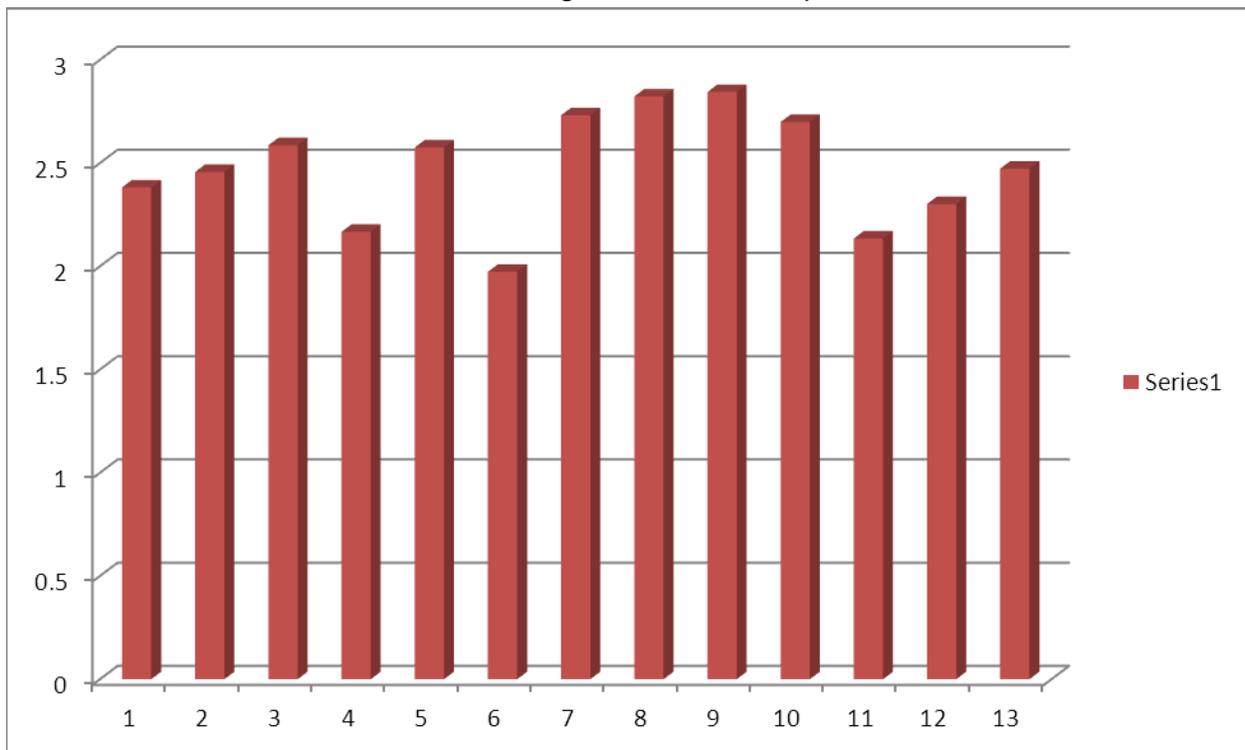
Recently, the Texarkana Arkansas School District asked parents to complete a survey. The results from Arkansas High School parents are listed below - 78.6% of the feedback came from female parents; 10.7% of our respondents were from a grandparent, relative, or legal guardian; and 64.3% have a college degree, 21.4% have some college, 7.1% have a high school diploma, and 7.1% dropped out of high school.

- When asked, 59.3% felt that AHS promotes student success and individuality;
- 69.2% felt that we encourage students to enroll in challenging courses;
- 84.6% felt they were informed of their child's progress through progress reports and parent conferences;
- 40.7% felt that AHS enforces school rules equally for their child and all students;
- 55.6% agrees that we provide a safe place for their children;
- 51.9% felt that our school provides services for parents and students to encourage and promote their education;
- 56% agree that we encourage parents to be an active part in their child's education;
- 57.7% felt that we make them feel welcome; and
- 59.3% agree that AHS addresses harassment or bullying of students.

There were 115 truancy incidents in 2012-13. To date, the discipline data from 2012-2013 versus the 2013-14 school year indicates that truancy is down considerably. So far, we have 71 incidents. Between August 20, 2012, and May 30, 2013, there were 624 in-school suspensions (ISS), 300 out-of-school suspensions (OSS), five expelled, and 82 About Face incidents. Nearly 40-60% of these infractions were committed by an African American male.

The following data is based on a sampling of 186 Arkansas High students' answers to the twelve questions on the Arkansas Department of Education's School Stakeholder Perception Survey for Students. The surveys were given randomly through social studies classes over a two-day period. Answer choices on the survey were: Strongly Agree, Agree, Don't Know, Disagree, and Strongly Disagree. Point values were attributed to answer choices with a 1 corresponding with Strongly Agree and a 5 corresponding with Strongly Disagree. The average student score was 2.47. The lowest scoring (most positively perceived) question was Question 6: "My teachers

expect me to learn and do my best;” the average score on this question was 1.97. The highest scoring (most negatively perceived) question was Question 9: “Student behavior is taken care of;” the average score on this question was 2.84.



- Question 1: *I feel safe at school.*
- Question 2: *I feel like I belong at this school.*
- Question 3: *My teachers, principal, and other staff treat me fairly.*
- Question 4: *The work I do in class makes me think.*
- Question 5: *My teachers and principal care about me.*
- Question 6: *My teachers expect me to learn and do my best.*
- Question 7: *If I have a problem, adults in my school will listen and help.*
- Question 8: *My school work is relevant to real life and is preparing me for the future.*
- Question 9: *Student misbehavior is taken care of.*
- Question 10: *My teachers listen to me.*
- Question 11: *I can get additional help with school work if I need it.*
- Question 12: *The work I do in class is challenging.*
- Question 13: *I get along well with my classmates*

Our cluster leader from Arkansas Leadership Academy (ALA) and our school improvement specialist (SIS) from ADE assisted us in creating Interim Measurable Objectives (IMOs). The goals, actions, and interventions are listed below.

- **Math (Combined Students)**

- **Goal:** Increase math scores and reach Annual Measurable Objectives (AMO) of 69.25%.
 - By October 14, 2013, The Learning Institute (TLI) assessment data will show that 55.13% (274 students) of Algebra and Geometry combined students will score proficient on the TLI Math Module Assessment.
 - **The data from TLI as disaggregated on October 14, 2013, revealed 256 students of the 455 assessed scored above proficiency (56%). The target of 55.13% for “all students” was met.**
 - By December 20, 2013, TLI assessment data will show that 60.13% (299 students) of Algebra and Geometry combined students will score proficient on the TLI Math Module Assessment.
 - **The data from TLI as disaggregated on December 20, 2013, revealed 297 students of the 478 assessed scored above proficiency (62%). The target of 60.13% for “all students” was met.**
- **Math (Targeted Achievement Gap Group)**
 - **Goal:** Increase math scores and reach AMO of 62.22%.
 - By December 20, 2013, TLI assessment data will show that 52.29% (160) of Algebra and Geometry TAGG students will score proficient on the TLI Math Module Assessment.
 - **The data from TLI as disaggregated on October 14, 2013, revealed 173 TAGG students of the 309 assessed scored above proficiency (56%). The target of 52.29% was met.**
- **Math (Students with Disabilities)**
 - **Goal:** Increase math scores and reach AMO of 51.85%
 - By December 20, 2013, TLI assessment data will show that 30.00% (14 students) of Algebra Students with Disabilities will score proficient on the TLI Math Module Assessment.
 - **This IMO was not met as only 18.75% of Algebra Students with Disabilities scored at or above proficiency on Module 3. However, students are now attending intervention for Algebra 1 an additional hour each day. This time is spent in small groups (five or less) or individually with close teacher support and focus and prescriptive lessons.**
- **Literacy (Combined Students)**
 - **Goal:** Increase literacy scores and reach AMO of 59.91%.

- By October 14, 2014, TLI assessment data will show that 54.33% (147 students) of 11th grade combined students will score proficient on the TLI Literacy Module Assessment.
 - **Results of October TLI showed 62% of ALL students scored proficient or above, thus meeting this IMO. The target of 54.33% for “all students” was met.**
 - By December 20, 2013, TLI assessment data will show that 56.33% (152 students) of 11th grade combined students will score proficient on the TLI Literacy Module Assessment.
 - **The data from TLI as disaggregated on December 20, 2013, revealed 146 students of the 237 assessed scored above proficiency (62%). The target of 56.33% for “all students” was met.**
- **Literacy (Targeted Achievement Gap Group)**
 - **Goal:** Increase literacy scores for Targeted Achievement Gap Group students and reach AMO of 50.86%.
 - By December 20, 2013, TLI assessment data will show that 43.80% (60 students) of 11th grade TAGG students will score proficient on the TLI Literacy Module Assessment.
 - **The data from TLI as disaggregated on December 20, 2013, revealed 83 TAGG students of the 146 assessed scored above proficiency (57%). The target of 43.80% for “all students” was met.**
- **Literacy (Students with Disabilities)**
 - **Goal:** Increase literacy scores for Students with Disabilities and reach AMO of 19.75%.
 - By December 20, 2013, TLI assessment data will show that 10.00% (two students) of 11th grade students with disabilities will score proficient on the TLI Literacy Module Assessment.
 - **The data from TLI as disaggregated on December 20, 2013, revealed two Students with Disabilities of the 20 assessed scored above proficiency (10%). The target of 10.00% for Students with Disabilities in literacy was met.**
- **Change in Teacher Practice:**
 - **Goal:** CWT's conducted by administrative team will have an impact on student learning.
 - By December 20, 2013, each administrator and instructional facilitator should have a minimum of 180 Classroom Walk-Throughs (CWTs) completed. This is an average of 10 CWTs per week.

- The Administrative Team did not reach this goal. However, there are several factors involved in this circumstance. The District revised the template on the platform to better meet the specific needs. Other administrators used a modified version of informal protocol called Instructional Rounds. Plus, the Team began in earnest the TESS protocol.
 - **Goal:** To improve student engagement in the classroom
 - By December 20, 2013, CWT data will show the utilization of high yield strategies in the classrooms has increased by 2% when comparing the number of instances to total entries.
 - This goal was not monitored with fidelity using Standard CWT Protocol. However, administrators utilized Instructional Rounds and TESS when visiting rooms.
- **Student Safety and Discipline:**
 - **Goal:** To ensure students assigned to ISS have comparable and sufficient work
 - By November 11, 2013, 80% of classroom teachers will send classroom assignments to their assigned ISS students as determined by the assignment log.

IMO was MET for this time period as it was reported 87% of teachers send work to students assigned to ISS.
 - **Intervention:** Principals will continue to monitor student work and the assignment log on a weekly basis and contact the teachers who are not fulfilling their responsibility.
- **Parent and Community Engagement:**
 - **Goal:** To provide a two-way open communication system with students and parents concerning lessons and learning goals
 - By October 14, 2013, 50% of teachers will post lesson plans in the classroom as evidenced by classroom observations.
 - **This IMO was MET as of October 14, 2013 as 95% of teachers had lesson plans posted.**

Our ADE School Improvement Specialist provided us the following summary.

What progress has been made regarding the TIP/ PIP within the overall development of the Needs Assessment?

February 18, 2014

- A three-week IMO target growth document is being used to gather data in a more uniform and formative way to determine ongoing needs as the quarter progresses.
- Discussions within the leadership and instructional teams are initiating change in practices to facilitate implementation and increase the fidelity and sustainability of intervention strategies.
- Review/assessment tools are being used to document success and needs for improvement each week by the principal and support team members.

February 25, 2014

- Disaggregated data results and discussions within school improvement leadership team (A Team) are driving decisions. March professional development presentation to teacher about lesson plans and disaggregated data is an example of data-driven decisions.
- Work plans are created and assigned to different members of the leadership team and support staff to aid in the gathering of information to identify needs, concerns, or barriers in successfully implementing the priority improvement plan and the related IMO targets.

AHS 2013 ACT Profile Report:

- Although we are still slightly below the state average, our five-year trends of average ACT scores reveal an increase in all areas.
- Five-year trends of the percent of students meeting college readiness benchmarks reveal: English, 47%; Mathematics, 81%; Reading, 69%; Science, 80%; and meeting all four areas, 89% are not meeting college readiness benchmarks.

According to the 2011 and 2012 School Report Cards:

- The number of students taking AP courses increased by 18.5% from 2011 to 2012.
- The number of AP exams taken increased 11% from 2011 to 2012.
- The number of exams scored 3, 4, or 5 increased 150% from 2011 to 2012.
- In 2012, the number of students taking AP courses totaled 248.
- In 2012, the number of AP exams taken totaled 333.
- In 2012, the number of exams scored 3, 4, or 5 totaled 50.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives? Yes, the ALA and America's Choice provided leadership and curriculum assistance that contributed to AHS achieving Safe Harbor in math during the 2011 school year.
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The school board, staff members, and stakeholders support the transformation model and are looking forward to the way this grant will assist us in improving our school.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes, John Harris is our SIS. Our leadership team and district administration work very closely with Mr.Harris to make the necessary changes to our campus and increase student achievement.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? Yes, all T ASD schools that are priority, focus, or needs improvement schools are required to implement high yield and school improvement strategies to help close the achievement gap.
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff. See organizational model that is included.
6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school. T ASD is actively recruiting the most highly qualified teachers. In fact, we have expanded our recruitment areas to now include metropolitan areas of Texas.
7. Review the history of the LEA's use of state and federal funds.
The Texarkana Arkansas School District (T ASD) received a 4-5% decrease in federal funds during the 2013-14 school year due to budget cuts and federal sequestration. The 2013-2014 T ASD projected budget contains revenues of \$33,229,001 and projected expenses of \$32,581,288. The prior year fund balance carryover was \$7,157,544, and the unallocated 2013-2014 balance is \$647,713. This was an increase of \$647,713 over 2012-2013.

The 2012-2013 actual revenues and expenditures reflect:

- Total operating revenues of \$32,120,072, which is \$203,823 under the original budgeted amount.
- Total operating expenses were \$32,460,889, which was \$663,940 over the \$31,796,949 projected amount.
- Eligible employees received an experience step and a non-reoccurring \$500 bonus.

The 2013-2014 budgeted revenues and expenditures reflect:

- An increase of \$126 of state foundation funding per student.
- An increase of 2.17% in operating local revenue.
- An decrease of 16.4% in state revenue
- Eligible employees received an experience step, \$500 non-reoccurring bonus for certified staff, and a 3% salary increase.
- A decrease in federal grant revenue and expenditures due to ARRA funding expiring, and sequestration.

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. TASD will support implementation utilizing a variety of funding sources to include Title I, Title II-A, NSLA, State PD, local funds, and grants from the Texarkana Arkansas Educational Foundation which supports classroom teachers and their students.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools. N/A

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

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

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

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

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

Transformation

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

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The District supports all efforts to improve student achievement with both policies and funds. District policies regarding teacher evaluation support the Transformation model. The T ASD strategic plan developed in 2012 includes strategies that drive transformation: job embedded professional development that is aligned with the school's instructional plan. Additionally, the district supports continuous improvement at both the building and classroom levels; the use of a streamlined data and accountability system linked to students, teachers, and schools; utilization of research proven strategies for attaining goals; and recruitment of highly qualified staff. The District

encourages National Board Certification of teachers by providing an annual stipend of \$1,000.00 over and above the stipend provided by the state of Arkansas

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

The LEA does not have any contractual agreements, including collective bargaining that affects 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 initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

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

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

The District supports all efforts to improve student achievement with both policies and funds. District policies regarding teacher evaluation support the turnaround model. The T ASD strategic plan developed in 2012 includes strategies that drive transformation: job embedded professional development that is aligned with the school's instructional plan. Additionally, the district supports continuous improvement at both the building and classroom levels; the use of a streamlined data and accountability system linked to students, teachers, and schools; utilization of research proven strategies for attaining goals; and recruitment of highly qualified staff. The District encourages National Board Certification of teachers by providing an annual stipend of \$1,000.00 over and above the stipend provided by the state of Arkansas

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

The LEA does not have any contractual agreements, including collective bargaining that affects turnaround.

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:

State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how: Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards. There are state statutes detailing the creation of charter schools in Arkansas. The ADE will not recognize any school as a charter school under a SIG 1003(g) application at this time. The state guidelines reflect that if a school wants to become a charter school, the school must first apply for a transformational intervention model, and then later, during the correct timeline, apply for the more rigorous charter school status.

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

The District supports all efforts to improve student achievement with both policies and funds. The administrator evaluation process requires each administrator to develop a professional growth plan which aligns with the district and building. District policies regarding teacher evaluation support the Transformation model. The District encourages performance driven, job-embedded professional development that is aligned with the school's instructional plan. Additionally, the district supports continuous improvement at the building and classroom levels; the use of a streamlined data and accountability system linked to students, teachers, and schools; utilization of research proven strategies for attaining goals; and recruitment and retention of high quality staff.

There is not a district policy that creates a barrier to the reassignment of administrators or classroom teachers.

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

Texarkana Arkansas School District supports a charter high school under a different LEA number than Arkansas High.

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:

Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et1seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development. (http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

There are no district policies that address contracts with 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:

There have been no contractual agreements that affect district contracts with EMOs.

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:

State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how: Act 35 of the Second Extraordinary Session of 2003 (see A.C.A. 6-15-401 et seq.) Arkansas Standards and indicators of School Improvement addresses academic standards, assessment, accountability system, student performance expectations, and professional development.

(http://arkansased.org/scholastic.audit/pdf/sis_041408.pdf) Act 1467 of 2003 (codified as A.C.A. 6-15-201 et seq), commonly referred to as "The Omnibus Quality Education Act" provides support and direction to districts in fiscal distress, academic distress, or facilities distress and intervenes for state accreditation standards.

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

There are no district contractual agreements that limit the Superintendent/Board of Education's ability to close a school.

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

There are no district contractual agreements that limit the Superintendent/Board of Education's ability to close a school.

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

Arkansas High is the only high school in the district, besides the charter school.

Step 2: Develop Profiles of Available Partners

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

Transformation

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

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)
Arkansas Leadership Academy (ALA)	Y		The main goal of ALA is to build capacity with administrators, leadership team, and teachers in five leadership performance areas. ALA provides a Capacity Building Leader who works on site with staff in school	ALA works with schools who are struggling in multiple areas including student achievement, leadership, and parent/community partnerships. They have a proven success rate with building capacity among staff members.

			improvement.	
Buck Institute for Education (BIE)	Y		The Buck Institute for Education provides a model for implementing project based learning strategies in all classrooms	BIE focuses primarily on student learning and strategies to enhance learning. Increasing student engagement and relevancy are the primary goals for implementing PBL.
Southwest Arkansas Educational Cooperative (SWAEC)		Y	SWAEC provides differentiated professional development opportunities for all staff members.	SWAEC administers surveys to determine needs of teachers and then creates professional development opportunities for teachers to attend. They also provide technical assistance for technology and keep AHS updated on current reform initiatives.
State Site Director for SIG 1003(g)		Y	The State Site Director will hold AHS accountable for implementing the SIG with fidelity to be effective in creating a whole school transformation.	This relationship will begin when grant money has been awarded.

Turnaround

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

External partners available to assist with 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)
Arkansas Leadership Academy (ALA)	Y		The main goal of ALA is to build capacity with administrators, leadership team, and teachers in five leadership performance areas. ALA provides a Capacity Building Leader who works on site with staff in school improvement.	ALA works with schools who are struggling in multiple areas including student achievement, leadership, and parent/community partnerships. They have a proven success rate with building capacity among staff members.
Buck Institute for Education (BIE)	Y		The Buck Institute for Education	BIE focuses primarily on student learning and strategies to enhance

			provides a model for implementing project based learning strategies in all classrooms	learning. Increasing student engagement and relevancy are the primary goals for implementing PBL.
Southwest Arkansas Educational Cooperative (SWAEC)		Y	SWAEC provides differentiated professional development opportunities for all staff members.	SWAEC administers surveys to determine needs of teachers and then creates professional development opportunities for teachers to attend. They also provide technical assistance for technology and keep AHS updated on current reform initiatives.
State Site Director for SIG 1003(g)		Y	The State Site Director will hold AHS accountable for implementing the SIG with fidelity to be effective in creating a whole school transformation.	This relationship will begin when grant money has been awarded.

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	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Step 3: Determine Best-Fit Model and Partners

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

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input checked="" type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input 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		✓		
School Capacity				
<input checked="" 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 checked="" type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input checked="" type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input checked="" type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input checked="" type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input checked="" type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related	✓		✓	✓

to staff transfers and removals				
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
x Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
x Strong community commitments to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

The Transformation Model

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

In selecting a new leader the Texarkana Arkansas School District is seeking individuals that have demonstrated the following: proven ability to lead innovation and change that has resulted in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; three years of experience as a classroom teacher and three years of instructional leadership roles; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models the highest standards for all staff and students. TASD would hope to attract a Master Principal applicant that has been a part of the Arkansas Leadership Academy. The District also reviewed incentive packages for the principal position in order to attract the attention of highly qualified candidates.

The current Leadership team has played an active role in determining the qualities they want the new school leader to possess. Some members of the Leadership Team will be on the interview committee and each member was a part of the interview selection committee.

It will be expected of the new principal to attend professional development activities provided by the Arkansas Leadership Academy. The new principal will work closely with the SIS required by the ADE. The new principal will be expected to be the instructional leader of the school.

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

The District will support the new leader in making necessary staff improvements and replacements through the rigorous implementation of the Teacher Excellence Support System (TESS) and the Arkansas Teacher Fair Dismissal Act (Arkansas code 6-17-1503).

The District places high regard on the quality of teaching and learning in each classroom with high expectations for improved student outcomes.

The District will also support the new principal by continuing the practice of having an Administrative Leadership Team meeting once a week. The District views this time as protected time and does not let many excuses keep them from meeting. During these meetings, student achievement data is disaggregated and analyzed, classroom practices and procedures are discussed, along with all aspect of classroom instruction. This time strictly focuses on school improvement efforts and planning strategies to improve professional practice.

We will work to grow our staff professionally by identifying practices that are ineffective and replacing them with proven practices. The teachers who are resistant to change will be given opportunities and support to meet expectations, and if resistance continues they will be afforded due process.

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

The District central office staff is capable and committed to support the transformation efforts. The staff is experienced and has extensive expertise to advise and assist principals and teachers throughout the process. The District's strategic plan that has support from a strong base of stakeholders contains bold steps that are perfectly aligned with the required components included in the transformation of schools. Using the SWOT Analysis tool (Strength, Weaknesses, Opportunities and Threats), each focus group identified areas of planning and determined priority areas for program implementation for our strategic plan which includes facilities, school and community, and curriculum, instruction and assessment.

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

Greater flexibility in hiring, budgeting, and the use of time to support innovations is required for transformation to be successful. The new principal will be given latitude to work with his or her external providers, teachers, parents and community to design a unique educational environment specifically developed to meet the needs of the students that Arkansas High serves. This latitude includes time, personnel, use of space, development of innovative student support programs, etc.

The Arkansas High School Leadership Team will continue to be impactful with its review of student data and exploration to implement the best practices for our students.

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?

TASD has fully embraced the opportunity presented by the SIG 1003 (g) grant by designing a bold plan that builds on the district's new strategic plan but includes specific ambitious elements that are woven together to provide a new and different turnaround approach never before attempted in the TASD. The District will empower the school leadership to implement a collaborative planning and implementation process within their building and support them throughout the process. The District curriculum team will meet regularly with the principal, the school's leadership team and the external provider to discuss operational changes that need to be addressed or enhanced. The District's School Improvement Leadership Team composed of the Superintendent, Assistant Secondary Superintendent, participating SIG Principal, SIG Grant Director, parent/community representatives will meet quarterly.

The new leader will be supported by being provided job embedded professional development necessary to support the transformation model requirements. Expectations will be to build the capacity of the leader and faculty at Arkansas High School and to move to best practices in teaching and learning. The changes will be brought about by setting high expectations for everyone and frequent monitoring to assure fidelity of implementation. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the children of the district.

The Turnaround Model

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

The Human Resources office will conduct an intensive recruiting campaign within the state as well as on a national level. The District will look at exploring growing our own administrators and teachers and works hard to attract minority recruitments. Bonuses for attendance and achieving our AMO's and teacher incentives are being explored.

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?

In selecting a new leader the Texarkana Arkansas School District is seeking individuals that have demonstrated the following: proven ability to lead innovation and change that has resulted in improved student achievement; ability to create a positive school culture; ability to utilize shared leadership with teachers; three years of experience as a classroom teacher and three years of instructional leadership roles; ability to collaborate with parents and community partners; demonstrates a vision that all students can learn; and models the highest standards for all staff and students. TASD would hope to attract a Master Principal applicant that has been a part of the Arkansas Leadership Academy. The District also reviewed incentive packages for the principal position in order to attract the attention of highly qualified candidates.

The current Leadership team has played an active role in determining the qualities they want the new school leader to possess. Some members of the Leadership Team will be on the interview committee.

It will be expected of the new principal to attend professional development activities provided by the Arkansas Leadership Academy. The new principal will work closely with the SIS required by the ADE. The new principal will be expected to be the instructional leader of the school.

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

High quality, extensive professional development attracts teachers. TASD seeks to gain and allocate support through grant funding to obtain teaching supplies, materials, and technology. High Quality teachers and teacher in shortage areas will be offered incentive packages and bonuses.

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

The principal and interview team under the direction of the human resource, superintendent and assistant superintendent will conduct interviews and hire new staff. Teacher vacancies will be posted. Interviews for open positions will be held and the best candidates hired. Teachers that are not rehired will have the option of applying for open positions at other schools within the district.

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

TASD does not use collectively bargaining. We will however seek guidance for the ADE, SIS, and ALA in order to ensure the most talented and highly qualified teachers and leaders remain in the school and underperformers leave per the Teachers Excellence Support System guidelines.

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

Teachers will be given additional professional development to assist in the smooth transition into another campus and grade level if applicable. Facilitators will also work with teachers to ensure proper curriculum implementation through research based teaching strategies.

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

The District recognizes that there are negative budgetary implications of retaining surplus staff. This issue is under discussion by the Board and Superintendent's senior staff.

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

In our District, we have staff members with the capacity to support the turnaround model. Curriculum leaders and school improvement specialists in the District would work together to support the school in implementation of the model if it were selected.

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

Greater flexibility in hiring, budgeting, and the use of time to support innovations is required for turnaround to be successful. The new principal will be given latitude to work with his or her external providers, teachers, parents and community to design a unique educational environment specifically developed to meet the needs of the students that Arkansas High serves. This latitude includes time, personnel, use of space, development of innovative student support programs, etc.

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?

TASD has fully embraced the opportunity presented by the SIG 1003 (g) grant by designing a bold plan that builds on the district's new strategic plan but includes specific ambitious elements that are woven together to provide a new and different turnaround approach never before attempted in the TASD. The District will empower the school leadership to implement a collaborative planning and implementation process within their building and support them throughout the process. The District curriculum team will meet regularly with the principal, the school's leadership team and the external provider to discuss operational changes that need to be addressed or enhanced. The District's School Improvement Leadership Team composed of the Superintendent, Assistant Secondary Superintendent, participating SIG Principal, SIG Grant Director, parent/community representatives will meet quarterly.

The new leader will be supported by being provided job embedded professional development necessary to support the turnaround model requirements. Expectations will be to build the capacity of the leader and faculty at Arkansas High School and to move to best practices in teaching and learning. The changes will be brought about by setting high expectations for everyone and frequent monitoring to assure fidelity of implementation. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the children of the district.

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?

School Closure Model

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

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
<p>State Education Agency Arkansas Department of Education</p>	<p>ADE provides assistance and monitoring of ACSIP, offer professional development opportunities, and provide technical assistance</p>
<p>Local Education Agency Texarkana Arkansas School District</p>	<p>TASD will provide support for Arkansas High in implementing School Improvement Grant. The district will develop a SIG Leadership Team. The campus leadership team will make quarterly reports to the School Board.</p>
<p>Internal Partner (LEA staff) Arkansas High staff Contracted tutors</p>	<p>The entire staff at Arkansas High will be responsible for implementation of the SIG grant. This will be a total transformation of our campus and everyone will be a valuable part of changing the culture and climate to enhance school improvement. Contracted tutors will be valuable in working with students who need additional support in math and/or literacy.</p>
<p>Lead Partners Arkansas Leadership Academy (ALA) Buck Institute for Education (BIE)</p>	<p>The main goal of ALA is to build capacity with administrators, leadership team, and teachers in five leadership performance areas. ALA provides a Capacity Building Leader who is on site weekly to work with staff in school improvement.</p> <p>The Buck Institute for Education provides a model for implementing project based learning strategies in all classrooms. Implementing PBL will help teachers understand how to transform their classrooms into a learning environment that promotes student success.</p>

<p>Support Partner</p> <p>Southwest Arkansas Educational Cooperative (SWAEC)</p>	<p>SWAEC provides differentiated professional development opportunities for all staff members. They also provide technical assistance for technology and keep AHS updated on current reform initiatives. AHS will partner with SWAEC to implement Math Design Collaborative (MDC) and research the possibility of implementing Literacy Design Collaborative (LDC).</p>
<p>Support Partner</p> <p>State Site Director for SIG</p>	<p>The State Site Director will hold AHS accountable for implementing the SIG with fidelity to be effective in creating a whole school transformation.</p>
<p>Principal</p> <p>TBD – Position has been posted</p>	<p>The principal will be selected based on their ability and proven track record in effective school reform. The principal will participate in ALA’s Principal Institute to understand the model being utilized to transform Arkansas High and make it the best learning environment for both staff and students.</p>
<p>School Staff</p> <p>Administrative team (A-team)</p> <p>Leadership Team</p>	<p>All AHS staff members will be responsible for implementing all components of the SIG. The administrative and leadership teams will hold all staff members accountable and will continually reflect and revise implementation initiatives.</p>
<p>Parents and Community</p> <p>Community Mentors</p> <p>Parental Support opportunities</p>	<p>The parents and community members of TASD will play a vital role in helping transform the culture and climate of the school. One of the main areas of concern is the perception of the school in the community. The parents and community partnerships that are developed will help eliminate negative and detrimental perceptions of Arkansas High.</p>

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

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

Arkansas Leadership Academy (ALA)

Lead Partner Performance expectations: Arkansas Leadership Academy will support Arkansas High in building capacity to be a high-performing school. ALA will provide services for three years, July 1, 2013 through June 30, 2016. Each fiscal year an amendment for budget, roles, and responsibilities, will be issued to TASD for continued signed agreement.

Roles and Responsibilities of ALA:

1. Support the school for an additional three years in building the capacity to be a high-performing school.
2. Build the capacity of the school in five leadership performance areas:
 - Developing Deep Knowledge about Teaching and Learning
 - Leading and Managing Change
 - Building and Maintaining Collaborative Relationships
 - Creating and Living the Vision, Mission, and Core Beliefs
 - Building and Sustaining Accountability Systems
3. Assign a School Support Program Capacity Building Leader to the school that is:
 - Highly experienced in working successfully with adults;
 - Widely experienced in the use of effective instructional practices;
 - Experienced in results-based and data-driven decision making;
 - Highly effective at implementing the five leadership performance areas; and

- Connected to networks that can be brokered to the school.
- 4. Work with the District and/or School Leadership Team.
- 5. Use results from existing Scholastic Reviews to formulate data on where to invest time, people, and financial resources over the next three years to increase student learning. Conduct abbreviated Scholastic Reviews where needed. Post-reviews will occur at the end of Year 3.
- 6. Schedule an estimated 30 days on site for Academy staff and/or the external Capacity Building Leader.
- 7. Use electronic resources effectively to communicate with the principal, superintendent, and leadership team.
- 8. Broker to the school the Superintendent, Assistant Principal, and Teacher institute, Facilitator Training, Effective Meeting Training, and Central Office Training.

Buck Institute for Education (BIE)

Lead Partner Performance Expectations: AHS plans to partner with Buck Institute for Education (BIE) to implement their model of project based learning strategies school wide. The partnership with BIE would begin June 2014-June 2017 for three years.

Note – Beginning this school year (2013-2014) AHS utilized free resources provided by BIE to begin the implementation of project based learning to help our teachers become familiar with their model.

Roles and Responsibilities of BIE:

The Buck Institute for Education (BIE) provides on-site sustained support (professional development) focused on Project Based Learning (PBL). In our professional development model, we contract with schools and districts who show a long-term commitment to PBL, and we provide workshops and support at their sites for a two to three year span.

At this time, we do not offer open workshops for participants. A great deal of research and a decade of hard-earned experience has shown us that a three-day, on-site PBL

workshop, no matter how fabulous, has little impact on teacher behavior or student outcomes. Therefore, our policy requires us to provide sustained support to our clients. This means that we facilitate the initial three-day PBL 101 workshop for our clients and then return two or more times in the subsequent 12 months for teacher coaching and additional support (classroom visitations, additional training, curriculum development and review, etc.). We seldom work with individual schools or districts unless there is a clear, long-term commitment from the staff and leadership.

We have a variety of services that we offer to schools who are committed to bringing PBL to their community.

Services for Districts and Schools

District Planning

As a result of what we have learned from the field, we have developed a new service for districts that can further strengthen implementation and sustainability of PBL. This new service is focused on helping large-scale partners build the capacity to effectively and sustainably implement PBL at scale. It begins with two days of onsite strategic planning, conducted with district/state staff by BIE's Director of District and State Initiatives. These sessions are intended to assist partners develop a PBL implementation plan and set the stage for ongoing (onsite and online) professional development for classrooms teachers, instructional coaches and site administrators.

PBL District/State. Schedule: TBA, 2014. BIE staffing: BIE staff. Location: On site, Arkansas High: Cost for Campus Planning: Based on scale of work.

School Planning

As a result of what we have learned from the field, we have developed a new service for individual schools that can further strengthen implementation and sustainability of PBL. This school planning service is focused on helping small-scale partners build the capacity to effectively and sustainably implement PBL within their school. It begins with one day of onsite strategic planning, conducted with the school and BIE staff to develop a 3-year implementation plan and timeline. A BIE school coach will be assigned to manage the implementation of the plan and build the long term capacity of the school staff.

PBL District/State. Schedule: TBA, 2014. BIE staffing: BIE staff. Location: On site, Arkansas High:

Cost for School Planning: \$7,000 for initial implementation plan.

Cost of School Coach: Based on service volume.

While the district and school planning services are not required in order to partner with BIE, if your organization is serious about the integrity of PBL implementation, we highly recommend incorporating them into your district plan. Please note that the availability of these services is dependent on the size and scope of the initiatives. District services are based on a cohort model, and acceptance into this district cohort is based on BIE's limited capacity each spring. Keep in mind that it is best to start small rather than train every teacher in a school. PBL is more successful when you start with a small, eager early adopter cohort. This strategy gives you a local success model that we can use as a springboard to promote the adoption of effective PBL in your larger system.

PBL 101 Workshop and Follow-up Visits

PBL 101 is a three-day workshop that engages participants in learning the principles for designing, assessing and managing Common Core aligned projects, as well as using performance assessments to judge the relevant work generated by 21st Century learners. Through a combination of direct instruction, video analysis and hands-on group work, participants have the opportunity to plan, design and receive peer feedback on their own engaging and rigorous projects using the Buck Institute for Education's model and tools.

Teachers emerge from our PBL 101 workshop with a completed or nearly completed Project Overview Form, Project Calendar, and Teaching and Learning Guide, all of which they can implement in their classrooms immediately. Unless otherwise directed, we focus exclusively on the Common Core as the source of significant content. All participants in our PBL 101 workshops receive a free copy of our PBL 101 Workbook, which includes rubrics, planning forms, protocols, activities and sample projects.

Please keep in mind that we strictly enforce a 35-person cap on participants. Our policy requires us to send a second (or third...) facilitator if there are going to be more than 35 participants. This is to ensure the efficacy of our workshop for participants.

The workshops are taught by our National Faculty, who are consultants who have both programmatic and discipline-specific knowledge in PBL. BIE can offer PBL sessions that are geared to different programs (K-5, for instance) or disciplines (math, science, social science, career technical education, etc.) or school population (alternative education, special needs, continuing education, after-school, gifted, credit recovery,

tribal, etc.). We have experience in a variety of school models as well, including New Tech, Expeditionary Learning, EdVisions, High Tech HS, IB, CES and Asia Society/ISSN.

Cost of the three-day PBL 101 Workshop: \$8900. Three-day PBL 101 workshop. Schedule: TBA, 2014. BIE staffing: One National Faculty member for up to 35 participants. Location: On site, Arkansas High.

This price includes the travel, accommodations, prep work, etc. of one facilitator and the cost of 35 PBL 101 workbooks.

A great deal of research and a decade of hard-earned experience has shown us that a three-day on-site PBL workshop, no matter how fabulous, has little impact on teacher behavior or student outcomes. Therefore, our policy requires us to provide sustained support after the initial PBL 101 workshop at your site. In this model, the National Faculty member assigned to your school would return two or more times in the 12 months following the PBL 101 workshop for teacher coaching and additional support (classroom visitations, additional training, curriculum development and review, etc.).

One-day PBL follow-ups. Schedule: TBA, 2014. Quantity: Minimum of 2 in year following PBL 101. BIE staffing: One National Faculty member. Location: On site, Arkansas High. Cost of each on-site follow-up visit: \$4700. At least two follow-up visits are required in the year following the initial PBL 101 workshop.

Availability books quickly, so advanced planning is recommended. Summers book up for us four months or more in advance. We have trained 5,000 teachers nationwide this past summer. This year, we will conduct over 300 workshops and support visits involving approximately 12,000 participants.

PBL Lead Workshop

PBL Lead is a two-day workshop that engages principals, assistant principals and instructional leaders in exploring best practices in leading a school in the effective, sustainable implementation of Project Based Learning. Through a combination of direct instruction, video analysis and hands-on individual and group work, participants have the opportunity to design and receive peer feedback on a PBL Lead plan for their organization using the Buck Institute for Education model and tools. Participants engage in such protocols as Leadership Compass, SWOT Analysis, Gap Analysis and the Affinity Protocol.

Two-day PBL Lead workshop. Schedule: TBA, 2014. Quantity: TBA. BIE staffing: One

National Faculty member. Location: On site, Arkansas High.
Cost per two-day PBL Lead workshop: \$6500

PBL 201 Workshops (Advanced Practices)

Our PBL 201 workshops are designed as sessions in the second year of a school's PBL initiative. These one-day, on-site workshops are for participants who have taken PBL 101, had an opportunity to implement their project, and have benefited from at least two sustained support follow-up visits (described above). The topics range from PBL and Web 2.0, PBL and AP, PBL and Math Inquiry to PBL and Critical Thinking.

One-day PBL 201 (advanced practices). Schedule: TBA, 2015. Quantity: TBA. BIE staffing: One National Faculty member. Location: On site, Texarkana, AR.
Cost: \$4700 per one-day workshop

Capacity Building Program

Our Capacity Building Program is only offered to districts who have contracted our District Planning Services. The goal of the Capacity Building Program is to help our partner organizations develop world-class PBL 101 workshop facilitators so that the PBL initiative in their district can sustain after three-year the BIE implementation plan has been completed.

Cost: Based on scale of work.

Additional Resources

PBL World

PBL World is a conference held annually at the New Technology High School in Napa, CA. The conference brings together over 500 teachers and administrators for a week of learning about and celebrating Project Based Learning. Monday through Wednesday attendees will participate in BIE's PBL 101 workshop or PBL Coaching Academy. On Thursday and Friday participants can sign up for advanced all-day sessions or one-day Coaching Intensives. Wednesday through Friday, leaders can attend a PBL Leadership Academy. Along with our workshops, participants can take advantage of rich keynote presentations and opportunities to connect with like-minded educators. Registration options and pricing will be available in November 2013, with official registration beginning February 1, 2014. Please note that this event has sold out for the past two years, so please plan ahead. Details can be found

at www.pblworld.org

Publications

We have a variety of publications for sale on our website at www.bie.org/store. The PBL Starter Kit for Middle and High School (2009) and PBL for Elementary Grades (2011) retail for \$32.95 per copy; the PBL Handbook (2003) retails for \$39.95 per copy.

PBLU

After receiving a generous grant from the William and Flora Hewlett Foundation to help promote and provide deeper learning opportunities for teachers and students, BIE piloted PBLU as an option for teachers to customize and implement a project. Recognizing that 11,000 teachers participated in BIE's 3-day PBL 101 workshop in 2012, the Hewlett Foundation helped BIE expand its professional development resources and expertise online. Now BIE can work with every school and every teacher through PBL University (PBLU). This program recently began, and BIE will be updating our PBLU offerings in January 2014.

FreeBIEs

We are a non-profit organization, so much of what we do is online for free at <http://www.bie.org/tools/freebies>. There, you will find relevant articles, videos, sample projects, a Do-It-Yourself section, among other helpful materials. Check out our weekly Google+ Hangouts on Wednesdays!

Southwest Arkansas Education Cooperative (SWAEC)

Supporting Partner Role and Expectations – Arkansas High will continue its partnership with SWAEC to provide differentiated professional development opportunities for all staff members. The administrative team will continue to work closely with SWAEC to let them know professional development needs of teachers so the staff at SWAEC can plan sessions for them to attend. Arkansas High will also continue to work with them to receive technical assistance for technology and to stay abreast of current reform initiatives including implementation of Common Core

AHS will partner with SWAEC to implement Math Design Collaborative (MDC) and research the possibility of implementing Literacy Design Collaborative (LDC). The

following is information from the application released by Arkansas Department of Education. Campuses must apply and make commitments to receive training on implementing MDC and LDC initiatives.

SECTION A: INTENT

The Arkansas Department of Education (ADE) will accept **Applications** from Arkansas schools for the purpose of providing professional development and technical assistance for the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC). This solicitation is a request for applications with the intent to identify a cohort of schools that will voluntarily implement LDC and MDC into their academic system.

Background

The Arkansas Department of Education and the Arkansas Department of Career Education (ACE), in partnership with the education service cooperatives, education renewal zones, and university STEM centers, will provide professional development and technical assistance to a group of Arkansas high schools with the goal of implementation in most high schools within the next few years.

The Literacy Design Collaborative (LDC) offers a fresh approach to incorporating literacy into middle and high school content areas. LDC is a community of educators providing a teacher-designed and research-proven framework, online tools, and resources for creating literacy-rich modules of instruction across content areas. This is drastically different than past, less structured notions of “adding” reading and writing when possible to the teaching of content.

The Mathematics Design Collaborative (MDC) focuses on building student understanding of mathematics concepts by working through problems, rather than memorizing formulas and plugging them into a page of workbook problems.

SECTION B: SCOPE OF WORK

1. Purpose

ADE is seeking high schools that are committed to excellence. High schools must apply voluntarily with the commitment to full implementation of LDC and MDC as agreed upon by the signature of the Superintendent and Principal on page 5.

2. Qualifications

Applications will be accepted from high schools that have commitment of both administrators and faculty. The participating team agrees to design an implementation and sustainability plan, self-monitor progress, mentor colleagues to build and support capacity of implementation of LDC and MDC, and collect data.

SECTION C: APPLICATION PROCESS

1. Application Format

Interested high school teams must submit one completed application package that includes the team information sheet, signed assurance page, and adult permission statement (one per team member).

2. Application Submission Process

High school teams must submit one completed application package no later than 4:00 p.m. local time on Friday, March 21, 2014, to abby.cress@arkansas.gov

Any questions (preferably by email) can be addressed to:

- Marshal Hurst, LDC/MDC Coordinator, (501)-366-4342, marshal.hurst@arkansas.gov
- Kevin Beaumont, Professional Development Coordinator, kevin.beaumont@arkansas.gov
- Dr. Tracy Tucker, Director of Curriculum and Instruction, tracy.tucker@arkansas.gov

3. Process for Reviewing Applications and Notifications

The Arkansas Department of Education will establish a committee to review applications. Only complete applications will be reviewed. High schools will be selected for LDC and MDC professional development and technical assistance based on the following criteria: (1) Region and (2) Date of submission. Up to seven high schools per co-op region will be identified for the 2014-2015 school year, with the understanding that ADE reserves the right to select an appropriate number of high schools in relation to the number of trainers available in the co-op region. High schools within a co-op region will be selected based on the date stamp of a complete application package submission. Any incomplete submissions will be returned to the high school and the date stamp will reflect that of the complete submission. The Arkansas Department of Education will announce the high schools selected for 2014-2015 on or before April 4, 2014.

4. General Conditions

All parties shall at all times observe and comply with all laws, ordinances, regulations, and codes of the federal, state, county, and other local government agencies, which may in any manner affect the performance of the contract, and in particular, such laws pertaining to safety.

The Arkansas Department of Education reserves the right to accept or reject any or all applications.

**Literacy Design Collaborative (LDC)
and Mathematics Design Collaborative (MDC)**

**Sponsored by Arkansas Department of Education (ADE) and
Arkansas Department of Career Education (ACE)**

Team Information for 2014-2015

District	Texarkana Arkansas School District
School	Texarkana Arkansas High School
Superintendent	Dr. Becky Kessler
Superintendent Office Phone	870-772-3371
Superintendent Cell Phone	
Superintendent Email	Becky.kessler@tasd7.net

LDC Team of teacher facilitators

(Team will attend all trainings and participate in on-site observations)

Position	Name	Email address
Principal		
English Language Arts teacher (LDC)		
Science teacher (LDC)		
Social Studies teacher (LDC)		
CTE teacher (LDC)		
Instructional Facilitator (if applicable) (LDC)		
District Coordinator (if applicable)		
Additional members		

MDC Team of teacher facilitators

(Team will attend all trainings and participate in on-site observations)

Position	Name	Email address
Principal		
Algebra I teacher (MDC)		
Geometry teacher (MDC)		

Instructional Facilitator (if applicable) (MDC)		
District Coordinator (if applicable)		
Additional members		

**Literacy Design Collaborative (LDC)
and Mathematics Design Collaborative (MDC)**

**Sponsored by Arkansas Department of Education (ADE) and
Arkansas Department of Career Education (ACE)**

Participation Assurances for Cohort Three 2014-2015

The Arkansas Department of Education (ADE) and Arkansas Department of Career Education (ACE) provide the following assurances.

1. ADE and ACE will incur all training expenses for the state/regional LDC/MDC trainers.
2. Regional LDC/MDC trainers will conduct six (6) days of training. Three (3) days of training will be conducted during the summer 2014 and three (3) follow-up days will be conducted during the school year 2014-2015.
3. LDC/MDC trainers will conduct six (6) on-site visits throughout the 2014 – 2015 school year to each participating school. LDC/MDC trainers will conduct some on-site visits either alone or as a team.
4. ADE and ACE will encourage and provide technical assistance for the design of a sustainability plan for high schools participating in LDC/MDC.

_____ School District is committed to participating in professional learning and implementation during the 2014-2015 school year.

(mark all that apply)

_____ Literacy Design Collaborative (LDC)

_____ Mathematics Design Collaborative (MDC)

The district will assure that:

1. A team will be identified to attend training and implement LDC and/or MDC. The LDC team will be comprised of a minimum of four (4) teachers: one English language arts teacher, one science teacher, one social studies teacher, and one career education teacher. The MDC team will be comprised of a minimum of two (2) mathematics teachers. The LDC and MDC teams will participate in all trainings and on-site visits. Identified team members will be known as teacher facilitators and will be designated as lead contacts for the purpose of LDC/MDC communication.

The teacher facilitators selected should have the following attributes:

- Open to change
 - Evidence that they have taught students to extraordinary levels
 - Open to being coached
 - Great facilitator skills
 - Ability to lead others
 - Deep content knowledge
 - Have an attitude that focuses on the willingness to learn
2. The principal will participate in all trainings, on-site visits, conference calls, and webinars.
 3. The superintendent and central office staff will support the training and implementation of LDC/MDC and may participate in trainings, on-site visits, conference calls and webinars, as available.
 4. The district will incur all costs related to the training and implementation of LDC/MDC including (but not limited to): travel, meals, lodging, substitutes, planning time, professional learning communities (PLCs), professional development, technology and materials. **The district/school must provide one-hour of planning time (substitutes as needed) for all teachers implementing MDC or LDC to meet on the day of each site visit with the LDC/MDC trainer.**
 5. The district will develop an implementation and sustainability plan and will self-monitor their progress. Teacher facilitators will mentor other colleagues as they implement LDC/MDC. Administrators will provide necessary support in order to build capacity of educators.
 6. All teacher facilitators and administrators will provide a signed agreement for audio and video recording (attached). Teacher facilitators and administrators will participate in the electronic reporting of progress upon request by ADE. Full implementation of LDC/MDC will include teaming, planning, implementing instruction with formative assessment, monitoring student work and learning progress, providing support and additional opportunities for professional learning, collecting and analyzing data, and developing sustainability plans.
 7. The district will submit all requested surveys, evaluations and other data requested by ADE.

ADE State Site Director for SIG 1003(g)

Supporting Partner Expectations – If awarded the SIG, Arkansas High will partner with a person assigned by the state to work on implementation of the components written in grant.

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

Arkansas High staff is committed to working with lead partners, supporting partners, parents, and community members to ensure all models and school reform initiatives are implemented with fidelity. Arkansas High staff envisions after the three year grant cycle is over the changes that have occurred at the campus and in the community will undoubtedly be the best thing that has ever happened to our campus. We also believe staff members will have the capacity to sustain the transformation and continue success after the grant cycle.

In the previous question regarding the performance expectations for the lead and supporting partners, we have included detailed information with benchmarks for evaluation. Please refer to the previous questions for specific information regarding expectations, roles, and responsibilities of lead and supporting partners. These partnerships include Arkansas Leadership Academy, Buck Institute for Education, Southwest Arkansas Education Cooperative, all school staff, parents, and community members.

In the next question we explain in depth how we plan to forge working relationships among the groups and partners committed to this whole school transformation process. Also, there are multiple tools and strategies built in for evaluation and program review to reflect and revise during implementation. Multiple sources of data will be utilized to make informed decisions if revisions are needed.

Step 5: Forge Working Relationships

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

Arkansas High School will work closely with all groups and partners to ensure commitment to this intervention. A School Improvement Grant (SIG) team will be formed to connect the groups together. The school's vision states: "We strive to create a culture of shared determination, academic success, and pride through innovative, reflective partnerships that bring us together as one." Arkansas High will approach the implementation of the grant with this mindset and the understanding that the success of our students depends on the strength of the following partnerships:

Communication between school and parents:

The school is hiring a parent and community liaison to facilitate and expand positive and effective communication. Each semester, the parent and community liaison will coordinate parental support learning opportunities where parents will learn how to support and encourage their student's academic success. Parents will receive information on how to access student grades and attendance information for their student, how to access school/teacher web pages, times when tutoring and night library opportunities are available, location and services of the counseling center, the parent center and the College and Career Readiness Center, and FAFSA, NCAA Clearinghouse, and ACT information. Presentation on preparation and opportunities for college and postsecondary opportunities as well as other helpful information will be provided. Arkansas High will be more consciousness of ensuring parents are well informed about their students educational needs.

The school will hold a welcoming event, The Hog Howdy, before school starts in the fall. This will be an opportunity for parents and students to tour campus and meet new teachers. The high school will also hold two showcases for parents, one in the spring and one in the fall. These showcases will feature student work and presentations. Also, we will utilize school messenger to ensure parents stay informed about upcoming events. One strategy to use is Remind101 which is a safe, free way for teachers to text message students and keep in touch with parents. Classroom teachers will be encouraged to utilize this social networking idea in their classroom to update parents and students when homework is due, upcoming tests, and any other class events.

Communication between school and community:

The liaison will coordinate an Arkansas High School Showcase each semester. Representatives of the 8 sectors of the community (well-being, skill, affection, respect, rectitude, power, enlightenment, and wealth/poverty) will be invited to visit the school for a program/presentation of the positive things going on in our school and a request for help in needed areas. Student leaders will guide tours of our campus, with opportunities for these community members to observe and even participate in classes.

The liaison will also coordinate a student mentor/shadowing program. The liaison will reach out to community members to establish a list of community service, mentoring and job shadowing opportunities for our students. The liaison will match students with the opportunities available and monitor their activity.

The liaison will coordinate community/career mini conferences for our students utilizing community members as panel members. The instructional technology specialist will offer professional development training for teachers on development and updating of their web pages. The parent and community liaison will submit timely campus news and happenings to the district webpage, newsletter, and district public relations department

AHS staff is committed to helping our students understand the importance of giving back to their community. We are planning opportunities to build productive partnerships with community members by having our students participate in community outreach projects. The liaison will help coordinate these community partnership outreach opportunities scheduled at least monthly on Saturdays. Also, we want our students to be proud of their school, so we are going to have various clubs sponsor clean up and beautify our campus days.

Communication between school teams and administration:

The Arkansas High School Leadership team meets monthly to discuss issues concerning the campus. This team is made up of administrators, department heads, facilitators, support staff, parents, special education teachers, vocational technical teachers, and students.

PLC groups meet weekly in Curriculum, Instruction, and Assessment meetings to learn and share effective instructional strategies. These are horizontally aligned by content area. Administrators and facilitators also attend CIA meetings. Our ALA consultant sometimes attends these meetings as well.

Vertical alignment meetings are held every other month in the core content areas. These meetings are attended by teachers from both the junior high and high school.

Monthly whole faculty meetings led by the principal and/or instructional facilitator are held to expand communication between administrators, facilitators, and teachers. These are also attended by our ALA consultant.

Break-out sessions on various topics are held once a month. These are usually led by teachers, facilitators, ALA consultants, or outside providers. Multiple sessions are offered, as in a conference, and teachers choose which session to attend. The school has experience growth opportunities and results in teacher satisfaction with these professional development opportunities.

Communication between school and state:

The school currently works weekly with a state assigned School Improvement Specialist. He meets with administrators and facilitators to ensure fulfillment of the ACSIP and priority improvement plan (PIP).

The school will work at least twice a week with the state assigned SIG site director to ensure the grant is fulfilled efficiently and with fidelity.

***For more specific details regarding the following partnerships please see previous question.

Communication between school and lead partners:

Our ALA consultant visits the school twice a week. He attends PLC meetings, faculty meetings, and break-out sessions. He also performs classroom visits and conducts meetings with the student leadership team.

Two teachers are sent to ALA institute each year to complete leadership training. Two teachers are also sent each year to ALA institute to complete facilitator training.

Communication between school and internal partner:

The school holds weekly administrator meetings with the superintendents. Data meetings are also held monthly to discuss end of course exam results, The Learning Institute interim assessments, special education, attendance, and discipline data. AHS administrative staff is currently working on data disaggregation of weekly common assessments in math and using data to make informed decisions regarding instructional alignment. This is an area we plan on improving with the support of all external and internal partners.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Marve Register	Principal	Audrey Wright	English Department Head
Eva Nadeau	Assistant Principal	Nancy Huddleston	Social Studies Department Head
J R Arnold	Assistant Principal	Brenda Stewart	Counselor
Diane Jones	Assistant Principal	Marilyn French	Counselor
Lem Ross	Assistant Principal	Colete Reid	Math Department Head
Natasha Hampton	Assistant Principal	Meah Wilson	Parent Center Coordinator
Tonya Dunphy	Instructional Facilitator	Felecia Horn	Social Studies Teacher/Facilitator
Tami Blair	Science Department Head	Carla Lancaster	Graphic Arts teacher
Tami Canterbury	Science teacher		
Sue Stuart	Special Education teacher		

Meetings

Location	Date		Location	Date
109	September 3, 2013		109	January 23, 2014
109	October 1, 2013		109	February 4, 2014
109	November 5, 2013		109	February 13, 2014
109	January 7, 2013			

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

The changes initiated as part of this School Improvement Grant will be strengthened by district and community support, leadership, expanding teacher capacity through

professional development, cultivating collaborative relationships among all stakeholders, monitoring accountability measures, and the dedication of time and fiscal resources. Arkansas High School will consider sustainability in the initial planning. District and school leadership will communicate the need for reform, identify resources and capabilities for sustaining reforms and convey to the school community the appropriateness and the effectiveness of the research-based efforts.

The Texarkana Arkansas School District LEA has committed to supporting Arkansas High School to ensure a lasting, internal and permanent change for the students, teachers, staff and community over the next three years and beyond. The district leadership will anticipate changes in personnel, security of needed resources and revisions of policy and practices that would threaten the practices and structures and attitudes that result in improvement of student outcomes. Contingency plans that respond to such threats will be developed as necessary. For change to be effective we know our leaders will need the support to implement initiatives into daily school operations and procedures that will enable change to happen and to be sustained at Arkansas High School. The school leadership team will continue to be strengthened and empowered to oversee and monitor the programs by continued teacher, instructional facilitator, assistant principal and principal Arkansas Leadership Academy support and training. ALA opportunities build leadership capacity which in turn we believe leads to greater student success. More effective and frequent communication between all stakeholders will increase whole school and community buy-in fostering collaboration when meeting challenges or celebrating successes. By adopting a comprehensive approach to include parents, the 8 sectors and all community stakeholders, everyone will become more vested in the success of AHS students.

The increase in quality professional development afforded within the School Improvement Grant is designed to make adult learning a valued part of Arkansas High's culture. The single most important factor in a student's education is the teacher. Ongoing professional growth will be a priority and ensure continued progress in student achievement as well as support a collegial atmosphere among teachers as a community of learners. For sustainability, we hope at the end of the grant cycle to continue to implement the Early Start Program (ESP). One idea is to have established job embedded professional development as a norm and design the Early Start Program in such a way that teachers could receive professional development hours instead of being compensated.

Establishing and strengthening relationships among students is also an important step in sustaining the changes at Arkansas High School. The Early Start Program, student mentors, leadership and community service opportunities will encourage ownership and pride while creating positive relationships. This is just another piece of our plan we know we can sustain after the life of the grant that will affect culture and climate of Arkansas High for years to come.

We believe this SIG opportunity will help to improve our professional development plans, administrative leadership and teacher capacity and will provide us the ability to sustain the transformation model. The district office will provide fiscal management and implementation support through the application of local, state, Title 1, NSLA and PD monies for continued programs.

To maintain systemic changes, initiatives and programs must be monitored and accountability measures put in place. The full and complete integration of the Arkansas High School SIG goals and objectives in the ACSIP plan will further ensure sustainability and capacity for ongoing implementation after the life of the grant. Arkansas High School's SIG plan also addresses the recommendations of the Scholastic Audit and includes specific strategies to respond directly to necessary next steps to improve identified deficiencies. In order to make good decisions along the pathway of reform, effective collection and use of data are imperative to sustaining improvement. Time will be dedicated to data, analysis and planning by teams at the district and school levels in a regular and systematic manner that will be a non-negotiable. Indistar, an online School Improvement program, will continue to be used for monitoring systems and to measure and support the effectiveness of the programs initiated. This reflective tool is essential to building the school's capacity to sustain for components of the transformation model. We will continue our collaboration with Arkansas Leadership Academy, ADE, and our School Improvement Specialist. Incentives will be put in place and maintained to promote improved teacher performance and attendance. Through self-analysis of data and indicators of implementation, the school and district teams will develop the means to identify reforms worth sustaining.

Arkansas High and Texarkana Arkansas School District personnel are dedicated to improving the lives of the students in their care by providing instruction and guidance from highly qualified teachers, and support from peers, school staff, and the community on their journey to become college and career ready graduates.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each priority school being served.

Arkansas High School's transformation goals and objectives are described in the charts below. The school has selected five major goals that when fully implemented will yield dramatic increases in student performance and outcomes and the total transformation of Arkansas High. These goals and objectives are supportive of the school's ACSIP plan and will be embedded into the ACSIP plan all three years of the grant funding.

Goal 1: The combined population will meet Annual Measurable Objective, (AMO) in literacy and math no later than 2016-2017.

Goal 2: Enhance the professional teaching culture and relationship building as a means of accelerating the academic achievement and student engagement of all subpopulations.

Goal 3: Increase graduation rate of 81% to 94% over the three years of the grant

Goal 4: Establish a safe and nurturing support system that promotes student and teacher success

Goal 5: Increase parental and community involvement to provide students with added support

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

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

Goal 1: The combined population will meet Adequate Yearly Progress in literacy and math no later than 2016-2017

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Extend learning opportunities through before, during, and after school interventions and instruction</p> <p>Ensure necessary and effective remediation for all students</p> <p>Increase student engagement</p>	<p>To reach or exceed AMO each year while narrowing achievement gap by 3% yearly.</p>	<p>Results of End of Course</p> <p>Attendance records of intervention</p> <p>Attendance records (sign in) of Professional Development</p> <p>Vertical alignment curriculum maps</p> <p>CWT data</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Building Principal and Assistant Principals</p> <p>External Providers</p> <p>Teachers</p> <p>Central Office Staff</p>

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

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

Continued from previous page

Goal 1: The combined population will meet Adequate Yearly Progress in literacy and math no later than 2016-2017

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Strengthen vertical alignment in math and literacy</p> <p>Implementing digital learning by utilizing relevant technology</p> <p>Create positions for certified core teachers in ISS, About Face, and Second Chance.</p>	<p>To reach or exceed AMO each year while narrowing achievement gap by 3% yearly.</p>	<p>TLI data</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Instructional Supervisor</p> <p>Academic Interventionists</p>

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

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

Goal 2: Enhance the professional teaching culture and relationship building as a means of accelerating the academic achievement and student engagement of all subpopulations

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Provide relevant ongoing Professional Development Increase collaborative relationships between teachers Provide teachers with academic support staff Foster meaningful teacher/student relationships	Data collected shows positive change in instructional practice Number of students taking an AP class increases by 15% Survey of students and teachers shows a 20% increase in satisfaction	Teacher perception surveys CWT data TESS data AP data	August 2014 and ongoing	June 2017	Building Principal/ Assistant Principals External Providers Teachers Professional Development Consultants

LEA Goals and Objectives

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

Goal 3: Increase graduation rate of 81% to 94% over the 3 years of the grant.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Establish a student support system Implement Early Start Program (ESP) Create student mentoring program Support students with credit recovery program Create positions for certified core teachers in ISS, About Face, and Second Chance.	Increased attendance Decrease referrals to ISS and About Face by 25% 80% of student surveyed report satisfaction with career and college prep 60% of participating students recover needed credits	Attendance records Discipline records Survey results Transcripts	August 2014 and ongoing	June 2017	Principals/Assistant Principals Teachers Student Support Team Students

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

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

Continued from previous page

Goal 3: Increase graduation rate of 81% to 94% over the 3 years of the grant.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Implement a college and career readiness center Provide professional development for using 21 st century learning skills in all classes Establish incentive program for student attendance Increase teacher effectiveness through AVID	100% of students attend early start programs 75% of students express satisfaction with student mentoring program Students in AVID classroom experience a narrowing achievement GAP	Attendance records Discipline records Survey results Transcripts	August 2014 and ongoing	June 2017	Leadership Team Community members

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

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

Goal 4: Establish a safe and nurturing support system that promotes student and teacher success.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Establish a student support system Establish practices that ensure excellent customer service among all stakeholders Improve teacher attendance rates by utilizing incentives Reduce in school and out of school suspensions	Increased access to student support system for ALL students 100% attendance at customer service training for all personnel Reduce teacher absences by 10% Reduce suspensions by 25%	PD attendance records Teacher attendance rates Student support team records Suspension records Court referral records Student/Teacher response to climate perception surveys	August 2014 and ongoing	June 2017	Building Principal/ Assistant Principals Teachers Professional Development Consultants

School Improvement Grant - Section 1003(g)

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Goal 4: Establish a safe and nurturing support system that promotes student and teacher success.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Reduce truancy rates Create a welcoming physical environment Increase student voice Strengthen effectiveness of Freshmen Academy	Reduce court referrals by 5% Increase in positive feedback from students and teachers in response to physical environment	Quarterly reports to school board ACSIP	August 2014 and ongoing	June 2017	Student support team Students Leadership Team

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Goal 5: Increase parental and community involvement to provide students with added support

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Increase student involvement in the community</p> <p>Provide opportunities for parents and community stake holders to experience the success at our school</p> <p>Celebrate community partnerships</p>	<p>Increase number of community involvement opportunities for students and teachers</p> <p>Increase number of visits by community stakeholders by 50%</p> <p>Increase number of effective community partnerships</p>	<p>Survey results</p> <p>Campus visitor documentation</p> <p>Community recognition awards</p> <p>Documentation from various community events/opportunities</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Building Principal/ Assistant Principals</p> <p>Teachers</p> <p>External Providers</p> <p>Students</p>

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Goal 5: Increase parental and community involvement to provide students with added support

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Establish a mentor/shadow program with community partners to prepare our youth to become productive adults</p> <p>Increase parental/stakeholder communication</p> <p>Establish parental support learning opportunities for community members that will support our students' academic success</p>	<p>50% of students participate in shadowing program</p> <p>Perception survey shows increased satisfaction in communication efforts by school</p> <p>Twice a year have an 8 sectors program and parental support learning opportunities</p>	<p>Documentation from mentor and job shadowing opportunities</p> <p>Parental attendance at learning opportunities</p> <p>Parent and community attendance at 8 sectors program</p>	<p>August 2014 and ongoing</p>	<p>June 2017</p>	<p>Community stakeholders</p> <p>Parents</p>

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

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

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

Intervention Design and Implementation

School Improvement transformation interventions and strategies at Arkansas High School will include a continued partnering with the Arkansas Leadership Academy developing strong school leaders; building a strong school culture where all teachers accept their role in student successes; provide a safe, secure and welcoming environment; promote and build student and teacher capacity; promote and celebrate academic and extracurricular successes; and provide a comprehensive, multi-faceted and integrated continuum of school – community partnerships. Throughout the three-year transformational process the Arkansas High Leadership Team, staff, central office, community stakeholders and external providers will work collaboratively to help all students be college and career ready in a global society.

Curriculum, Instruction and Assessment will be assessed for increased rigor, remediation strategies, student learning and infusion of technology to improve academic outcomes. We will provide the school leadership and staff with extensive, embedded professional development. We will continue to make decisions based on the shared leadership format, provide feedback, gather and analyze data, and monitor all programs diligently. One of Arkansas High School's overall intents for use of the program funds is to raise students' academic improvement in math and literacy that will target our TAGG group of students, which include special education, low socio-economic and ELS, while raising expectation and proficiency for all students and continue to increase our graduation rate.

Student Achievement

Goal 1: The combined population will meet Annual Measurable Objective (AMO) in literacy and math no later than 2016-2017.

Curriculum and Instruction

We must ensure that all students have access to a rigorous curriculum aligned with state/Common Core Standards. Using our assessment systems, we will hold students, teachers, and school leaders accountable for advancing student achievement, closing the achievement gaps and improving student performance.

Aligning Instruction (Horizontally, Vertically and to Standards)

We will continue vertical curriculum alignment meetings monthly to improve student performance by decreasing the amount of instructional time consumed with re-teaching concepts, as well as weekly horizontal alignment meetings through Curriculum, Instruction, and Assessment (CIA) that provide teachers with a guide or goal for their instruction. Being a good steward of the money will be monitored during the life of the grant and used to provide time, expertise, planning support, and professional development to help teachers.

External Providers

We will use approved ADE external service providers for help in improving teaching and learning. Outside contractors will be utilized to help with curriculum and instruction, strategic planning, professional development, technology use, leadership training, and the whole gamut of needs faced by Arkansas High School. We expect these partnerships to bring in much-needed perspectives and expertise. Services will include training and support for implementation of the Common Core Standards and assistance aligning curriculum and instruction. Providers will assist with programs and work with teachers to ensure that they are implementing routine formative assessments, utilizing student performance data and implementing data-driven instruction. The primary focus will be on math, English and science. Coaching and instructional support will be provided by the Southwest Arkansas Coop with assistance in lesson planning and modeling of effective practices, such as co-teaching training in working effectively with our special education students. Providers will train school leaders to establish sound and clear instructional goals, to develop skills to collaboratively make data-driven decisions, and to be knowledgeable about academic

content and effective instructional strategies. Skills to lead a school through powerful academic instructional change will be necessary.

Successful professional development does not just happen; it requires careful planning and goal setting. Arkansas High School will begin by determining the needs of the students and staff, gathering this information through planning meetings, teacher surveys, and collection of student data. Using this data, we can set clear goals and purposes for our professional development programs. Professional development will focus on content and strategies that will help our students learn best. We will continue to collect data through all phases of professional development activities to ensure that the activities are linked to high standards and current curriculum, and are meeting desired goals.

The teaching profession is constantly changing, so it is important for our teachers to be continuous learners. Effective professional development will occur throughout the school year, not just during one-shot workshops or summer sessions. Our teachers will have frequent opportunities for in-depth and active learning that is authentic and useful in their daily practice. In order to ensure implementation of new strategies, teachers need to have ample time to practice in their own classrooms.

Collaboration and sharing of knowledge helps to ensure that professional development activities are system-wide, part of the daily practice of teachers and the overall school culture (CEO Forum, 2000; Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Guskey, 2000). Arkansas High School will continue using the Arkansas Leadership Academy (ALA) model and allow our teachers to take active roles in their own learning which will ensure a successful professional development program. We will encourage our teachers to take leadership roles and make decisions about interventions so that professional development is more likely to reflect the needs of teachers and students. Our teachers will continue to have the opportunity to work together through study groups, common planning time, CIA meetings, and sharing knowledge across grade level and content areas.

Response to Intervention (RtI)

Response to Intervention is a method of academic intervention used to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. One math and one literacy interventionist will be hired with grant funds to provide RTI services to students in need. All materials and support tools required will be purchased. Identified students who need intense instructional

interventions will be on a pull-out rotation for thirty minutes a day for an average of three days unless more intense remediation is needed. Professional development will consist of The Response to Intervention Blueprint: School Building Level Edition in which school leaders will work with faculty and stakeholders to insure systems are in place to document and evaluate the result of Rtl strategies implemented.

Tier one interventions will be implemented through differentiated instruction by all teachers on a routine basis. Tier two interventions will be presented by the teacher and with the assistance of the math and literacy facilitators when needed. Tier three interventions will be facilitated by the math and literacy interventionists as they are pulled from non-core classes to provide point in time intensive remediation to build core skills.

Differentiated Instruction

A large number of Arkansas High School students have IEP's and/or AIP's. Due to this, intensive professional development in differentiation, co-teaching, inclusion strategies and increased collaboration between all stakeholders will occur. All students will be supported by a team of teachers in which they will discuss strategies and ways to help all students be successful.

Use of Student Data to Drive Instruction

A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, we can make informed decisions that positively affect our student outcomes. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. We collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. When it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009). At Arkansas High we collect data using TLI, HIVE, common assessments, CWT's , teacher and student attendance records, discipline records, Aleks, Reading Plus, TESS informal, formal and summative evaluation systems. With this grant we could afford technical assistance and professional development through Southwest Arkansas Coop and other external

providers to help our staff use data as effectively as possible. This data-use support would include helping teachers use assessment results and student work samples to identify and address learning difficulties and academic needs. Also, additional training on Response to Intervention (RtI) and the Teacher Excellence Support System (TESS) could help school staff identify areas for improvement and how to modify practices. Data driven decision making is at the core of academic success.

Common Formative Assessments (CFAs)

Common Formative Assessments will be developed to give regular and timely feedback regarding student attainment of most critical standards, which will allow teachers to modify instruction to better meet the diverse learning needs of all students. We will use multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats. Collaboration opportunities and consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities will be mandatory. We will have agreed-upon criteria for proficiency to be met within each individual classroom and content area with deliberate alignment to state assessments to better prepare students for success on state assessments. We will use the results that have predictive value as to how students are likely to do on each succeeding assessment, in time to make instructional modifications. We currently use the data from TLI interim assessments to reflect and make data driven decisions regarding curriculum alignment.

Credit Recovery/Concurrent Credit

There are many reasons why students get behind in their high school journey. Arkansas High School will offer a variety of ways for high school students to get back on track for graduation while at school, during the school day, by making up failed or missed credits/classes. We will also allow students who have completed their required credits for graduation to leave campus and attend classes with our educational partners of higher education. Arkansas High will continue to offer concurrent credit classes when teachers with proper certification are available. Due to the lack of teachers earning their Master's degree in content areas, we will continue to offer stipends for teaching concurrent credit classes.

Before, during, and after-school tutoring will be implemented to help remediate students and accelerate academic success. The school will utilize multiple tutoring venues through paraprofessionals, community volunteers, student tutors, and teachers. Through this support system, the school will be able to intervene and assist

underachieving students and give all students opportunities to achieve academic success.

The school will establish Business over Breakfast (BOB) and Learning over Lunch (LOL). These programs will assist in giving students the opportunity to extend their learning outside of the normal school day. Business over Breakfast (BOB) will be put in place as an access point for students to be able to work in the library or computer lab before school, to receive homework help, or have access to materials they may not have at home. Students who tap into this resource will have access to student tutors (such as Mathletes, AP students, etc.) and contracted tutors. The school will also implement the Learning over Lunch (LOL) program. This program will be established as a remediation opportunity for students failing classes or needing help on specific standards. During LOL, students will meet over their lunch time on specific days to work with tutors and academic interventionists to improve their grade in the course until they either master the standard or maintain a passing average.

Currently, Arkansas High has a program called Night Library offered on Monday and Thursday nights from 4-7 p.m. Currently, the school offers English and math tutoring during this time, as well as credit recovery through the GradPoint program. To help academic success, the school will expand Night Library to further meet the needs of the students; the school will offer tutoring and help on math, literacy, science, social studies, and electives. Two sessions of summer school are offered each summer for credit recovery. Upon successful completion of summer school a graduation commencement service is held for the seniors who graduate.

The school will continue to offer GradPoint at Night Library, but recognizes the need to expand credit recovery to meet the varying needs of all students. As a solution, Arkansas High will offer GradPoint as a class during the school day as an option.

Some students at Arkansas High have very low reading levels. In the past, teachers have not known what grade level students are on or how to best instruct them in literacy to help fill the gap. To address this issue, the school would like to take preventative measures to help direct students into the correct path in the beginning of their high school career. The school will implement the RAPS 360 MindPlay Virtual Reading Diagnostic assessment that will be given to incoming ninth grade students that have been determined to be below grade level in reading based on their NWEA Measures of Academic Progress (MAP) test scores. This diagnostic measurement will be given during the Early Start Program (ESP). This data will be used to allow the school to place students who score at or below seventh grade level into a Reading Plus class until they reach grade level.

Differentiating instruction allows classroom teachers to effectively instruct all students. Arkansas High will implement professional development for co-teaching and portfolio training for special education teachers. Also, the school will provide professional development to help teachers understand how to properly handle issues that arise with special education students and to more effectively differentiate instruction.

New Tech

In order to offer additional differentiation for students, we have been approved to implement New Tech Network for one-hundred incoming freshmen 2014-2015, transforming our school into an innovative learning environment. The project-based learning approach to New Tech engages students with dynamic, rigorous curriculum. Through extensive professional development and hands-on coaching, our teachers will evolve from keepers of knowledge to facilitators of rich, relevant learning. New Tech Network is re-imagining education and the student accomplishments speak volumes.

NWEA Measures of Academic Progress (MAP)

Arkansas High School will reinstate MAP testing this spring. We realize one size does not fit all and each child learns differently. This computerized adaptive assessment will allow teachers to see their students as individuals, each with their own base of knowledge. NWEA Measures of Academic Progress (MAP) test presents students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, and a wealth of detailed information for teachers, parents and administrators. Powered by data, the underlying data driving the assessment ensures remarkable accuracy, and the equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning. The data the MAP test will provide could change the course of a student's school year.

Extended Learning Time

Beginning in the 2014 school year, an Early Start program will bring 9th through 12th grade students back to school three days early to focus on College and Career Readiness plans that are age appropriate. This will be an official start date. Teachers will be paid their daily rate of pay through grant funds. The 9th graders will focus on transitioning to their new school, as well as mini-lessons on developing study skills, habits for academic success, career orientation and life-skills and the vocabulary needed to understand the next four years. The parents will be invited and expected to play a major role these three days. All staff will work and plan together allowing for flexibility that will intentionally increase the impact of relationship building between students and faculty.

Multiple extended learning opportunities such as Learning Over Lunch (LOL), Business Over Breakfast (BOB), After-School Tutoring, and Night Library from 4 p.m. to 7 p.m., Monday through Thursday will be offered at Arkansas High School supporting all classes and offering opportunities to recover credits through GradPoint. Extending the school day in this way will provide extra time to master skills and provide options for students experiencing academic and behavioral challenges.

The school media center, The Hog Pen, will be open for one hour prior to the start of the school day. Students will be welcomed and encouraged to access library resources, utilize computers, and consult with teachers for homework, research, and class project assistance in our new Makerspace. The Hog Pen is open daily for students to visit at lunch, between classes, with a class and during night library.

A mandatory six-week tutoring program will be implemented for incoming freshman with basic and below basic scores in math and literacy. This requirement will be written into individual Academic Improvement Plan (AIP) and parents will be involved through AIP conferences. The Reading Plus program will be used at this time as part of the curriculum for students not reading on grade level. Transportation will be provided for all students.

Two sessions of summer school will be provided in order to give students the opportunity to retake any class they may have failed and need in order to graduate.

The AVID program, which stands for Advancement Via Individual Determination, will be utilized at Arkansas High School. AVID is a system to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap. In year one of the grant cycle, all 9th grade students will be given the opportunity to participate in AVID. Three hundred and seventy-five seats will be purchased the first year and an additional 100 seats each consecutive year of the grant to offer this opportunity to more students.

Recognizing that participation in the Advanced Placement (AP) program precipitates increased college success and improves eligibility for college programs and scholarships. Arkansas High will continue to follow the Arkansas Advanced Initiative for Math and Science (AAIMS) model.

AP class content will increase in rigor to promote higher numbers of students having qualified scores. Through digital learning and recruitment, AP course offerings and number of students participating will be increased. Professional development exam preparation, Saturday school prep sessions and mock exams will continue.

Homework Hotline

With SIG funds, the school will implement several tutoring venues for students to tap into. At Arkansas High, students will have the opportunity for before and after school tutoring; however, some students need help while working on homework at home. To give students assistance in this situation, the school will establish the Homework Hotline. The Homework Hotline will consist of the four core departments (literacy, math, science, and social studies) in which students will have the ability to call and receive homework help for a two hour period. Core teachers will rotate a district phone 4 nights a week, with each department having the phone one night. For example, a teacher from the math department may have the phone on Monday night while a Literacy teacher would have it on Tuesday night. This opportunity will be open for students Monday through Friday, for 2 hours a night.

Integration and Implementation of Educational Technology

The effective integration of new technologies has changed teaching and learning in a number of ways—from graphing calculators to online lesson plans to virtual field trips and simulated dissections, educational technologies can help students' access content in new and exciting ways. In fact, one would be hard pressed to find a single school that doesn't have access to some kind of educational technology. According to surveys, as many as 95% of schools are connected to the Internet; even at the level of the individual classroom, connection is nearly as universal—close to 75% of classrooms in the United States have Internet access (CEO Forum, 2000). Despite this nearly ubiquitous access to computer technology, there is a significant gap between the presence of technology and its usage in the classroom. Through professional development sessions teachers will learn strategies to embed technology into their instruction. Laptops, iPads, Kindles, calculators, science equipment, and other media support will be purchased to further the use of technology across the curriculum. Money is budgeted for departments to have the opportunity to purchase individualized technology based on their specific needs. Learning software will also be included to provide students with focused academic practice.

Ultimately, successful school-wide change will not occur without strong resources and support from a variety of sources. While few technology innovations can be implemented without considerable financial resources, money alone will not ensure successful implementation. Changing an entire school requires hard work by all involved, which is why we believe it is imperative to hire an instructional technology specialist at Arkansas High School. This includes human resources in the form of time

for planning, professional development, collaborative work, and trying new things (Abbott et al., 2006).

School Leadership and Professional Development

Goal 2: Enhance the professional teaching culture and relationship building as a means of accelerating the academic achievement and student engagement of all subpopulations.

Relevant Ongoing Professional Development

Professional Development (PD) will focus on incorporating best practices using 21st century learning skills through technology and real-world based instruction. Teachers will experience an increase in content specific PD. Instructional strategies shared with teachers will be effectively used in the classroom. Our external provider, Arkansas Leadership Academy will continue to build teacher leaders, who in turn can provide professional development opportunities for other teachers. Several of our staff members have attended various team institutes hosted by Arkansas Leadership Academy (ALA). A new position instructional technology specialist will be created to help teachers in using technology in the classroom and will provide on-going job-embedded PD opportunities to keep teachers up to date on new advancements in technology. Novice teachers and teachers new to our district will participate in a multiple day training program prior to school starting. The training will help teachers know all the specifics to our campus. At any time a teacher moves to our campus, they will be provided support.

Opportunities for professional learning for English language arts and mathematics teachers will be available through a partnership of the Arkansas Department of Education (ADE), Arkansas Department of Career Education (ACE), educational service cooperatives, Science, Technology, Engineering and Math (STEM) Centers, and Educational Renewal Zone (ERZ). This partnership will allow for professional learning focused on the Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC).

Arkansas High is committed to implementing the strategies associated with MDC because of the focus placed on building student understanding of mathematics concepts by working through problems, rather than memorizing formulas and plugging

them into a page of workbook problems. This is an initiative we will require all math teachers to participate in and monitor for classroom implementation.

The Arkansas High administrative and leadership team are exploring the possibility of implementing the LDC initiative to strengthen literacy integration across the curriculum. LDC offers a fresh approach to incorporating literacy into middle and high school content areas. Designed to make literacy instruction the foundation of the core subjects English Language Arts (ELA), Science, Social Studies, and Career Technical Education (CTE), LDC allows teachers to build content on top of a coherent approach to literacy. This is drastically different than past, less structured notions of “adding” reading and writing when possible to the teaching of content.

Participating teams will receive three days of professional learning in the summer with three follow-up days during the 2014-2015 school years. Participants will design, implement, and reflect on rigorous units of study based on a student-centered approach to Common Core State Standards (CCSS). Professional development and ongoing support for participants engaged in this work will be provided by the ADE, ACE, local educational service cooperatives, STEM centers, and/or ERZs.

Collaborative Relationships Between Teachers

Teachers will experience an increase in vertical and horizontal alignment collaboration opportunities. Teachers in like content areas will have a common planning time. Weekly Curriculum, Instruction, and Assessment (CIA) meetings led by facilitators and the instructional supervisor will equip content area teachers with training in best practices and effective instructional strategies. Weekly after school staff meetings will provide all teachers with the opportunity to establish relationships despite barriers of content area or grade level. Monthly vertical alignment meetings will be held with all teachers from the junior high school and high school levels.

Academic Support Staff

Two new positions funded by the grant, math and literacy facilitator, will aid teachers in planning and aligning content-specific curriculum. They will provide support through sharing instructional strategies, content-related technology, and best practices. An instructional technology specialist will assist teachers in learning and effectively using educational technology. The instructional supervisor will provide teachers with added support in maintaining accurate records on each student and following school-wide trends.

Meaningful Teacher Student Relationships

Teachers will meet with students during the Early Start Program (ESP) to establish positive relationships at the beginning of the year. All employees will receive training in providing excellent customer service to our student population. Teachers will also have opportunities to engage with students through Saturday field trips and community outreach activities. Each teacher will continue to mentor individual students considered at-risk based on data collected from common assessments.

New Teacher Support

We know from research, one-third of new teachers quit within their first three years on the job. We do not stand for this kind of dropout rate among students, and we can no longer afford it in our teaching ranks. We will support our novice and new teachers with on-going training and professional development throughout the year to help them feel welcomed, supported, and knowledgeable. Through mentorship and training, new teachers will be introduced to the Teacher Excellence Support System (TESS) and all other workings of Arkansas High School. We will provide our novice teachers with the book, "The First 60 Days of Teaching," and will engage in conversations about the workbook during scheduled meetings. The school will provide training, support, and mentorship for teachers entering the campus at any time during the school year.

Student Supports

Goal 3 - Increase Graduation rate of 81% to 94% over the three years of the grant.

Student Support System

School failures or drop-outs are often a result of repetitive discipline referrals, teens facing life-crisis situations, or high number of absences. All at-risk students will be identified and assigned to a Student Support Team. This team will consist of a behavioral interventionist, counselor, student mentor, student, tutors, and parent liaison. This team will connect the school, community, student, and home environment to ensure student success. The student will receive an intervention plan for academics and behavior. The team, including parents and teachers, will provide continuous attention and support through weekly contact.

Early Start Program (ESP) – Freshman and College and Career Prep Programs

Extended Learning Time will be added to the school calendar each year. The Early Start Program will be implemented in the 2014-15 school year for three days, 2015-16

for four days, and 2016-2017 for five days. Through this opportunity students will participate in grade level based activities to help prepare them for the school year and future success. Freshmen will be required to participate in the Freshmen Early Start Program and all 10th through 12th grade students will be required to participate in College and Career Prep Program. During these days motivational and career guest speakers will be utilized to address students on specific skills needed to be successful. Students will also engage in school beautification projects during ESP. With help from school clubs and organizations, various projects will be set up around campus for students to assist in making the school a better and more beautiful place. We hope that these beautification projects will grow into a student facilitated program during ESP.

Freshman Early Start Program

Freshman students are often met with challenges in adapting to the rigor of high school coursework while trying to assimilate themselves into the social atmosphere created by many extracurricular activities. Students feel overwhelmed by new responsibilities and consequences. Research is clear that 9th grade is a “make or break” year. More students fail 9th grade than any other grade in high school, and a disproportionate number of students who are held back in 9th grade subsequently drop out (Herlihy, 2007). Providing a freshman orientation week for these students to introduce them to high school will reduce the chance of the confusion created by transcripts, G.P.A., school clubs, elective classes, new administrators, teachers, and buildings. This program will also provide older students an opportunity to mentor younger students, increasing student leadership opportunities. Students will be able to meet new teachers, learn new school rules, acclimate to a new environment, and learn valuable information about the importance of credits, attendance, behavioral records, and customer service training.

College and Career Prep Program

Students in grades 10th - 12th will be required to attend added days at the beginning of the school year. These days will feature activities that prepare them for life after high school. Through partnerships with local organizations, the school will offer students training on how to properly fill out their FAFSA, student loans, and other important government applications. Students will also engage in sessions based on completing job applications, interview question techniques, and writing resumes.

Student Mentor Group

Our school has many student leaders who could use a more effective outlet to provide support for other students. Establishing a Student Mentor Group of junior and senior students to mentor lower classmen will not only provide this leadership opportunity but will build student morale, foster school pride, decrease discipline problems, and increase academic success. Student mentors will receive training and work with teachers and the Student Support Team to provide positive and effective relationships for all lower classmen.

Credit Recovery Program

At-risk students who experience numerous absences, many discipline referrals, or crisis situations often have trouble recovering lost credit through traditional summer school programs. Our school would like to provide more opportunities for these students to complete these credits through computer-based courses like Grad Point. The media center will expand its hours to open at 7:00 a.m. in the morning instead of 8:00 a.m. to provide this resource. In future scheduling, students will also be allowed to take a credit recovery class during the school day.

College and Career Readiness Center

A college and career readiness specialist will provide support for all students by expanding our current Parent Center to a College and Career Readiness Center. The specialist will aid students and families in setting graduation goals, applying for admission, scholarships, and financial aid. The specialist will also forge working relationships with the military, workforce commissary, and staffing agencies. The center will also be a place for students to research colleges online and receive graduation and career counseling. Through the center, students will have the opportunity to sign up for FAFSA financial aid workshops, attend career fairs, and sign up for ACT prep sessions. The specialist will organize guest speakers, plan careers days, and take students to tour colleges, universities, and career centers. Students will receive help in writing resumes, practicing interview skills, and creating portfolios.

Multiple opportunities will be provided for students to attend ACT prep sessions on Saturdays, and/or during Night Library. This will provide students with skills needed to ensure success on the ACT exam. Students will also have the opportunity to engage in multiple seminars and summer prep sessions.

21st Century Learning Skills

Students who are engaged in learning are less likely to have discipline referrals, skip classes, or receive low grades. Training all teachers in effective teaching strategies that

require 21st century skills would create an atmosphere of excitement about learning. Teachers will be trained in Project Based Learning to strengthen real world relevancy in all subject areas.

Attendance Incentives

Low attendance rates account for a significant number of lost credits in high school students. Our school currently has no incentives for all students to maintain excellent attendance. Students with excellent attendance will receive an incentive every nine weeks such as a reward card which will give students discounts or free items at local community business partners.

AVID Training

We have experienced increases in recent years in the number of students enrolling in AP courses, graduating, and continuing their education. With the increase of students taking on more academic demands, we also see the need for a support system for those students to experience success. Arkansas High will utilize the AVID program (Advancement Via Individual Determination). This program provides support to students to meet the challenge of taking advanced courses and becoming college ready. It is an elective course that teaches study and organizational skills and scaffolds students who might otherwise struggle or fail in tougher courses. These students maintain leadership roles in their educational community, creating a school culture of shared determination.

Early Warning System

Our school will utilize the Early Warning System (EWS) created by the National High School Center. This program will help the Student Support Team monitor behavior, academics, attendance, and credit for all students. The EWS will provide much needed data to identify at-risk students and trends in drop-outs and discipline referrals. Maintaining accurate records in a timely manner will aid the school in preventing worsening student behaviors and provide each student with a safety net.

School Culture and Climate

Goal 4: Establish a safe and nurturing support system that promotes student and teacher success.

Establish a Student Support System

To help promote student success, a safe and pleasant environment is imperative. The success of student learning is a direct result of whether their basic needs are being met, such as feeling safe and having a sense of belonging. In order to meet these needs, the school needs to encourage student voice while still maintaining a sense of safety. To help cultivate student learning, interventions must be put into place to help create a positive atmosphere that encourages all behavioral and academic competencies of students.

The school has had an issue with maintaining a safe and nurturing environment for its students in the past. The school will implement a student support system to help students break through the barriers keeping them from academic success. The student support system will be made up of teacher mentor, student mentor, parent liaison, behavioral intervention specialist, counselor, and the parent. This group will work with the student on both a preventative and corrective level. This combination of staff, students, and parent will create a climate of acceptance and respect with the student.

Establish Practices that Ensure Excellent Customer Service among all Stakeholders

To ensure a productively run business, one must have excellent customer service. In the past, Arkansas High has had issues with customer service across the board. In order for everyone to have effective strategies in place we will provide effective professional development based around customer service. Such professional development may include sessions on:

- Helping teachers talk to parents more effectively through phone and e-mail communication
- Assisting support staff in how to greet parents and community members in the building
- Meetings with students to show them how to properly greet each other, teachers, and support staff in the building
- Helping teachers understand how to properly model good customer service for students

Improve Teacher Attendance Rates by Utilizing Incentives

According to Arkansas High teacher attendance rates, 98.1% of teachers miss more than one day per nine weeks. The school sees this as a detrimental issue affecting instruction time. To help remedy this, teachers will have the opportunity to receive a bonus of \$250 per nine weeks if they miss no more than one day. Teachers who achieve perfect attendance throughout the school year will receive an additional \$250 at the end of the school year. This program will include teachers, classified, and administrators.

Reduce In-School Suspension and Out-of-School Suspension

Arkansas High has a large number of students assigned to In-School Suspension (ISS) and Out-of-School Suspension (OSS) each year that negatively affects the school culture and climate. When students are in ISS and OSS, they are out of class and unable to receive meaningful instruction from the highly qualified teachers we have in place. When students come back to class, they are behind and many times give up on catching up. Also, the issues that happen to put students in ISS and OSS negatively affect the school climate. Students engaging in hostile and disrespectful behaviors in the hallways and in the classroom create an environment of unease and distress.

Instead of focusing on the punitive side when a student misbehaves, we would like work on the preventative measures of helping students make better choices. By identifying at-risk students beginning in the 9th grade and utilize the School Support System to help avert any discipline, attendance, and/or academic issues early in their high school career. The school will implement the Early Warning System (EWS) developed by National High School Center. This is software designed as a drop-out prevention program. In this capacity, the school will use the program to help track the students' behavior to help prevent students from habitual misbehavior that leads to them being placed in ISS and/or OSS.

Reduce Truancy Rates

Student attendance for last year was 91.68% (ADA). If students are not at school they cannot learn. To address this issue, the school will set up incentive opportunities for students. These incentives will include things like off-campus lunch or other community or school-based incentives. Student and teacher mentors will also reiterate the importance of attendance to their mentees.

The school will also use the Early Warning System (EWS) to monitor individual students' attendance rates. To help the effectiveness of the program, our application specialist will check and track student attendance at regular intervals. The Student Support Team will meet with at-risk students as needed to help the student maintain their attendance.

Create a Welcoming Physical Environment

A pleasant school environment is something that is absolutely necessary for students to achieve academic and behavioral success. Students at Arkansas High have eight minutes between classes; however, there is no system to help students understand how much time they have left. To remedy this, the school will play music between classes that will stop one minute before the bell rings to help alert the students. Also, the school will introduce a more pleasant bell tone. The school will also create a welcoming environment in the cafeteria by installing four, 80 inch televisions into the cafeteria. These televisions will be used to show a scrolling marquee of school business such as club meeting times, tutoring sessions available, or band concerts available. They will also be used to show important news updates, weather, or speeches from the President.

Increase Student Voice

To help cultivate a feeling of student belonging, the school will continue to create multiple venues for students to let their voices be heard.

One group we currently have is the Distinguished Gentlemen group. This is a group designed to give at-risk students an avenue to sort out their issues in a healthy and productive environment. This group also fosters a sense of belonging through group activities such as:

- Helping with school and community improvement projects
- Model correct behavior for other students
- Create a sense of identity through dress (i.e. matching shirts, buttons, or jackets)

We are looking to begin a group for girls based on these same criteria next year.

Our Principal's Advisory Team was established a few years back to enhance the honor of our school and to represent the students' rights and interests in the function of our school and so they could have a voice. They continue to meet on a monthly basis and

as of late have been meeting with our ALA Capacity Builder, Joe Franks. They have been looking at test score and trend data, even writing their own S.M.A.R.T. goals for Arkansas High School.

Another way the school will implement a venue for student voice is through surveys. The school will construct student surveys to help understand how the students feel about the school, their instruction, and their curriculum. With the results of the surveys, the school will be able to make more educated decisions on adjusting the climate of the school to better meet our students' needs.

Strengthen Effectiveness of Freshman Academy through Project Based Learning

Arkansas High School has set in place the Freshman Academy. This is a "school within a school" designed for the freshman students specifically in its own separate building. The Freshman Academy has been working towards implementing Project Based Learning as part of a goal to gear students towards 21st century thinking skills. Project Based Learning (PBL) is a model founded by the Buck Institute for Education (BIE) based on students utilizing higher order thinking skills through in depth inquiry while building 21st century skills (CITE).

The school will bring in the Buck Institute for Education (BIE) to help fully establish the program, beginning with the 9th and 10th grade students. Through SIG funds, BIE will begin work in the 9th and 10th grade teachers in the summer of 2014 to fully implement PBL into curriculum. Teachers will engage in an intensive PBL 101 three day workshop to give the teachers a full overview of how PBL works and how to implement it properly into Common Core curriculum. By participating in this workshop, our teachers will also receive a copy of the PBL 101 workbook, which includes rubrics, planning forms, activities, sample projects and protocols. With SIG funds, Arkansas High will also be assigned a BIE coach to come and conduct site visits to assist our teachers in the full implementation of PBL. In the 2015-2016 school year, Arkansas High will extend PBL to the 11th and 12th grade students. To do this effectively, the school will continue to work with BIE for professional development of staff. The school's BIE coach will conduct the PBL 101 workshop with the 11th and 12th grade teachers, as well as extending the opportunity for additional site visits for the 9th and 10th grade teachers. In year three of the grant, 9th and 10th grade teachers will undertake the final step of implementation through the PBL 201 one-day workshop, while 11th and 12th grade teachers will undergo additional site visits throughout the year. By the end of the grant cycle, the teacher leader capacity will be built to sustain the professional development required to further the growth of PBL within the institution.

Parental and Community Involvement

Goal 5: Increase parental and community involvement to provide students with added support.

Parental and community involvement is an essential component of providing Arkansas High School students with the support they need to be successful.

At present, Arkansas High School has no organized mentoring/job shadowing opportunities. Our students have very limited knowledge of community service importance or opportunities.

Parent and Community Liaison

A parent/community liaison will be hired to coordinate a multifaceted program designed to involve all stakeholders in the success of our students. The parent /community liaison will reach out to community members to establish a list of community service, mentoring, and job shadowing opportunities for our students. The liaison will match students with the opportunities available and monitor their activity. Fifty percent of our students will participate in the shadowing program.

Our parents and community stakeholders have had few opportunities to experience the success at our school. Arkansas High School wants the opportunity to share our story of the positive things happening on our campus. We want to have our parents and community stakeholders to actively and effectively participate in supporting our students as they become productive adults.

The parent/community liaison will coordinate an Arkansas High Showcase each semester. Representatives of the eight sectors of the community (well-being, skill, affection, respect, rectitude, power, enlightenment, and wealth/poverty) will be invited to visit the school for a program/presentation of the positive things going on in our school and a request for help in needed areas. Student leaders will guide tours of our campus, with opportunities for these community members to observe and even participate in classes.

Each semester, the parent/community liaison will coordinate parental support learning opportunities where parents will learn how to support and encourage their student's academic success. Parents will receive information on how to access student grades and attendance information for their student; how to access school/teacher web pages; times when tutoring and night library opportunities are available; location and services

of the counseling center, the Parent Center and the College and Career Readiness Center; and FAFSA, NCAA Clearinghouse, and ACT information. Presentations on preparation and opportunities for college and postsecondary opportunities as well as other helpful information will be provided.

- The parent/community liaison will coordinate community/career mini conferences for our students utilizing community members as panel members.
- Community stakeholders will be recognized to show our appreciation for their active involvement in our school.
- An instructional technology facilitator will be hired. The instructional technology facilitator will offer professional development training to teachers on development and updating of their web pages.
- The campus website will be updated and maintained by the instructional technology facilitator.
- The parent/community liaison will submit timely campus news and happenings to the district webpage, newsletter, and district public relations personnel.

Community Outreach Opportunities

AHS staff is committed to helping our students understand the importance of giving back to their community. We are planning opportunities to build productive partnerships with community members by having our students participate in community outreach projects. The liaison will help coordinate these community partnership outreach opportunities scheduled at least monthly on Saturdays. Also, we want our students to be proud of their school, so we are going to have various on campus clubs clean up days to keep our campus looking good.

Arkansas High School is currently partnered with Keep Texarkana Beautiful and will continue supporting monthly activities throughout our city in an effort to give back. We want all of our students to be a part of some type of service learning before they graduate. We have developed a plan to keep up with all student volunteer hours and post them in the cafeteria. At each milestone the students will be rewarded with some type of celebration. Our hope is that all of our students will become good stewards and always lend a helping hand.

We know school-community partnerships is one of our areas of weakness and that we can do a better job of gathering resources and strategies to enhance caring communities that support all our students and their families and enable success at school and beyond. Strong school-community connections are critical in our communities. With this grant opportunity we can work to have comprehensive

partnerships that represent a promising direction for generating essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods.

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	December 19, 2013
3. Release LEA applications and guidelines for eligible applicants and technical assistance for applicants.	January 7, 2014
4. LEA application due for priority schools.	February 12, 2014
5. Application Review by ADE * Review process is on the following page.	February 17-28, 2014
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2014-2015 school year.	April 1, 2014

7. Provide technical assistance for initial grant implementation.	April 2014 – June 2014
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ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 100 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each priority school identified in Part A of the application.

April 2014– June 2014 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

April	<ul style="list-style-type: none">-Welcome new high school principal.-Prepare and send letters to staff, parents, and community explaining the intervention model and upcoming grant activities.-Post job openings and schedule interviews.-Begin the process for completing the infrastructure for the new technology and organize list for ordering materials.-Schedule with consultants for monthly meetings.-Order technology equipment.-Plan and prepare for teacher's professional development to be held in August.-School leadership meeting.-Staff Meeting-Plan and prepare for Early Start Programs.-Begin work on ACSIP. (form committee)-Form SIG Committee
May	<ul style="list-style-type: none">-Begin forming Student Mentor Group.-Form community partnerships.

	<ul style="list-style-type: none"> -Order supplies and materials. -Begin installing new technology equipment. - Professional Development planning. -Continue to work on ACSIP (committee) -Staff Meeting -SIG Committee Meeting
<p style="text-align: center;">June</p>	<ul style="list-style-type: none"> -Develop quarterly goals and timeline of activities with external provider (ALA) -Advertise and hire instructional technology specialist, math facilitator, literacy facilitator, parent and community liaison, Reading Plus teacher, math teacher, literacy teacher, science teacher, Avid teacher/LOL coordinator, student mentor group coordinator (stipend), instructional supervisor, college and career ready specialist -Convene the district level SIG leadership team -Plan and prepare for Early Start Programs and other Professional Development -Continue installing new technology equipment -Continue to work on ACSIP (committee) -SIG committee meeting

2014-2015 School Year

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

2014-2015 School Year	
July	<ul style="list-style-type: none">- Make initial orders of technology and supplies- Prepare for Reading Plus, AVID, and Early Warning System Implementation- Professional development with instructional technology specialist, math facilitator, literacy facilitator, behavioral intervention specialist, parent and community liaison, reading plus teacher, math teacher, literacy teacher, science teacher, Avid teacher/LOL coordinator, and, instructional supervisor-Continue preparations for Early Start Programs- Professional Development planning- Professional Development- Continue to work on ACSIP (committee)-SIG Committee meeting
August	<ul style="list-style-type: none">- Conduct New Teacher Induction for three days- Conduct teacher professional development- Hold Hog Howdy (Freshman Welcome Night)- Conduct Early Start Programs- Conduct WRAPS 360 reading diagnostic assessment- Convene school Leadership Team- Orientation to the SIG grant with all staff members- Grade level student meetings with principals- Discuss needs and topics for upcoming teacher meetings- Principal and External School Reform Service Provider establish protocol for classroom visits- Implement the attendance incentive for staff- Review School Improvement Grant implementation plan with faculty and at first PTC meeting- Launch attendance campaign for students- Populate the Early Warning System- Convene the Student Support Team (behavioral intervention specialist, principals, parent liaison, counselors)- Conduct vertical alignment meeting

	<ul style="list-style-type: none"> - Introduce new Behavioral Intervention Plan and Early Warning System with all staff - Continue to work on ACSIP (committee) -SIG Committee meeting
September	<ul style="list-style-type: none"> - Continue purchasing requested supplies, materials, and equipment - External School Reform Service Provider and Leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year. - Implement Night Library and Morning Library, BOB, LOL (extended learning opportunities) - Conduct first Saturday Field Trip - Develop safety net interventions from data results - Assessment of First 30 Days and Next Steps targeted - Complete and review school improvement plans (ACSIP) - Hold data meeting to guide administration, facilitators, and staff in basic use of Reading Plus, EWS data - Begin planning for Arkansas High School Showcase - Implement mentoring and job shadowing programs - Plan community service activity - Submit ACSIP - SIG team meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting -First Quarterly Report to School Board (professional development and Early Start Program)
October	<ul style="list-style-type: none"> - Deepen the collaborative work of teachers within the professional learning communities - Conduct monthly leadership meetings - Conduct classroom walk-throughs - ALA consultant will work with teachers and administrators on school improvement strategies - External School Reform Service Provider and Leadership will visit classrooms together and debrief findings - Hold after-school meeting with instructional technology specialist - Arkansas High Showcase for parents and community members - Hold community service activity

	<ul style="list-style-type: none"> - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting -Student / Teacher Celebrations - SIG team meeting
November	<ul style="list-style-type: none"> - Conduct Saturday field trip - SIG team meeting - Continue classroom walk-throughs - Continue monthly leadership meetings - Hold vertical alignment meeting - Hold after school meeting with instructional technology specialist - Review data from Early Warning System, Reading Plus, IXL, ALEKS, and TLI with facilitators and administrators -Second Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
December	<ul style="list-style-type: none"> - Conduct Saturday field trip - SIG team meeting - Continue classroom walk-throughs - Continue monthly leadership meetings - Hold vertical alignment meeting - Hold after school meeting with instructional technology specialist - Review data from Early Warning System, Reading Plus, IXL, ALEKS, and TLI with facilitators and administrators -Second Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
January	<ul style="list-style-type: none"> - Convene SIG team to reevaluate first semester and make any necessary changes - Hold vertical alignment meetings with teachers - Deepen the collaborative work of teachers within the professional learning communities - Hold Saturday field trip - Hold data meeting to review from Early Warning System, Reading Plus, IXL, ALEKS, and TLI administrators on school improvement strategies

	<ul style="list-style-type: none"> - Hold after school meeting with instructional technology specialist - Continue monthly school leadership team meeting - Continue classroom walk-throughs review walk-through data - ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - SIG team meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
February	<ul style="list-style-type: none"> - Hold vertical alignment meetings with teachers - Deepen the collaborative work of teachers within the professional learning communities - Hold Saturday field trip - Hold after-school meeting with instructional technology specialist - Continue monthly school leadership team meeting - Continue classroom walk-throughs-review walk-through data - ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - Hold community service activity - SIG team meeting -Student / Teacher Celebrations - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
March	<ul style="list-style-type: none"> - Deepen the collaborative work of teachers within the professional learning communities - Hold Saturday field trip - Hold after school meeting with instructional technology specialist - Continue monthly school leadership team meeting - Continue classroom walk-throughs-review walk-through data - ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - Arkansas High Showcase for parents and community members - SIG team meeting -Parent Teacher Conference - Hold community service activity

	<ul style="list-style-type: none"> -Third Quarterly Report to School Board -Student / Teacher Celebrations - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
April	<ul style="list-style-type: none"> - Hold vertical alignment meetings with teachers - Deepen the collaborative work of teachers within the professional learning communities - Hold Saturday field trip - Hold after school meeting with instructional technology specialist - Continue monthly school leadership team meeting - Continue classroom walk-throughs-review walk-through data - ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - Hold community service activity - SIG team meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting -Student / Teacher Celebrations
May	<ul style="list-style-type: none"> - Deepen the collaborative work of teachers within the professional learning communities - Hold Saturday field trip - Hold after school meeting with instructional technology specialist - Continue monthly school leadership team meeting - Continue classroom walkthroughs-review walkthrough data - SIG team meeting - ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - Convene the district level SIG leadership team - Plan and prepare for Early Start Programs - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
June	<ul style="list-style-type: none"> - Develop quarterly goals and timeline of activities with external provider (ALA) - SIG leadership team meeting - Plan and Prepare for Early Start Programs

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| | <ul style="list-style-type: none">-Fourth Quarterly Report to School Board- Make initial orders of technology and supplies- Review success of Reading Plus, AVID, and Early Warning System Implementation- Continued Professional development with instructional technology specialist, math facilitator, literacy facilitator, behavioral intervention specialist, parent and community liaison, reading plus teacher, math teacher, literacy teacher, science teacher, Avid teacher/LOL coordinator, and, instructional supervisor-Continue preparations for Early Start Programs- Professional Development planning- Professional Development- Continue to work on ACSIP (committee)-SIG Committee meeting |
| | |

2015-2016 School Year

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

2015-2016 School Year	
July	<ul style="list-style-type: none"> - Develop quarterly goals and timeline of activities with external provider (ALA) - SIG leadership team meeting - Plan and Prepare for Early Start Programs -Fourth Quarterly Report to School Board - Make initial orders of technology and supplies - Review success of Reading Plus, AVID, and Early Warning System Implementation - Continued Professional development with instructional technology specialist, math facilitator, literacy facilitator, behavioral intervention specialist, parent and community liaison, reading plus teacher, math teacher, literacy teacher, science teacher, Avid teacher/LOL coordinator, and, instructional supervisor -Continue preparations for Early Start Programs - Professional Development planning - Professional Development - Continue to work on ACSIP (committee) -SIG Committee meeting
August	<ul style="list-style-type: none"> -Conduct New Teacher Induction for three days -Conduct teacher professional development -Hold Hog Howdy (Freshman Welcome Night) -Conduct Early Start Programs (add additional day to make four days) -Conduct WRAPS 360 reading diagnostic assessment -Convene school leadership team -Grade level student meetings with principals -Discuss needs and topics for upcoming teacher meetings -Principal and External School Reform Service Provider establish protocol for classroom visits -Implement the attendance incentive for staff -Convene District SIG Leadership Team -Populate the Early Warning System -Convene the Student Support Team (behavioral interventions specialist, principals, parent liaison, counselors)

	<ul style="list-style-type: none"> -Conduct vertical alignment meeting - Continue to work on ACSIP (committee) -SIG Committee meeting
September	<ul style="list-style-type: none"> --External School Reform Service Provider and leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year. -Implement Night Library and Morning Library, BOB, LOL, SOS (extended learning opportunities) -Conduct first Saturday Field Trip -Develop safety net interventions from data results -Assessment of First 30 Days and Next Steps targeted -Complete and review school improvement plans (ACSIP) -Hold data meeting to guide administration, facilitators, and staff in basic use of Reading Plus, EWS data -Begin planning for Arkansas High School Showcase -Implement mentoring and job shadowing programs - Submit ACSIP -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting -First Quarterly Report to School Board
October	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Conduct monthly leadership meetings -Conduct classroom walk-throughs -ALA consultant will work with teachers and administrators on school improvement strategies -External School Reform Service Provider and Leadership will visit classrooms together and debrief findings -Hold after-school meeting with instructional technology specialist -Arkansas High Showcase for parents and community members -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
November	<ul style="list-style-type: none"> -Conduct Saturday Field Trip -Continue classroom walk-throughs -Continue monthly leadership meetings -Hold vertical alignment meeting

	<ul style="list-style-type: none"> -Hold after-school meeting with instructional technology specialist -Review data from Early Warning System, Reading Plus, ALEKS, and TLI with facilitators and administrators -SIG Committee meeting -Second Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
December	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Convene SIG team to assess programs and implementation schedules -Hold after-school meeting with instructional technology specialist -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Continue monthly school leadership team meeting -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
January	<ul style="list-style-type: none"> - SIG team meeting to reevaluate first semester and make any necessary changes -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday Field Trip -Hold data meeting to review from Early Warning System, Reading Plus, ALEKS, and TLI with facilitators and administrators -Hold after-school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
February	<ul style="list-style-type: none"> -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday Field Trip

	<ul style="list-style-type: none"> -Hold after-school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
March	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday Field Trip -Hold after-school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walkthroughs-review walkthrough data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Arkansas High Showcase for parents and community members -SIG Committee meeting -Third Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
April	<ul style="list-style-type: none"> -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday Field Trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -SIG Committee meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
May	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities

	<ul style="list-style-type: none"> -Hold Saturday field trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Convene the district level SIG leadership team -Plan and Prepare for Early Start Programs - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
<p style="text-align: center;">June</p>	<ul style="list-style-type: none"> -Develop quarterly goals and timeline of activities with external provider (ALA) -Convene the district level SIG leadership team -Plan and Prepare for Early Start Programs -4th Quarterly report to the Board

2016-2017 School Year

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

2016-2017 School Year	
July	<ul style="list-style-type: none"> -Plan and prepare for Early Start Programs -Review and analyze data -Prepare professional development for teachers
August	<ul style="list-style-type: none"> -Conduct new teacher for 3 days -Conduct teacher professional development -Hold Hog Howdy (Freshman Welcome Night) -Conduct Early Start Programs (add additional day to make five days) -Conduct WRAPS 360 reading diagnostic assessment -Convene school leadership team -Grade level student meetings with principals -Discuss needs and topics for upcoming teacher meetings -Principal and External School Reform Service Provider establish protocol for classroom visits -Implement the attendance incentive for staff -Convene District SIG Leadership Team -Populate the Early Warning System -Convene the Student Support Team (behavioral interventions specialist, principals, parent liaison, counselors) -Conduct vertical alignment meeting
September	<ul style="list-style-type: none"> --External School Reform Service Provider and leadership will visit classrooms together and debrief findings. This will occur on a regular basis throughout the year -Implement Night Library and Morning Library, BOB, LOL (extended learning opportunities) -Conduct first Saturday field trip -Develop safety net interventions from data results -Assessment of First 30 Days and Next Steps targeted

	<ul style="list-style-type: none"> -Complete and Review school improvement plans (ACSIP) -Hold data meeting to guide administration, facilitators, and staff in basic use of Reading Plus, EWS data -Begin planning for Arkansas High School Showcase -Implement mentoring and job shadowing programs - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting -First Quarterly Report to School Board
October	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Conduct monthly leadership meetings -Conduct classroom walk-throughs -ALA consultant will work with teachers and administrators on school improvement strategies -External School Reform Service Provider and Leadership will visit classrooms together and debrief findings -Hold after school meeting with instructional technology specialist -Arkansas High Showcase for parents and community members - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
November	<ul style="list-style-type: none"> -Conduct Saturday field trip -Convene SIG team -Continue classroom walk-throughs -Continue monthly leadership meetings -Hold vertical alignment meeting -Hold after school meeting with instructional technology specialist -Review data from Early Warning System, Reading Plus, ALEKS, and TLI with facilitators and administrators -Second Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday – Staff meeting, 4th Tuesday - department meeting
December	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Convene SIG team to assess programs and implementation schedules

	<ul style="list-style-type: none"> -Hold after school meeting with Instructional Technology Specialist -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Continue monthly school leadership team meeting - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
January	<ul style="list-style-type: none"> -Convene SIG team to reevaluate first semester and make any necessary changes -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday field trip -Hold data meeting to review from Early Warning System, Reading Plus, ALEKS, and TLI with facilitators and administrators -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
February	<ul style="list-style-type: none"> -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday field trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies

	- 1 st Tuesday - Leadership Team meeting, 2 nd Tuesday - Break-Out sessions, 3 rd Tuesday - Staff meeting, 4 th Tuesday - department meeting
March	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday field trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Arkansas High Showcase for Parents and Community Members -Third Quarterly Report to School Board - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
April	<ul style="list-style-type: none"> -Hold vertical alignment meetings with teachers -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday field trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
May	<ul style="list-style-type: none"> -Deepen the collaborative work of teachers within the professional learning communities -Hold Saturday field trip -Hold after school meeting with instructional technology specialist -Continue monthly school leadership team meeting -Continue classroom walk-throughs-review walk-through data

	<ul style="list-style-type: none"> -ALA consultant will conduct meetings with staff and principals and work with teachers and administrators on school improvement strategies -Convene the district level SIG leadership team -Plan and Prepare for Early Start Programs - 1st Tuesday - Leadership Team meeting, 2nd Tuesday - Break-Out sessions, 3rd Tuesday - Staff meeting, 4th Tuesday - department meeting
June	<ul style="list-style-type: none"> -Develop quarterly goals and timeline of activities with external provider (ALA) -4th Quarterly Report to the Board -Convene the district level SIG leadership team -Plan and Prepare for Early Start Programs

B. DESCRIPTIVE INFORMATION: LEA Consultation

List planning meetings SECTION B, PART 6: the school has with departments (e.g. special education, transportation) or other schools in the LEA.

Date	Department	Attendees	
		Name	Position
Weekly	Professional Learning Community Meetings (PLC's)	All Certified Teachers attend during their conference period	Common planning time by department
1 st Tuesday of every month	Leadership Team, 4-5 p.m.	Department Heads	
		Administrators	
		Instructional Facilitator Career and Technical Center Teacher	
		Counselors Special Education Teacher	
2 nd Tuesday	Professional Development Break Out Sessions, 4-5 p.m.	Entire Certified Staff	All Departments
3 rd Tuesday	Staff Meeting, 4-5 p.m.	Entire Certified Staff	All Departments
4 th Tuesday	Department Meeting, 4-5 p.m.	Entire Certified Staff	All Departments

Every Tuesday	Administrative Team, 9-11 a.m.	Marve Register	AHS Principal
		Diane Jones	Assistant Principal-AHS
		Lem Ross	Assistant Principal-AHS
		Eva Nadeau	Assistant Principal-AHS
		J.R. Arnold	Assistant Principal-AHS
		Leroy James	TACTC Assistant Principal
		Natasha Hampton	TACTC Assistant Principal
		Tonya Dunphy	Instructional Facilitator
Monthly on Tuesdays	Secondary Data Meeting, 8:30-11 a.m.	Marguerite Hillier	Principal-CHMS
		Natosha Jones	Instructional Facilitator- CHMS
		Teresa Cowling	Principal- NHJH
		J.R. Arnold	Freshman Academy Assistant Principal-AHS
		Eva Nadeau	Assistant Principal-AHS
		Tonya Dunphy	Instructional Facilitator- AHS

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

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority schools: and
- Implement intervention activities for each priority school it commits to serve.
- Extends the school year or day.
- Reflects a 15% limit of the grant monies awarded for the purchase and professional development concerning technology expenditures.
- Reflects a 10% limit of the grant monies awarded for the purchase of external provider supplemental services.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of priority schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years. \$100,000 of the \$2,000,000 awarded each year will be held for a state site director.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Texarkana Arkansas School District

Priority School Texarkana Arkansas Senior High

Total 3-Year Budget \$5,747,213.24

Pre-Implementation:

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

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

- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning team and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
Total for Transformation Model				

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

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

Total				
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TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
X Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff				
X Select new staff				
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
X Create partnerships to support transformation model		\$122,000	\$115,000	\$115,000
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
X High-quality, job-embedded professional development	\$62,800	\$103,133.68	\$235,133.68	\$210,933.68
<input type="checkbox"/> Implementing data collection and analysis structures				
X Increase learning time (extended day, week, and/or year)		\$123,520	159,360	\$199,200
X Student supports (emotional, social, and community-based)		\$12,220	\$12,220	\$12,220
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Positions and supplementations to support transformational model		\$527,000	\$527,000	\$527,000
X Technology, infrastructure, equipment, and supplies		\$174,865	\$119,714.20	\$131,000
X Transportation: tutoring/field trips		\$15,800	\$15,800	\$15,800
X Teacher and staff incentives		\$447,750	\$447,750	\$447,750

X Academic support for students (tutoring, credit recovery, supplies, and incentives)		\$271,971	\$285,546	\$309,726
LEA-activities designed to support implementation of the transformation model				
Total	\$62,800	\$1,798,259.68	\$1,917,523.88	\$1,968,629.68

Priority:

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

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized
- Must address an extended school day or year
- Must limit external provider support at 10% of the amount of grant monies awarded
- Must limit technology and technology professional development at 15% of the grant monies awarded

Texarkana Arkansas School District
 School Improvement Grant 1003 (g)
 Arkansas High School Pre-Implementation April- June 2014

Category	Number	Rate	Total	
1. BIE Conference (\$1,000 registration fee/per person +2,000 traveling expenses x 4 people)	4	\$3,000	\$12,000	
2. Professional development and grant planning and preparation (15 tchrs. x \$280 x 10 days)	15	\$2,800	\$42,000	
3. Travel expenses to AVID summer conference (8 participants @ \$1,100/per person for lodging, travel, and food)	8	\$1,100	\$8,800	
Subtotal/pre-implementation				\$62,800

Texarkana Arkansas School District
 School Improvement Grant 1003 (g)
 Arkansas High School Year 1 2014-2015

Category	FTE	Salary	Total	
Employee Salaries				
A. Personnel				
1. Instructional Technology Specialist	1	\$60,000	\$60,000	
2. Math Facilitator	1	\$60,000	\$60,000	
3. Literacy Facilitator	1	\$60,000	\$60,000	
4. College and Career Ready Specialist	1	\$41,000	\$41,000	
5. Parent and Community Liaison	1	\$25,000	\$25,000	

(this position would work in the Parent Center and also be the coordinator of the Student Mentor Group)				
6. Reading Plus Teacher	1	\$53,000	\$53,000	
7. Math Interventionist	1	\$53,000	\$53,000	
8. Literacy Interventionist	1	\$53,000	\$53,000	
9. Add additional certified teacher for punitive settings	1	\$53,000	\$53,000	
10. AVID teacher (this position would also be the Learning over Lunch coordinator)	1	\$53,000	\$53,000	
11. Instructional Supervisor (difference of current salary to extend to 240 contract)		\$16,000	\$16,000	
12. <i>SIG Site Director</i>	1	\$100,000	\$100,000	
Subtotal/salaries				\$627,000
	Number	Rate	Total	
B. Teacher stipends/compensations				
1. Saturday School: 6 four hour sessions (3 tchrs. x 6 sessions x 4hrs x \$37/per hour)	3	\$888	\$2,664	
2. Teacher and staff performance bonus: rewards certified and non-certified staff for meeting AMOs for math and literacy (\$500 for math + \$500 for literacy x 187 certified and non-certified staff)	187	\$1,000	\$187,000	
3. Saturday Community Projects: 10 monthly 3 hour projects (2 tchrs. x 10 days x 3 hrs. x \$37/per hour)	2	\$1,110	\$2,220	

4. Homework Hotline: Core teachers will rotate a phone weekly to be on call 2-hours a night for homework help (4 tchrs. x 2 hrs. x 36 weeks x \$37/per hour)	4	\$74	\$10,656	
5. Before and after school tutoring (7 tchrs./outside tutors x 100 sessions x 4hrs. x \$37/per hour)	7	\$14,800	\$103,600	
6. Department head stipend (in addition to stipend district funds)	6	\$2,000	\$12,000	
7. Community Outreach Coordinator Stipend	1	\$2,000	\$2,000	
8. Intensive off contract professional development time: after school, summer, Saturday professional development sessions (128 tchrs. x 10 hrs. x \$37/per hour)	128	\$370	\$47,360	
9. Teacher attendance bonus for all certified and non-certified staff (\$250 per nine week period x 187 staff + \$250 award for perfect annual attendance. To qualify, staff member may not have missed more than one day per quarter)	187	\$1,250	\$233,750	
10. AP tutoring incentive: AAIMS model (13 tchrs. x \$1,000/per tchr.)	13	\$1,000	\$13,000	
11. Teacher compensation for Early Start Program (128 tchrs. x 3 days x \$280/per day)	128	\$840	\$107,520	
12. Saturday field trips:	2	\$2,240	\$4,480	

enrichment/cultural/incentive activities (2 tchrs. x 8 trips x \$280/per day)				
13. Professional Development: monies for implementation and supplies, and guests.			\$40,000	
Subtotal/stipends				\$766,250
Purchased Services				
1. External Provider- Buck Institute for Education <ul style="list-style-type: none"> - Implementation and planning of Project Based Learning (PBL) through the Buck Institute for Education (BIE): \$7,000 - PBL 101 training for 9th and 10th grade teachers: \$8,900 - BIE coach: \$15,000 - PBL Lead Workshop: \$6,500 - Materials and Supplies for Implementation: \$30,000 			\$67,400	
2. Supplies and funds for Early Start Program <ul style="list-style-type: none"> - Activity fund: \$1,000 per grade - Community/Motivational Speaker: \$5,000 - College Trips: 9th & 10th grades: \$700 11th & 12th grades: \$6,300 			\$16,000	
3. ACT Summer Prep and Focus Camp			\$30,956	

4. ACT Vocational Awareness			\$1,000	
	Number	Rate	Total	
5. ACT skills and strategy review class (6 x \$2,290/per class)	6	\$2,290	\$13,740	
6. ACT speed reading seminars (2 x \$625/per seminar)	2	\$625	\$1,250	
7. ACT University Experience (6 trips x \$590/per trip)	6	\$590	\$3,540	
8. Student transportation for tutoring (1 bus x \$50 x 4 nights/per week x 36 weeks)	1	\$50	\$7,200	
9. Student transportation for community outreach activities (1 bus x \$50 x 10 activities)	10	\$50	\$500	
10. Student transportation for college trip (\$450 per trip using commercial bus x 10 trips)	10	\$450	\$4,500	
11. Student transportation for Saturday field trips (\$450 per trip using commercial bus x 8 trips)	8	\$450	\$3,600	
Subtotal/purchased services				\$149,686
Equipment				
1. AVID program implementation - Membership fee (375 students): \$3,485 - AVID Library: \$5,065 - Professional Service Fee: \$9,000			\$17,550	
2. Makerspace: creative space and supply resource for students			\$30,000	
3. Three 80" televisions for Student Union (including mounts and hardware)			\$13,400	

4. Update lights and sound system in Student Union			\$7,000	
5. Infrastructure and technology equipment and supplies			\$20,000	
6. Phone license: to play music in between classes			\$6,000	
	Number	Rate	Total	
7. <i>The First 60 Days of Teaching</i> by Robert L. DeBruyn: personal mentoring and planning guide for new teachers (\$20.95/per notebook x 15 tchrs. x 10% tax + \$28.00 s&h)	15	\$20.95	\$373.68	
8. ACT Prep books (120 tchrs x 1 book/per tchr. x \$30/per book)	120	\$30	\$3,600	
9. Department specific technology (math and literacy departments x \$10,000/per department)	2	\$10,000	\$20,000	
10. HD Projector for Student Union (mounted on ceiling)	1	\$3,000	\$3,000	
11. Reading Plus program 3 year license (200 seats x 80/per seat)	200	\$80	\$16,000	
12. Four mobile labs (each lab includes 30 laptop computers and a cart)	4	\$20,000	\$80,000	
13. Digital clocks for hallways	11	\$400	\$4,400	
Subtotal/equipment				\$221,323.68
Materials and Supplies				
1. Student incentives for improved attendance/grades/discipline (1200 students x \$10/per student x 2 events or activities to reward increased academics/increased	1,200	\$20	\$24,000	

attendance/ decreased discipline; incentives would have an educational, cultural or enrichment focus)				
2. Community outreach Saturday project supplies (\$1,000 x 10 projects)	10	\$1,000	\$10,000	
Subtotal/materials and supplies				\$34,000
Year One Total				\$1,861,059.68

Texarkana Arkansas School District
School Improvement Grant 1003 (g)
Arkansas High School Year 2 2015-2016

<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>	
Employee Salaries				
A. Personnel				
1. Instructional Technology Specialist	1	\$60,000	\$60,000	
2. Math Facilitator	1	\$60,000	\$60,000	
3. Literacy Facilitator	1	\$60,000	\$60,000	
4. College and Career Ready Specialist	1	\$41,000	\$41,000	
5. Parent and Community Liaison (this position would work in the Parent Center and also be the coordinator of the Student Mentor Group)	1	\$25,000	\$25,000	
6. Reading Plus Teacher	1	\$53,000	\$53,000	
7. Math Interventionist	1	\$53,000	\$53,000	
8. Literacy Interventionist	1	\$53,000	\$53,000	
9. Add additional certified teacher for punitive settings	1	\$53,000	\$53,000	

10. AVID teacher (this position would also be the Learning over Lunch coordinator)	1	\$53,000	\$53,000	
11. Instructional Supervisor (difference of current salary to extend to 240 contract)		\$16,000	\$16,000	
12. <i>SIG Sit Director</i>	1	\$100,000	\$100,000	
Subtotal/salaries				\$627,000
	Number	Rate	Total	
B. Teacher stipends/compensations				
1. Professional development and grant planning and preparation (15 tchrs. x \$280 x 5 days)	15	\$1,400	\$21,000	
2. Teacher and staff performance bonus: rewards certified and non-certified staff for meeting AMOs for math and literacy (\$500 for math + \$500 for literacy x 187 certified and non-certified staff)	187	\$1,000	\$187,000	
3. Saturday School: 6 four hour sessions (3 tchrs. x 6 sessions x 4hrs x \$37/per hour)	3	\$888	\$2,664	
4. Saturday Community Projects: 10 monthly 3 hour projects (2 tchrs. x 10 days x 3 hrs. x \$37/per hour)	2	\$1,110	\$2,220	
5. Homework Hotline: Core teachers will rotate a phone weekly to be on call 2-hours a night for homework help (4 tchrs. x 2 hrs. x 36 weeks x \$37/per hour)	4	\$74	\$10,656	

6. Before and after school tutoring (7 tchrs./outside tutors x 100 sessions x 4hrs. x \$37/per hour)	7	\$14,800	\$103,600	
7. Department head stipend (in addition to stipend district funds)	6	\$2,000	\$12,000	
8. Community Outreach Coordinator Stipend	1	\$2,000	\$2,000	
9. Intensive off contract professional development time: after school, summer, Saturday professional development sessions (128 tchrs. x 10 hrs. x \$37/per hour)	128	\$370	\$47,360	
10. Teacher attendance bonus for all certified and non-certified staff (\$250 per nine week period x 187 staff + \$250 award for perfect annual attendance. To qualify, staff member may not have missed more than one day per quarter)	187	\$1,250	\$233,750	
11. AP tutoring incentive: AAIMS model (13 tchrs. x \$1,000/per tchr.)	13	\$1,000	\$13,000	
12. Teacher compensation for Early Start Program (128 tchrs. x 4 days x \$280/per day)	128	\$1,120	\$143,360	
13. Saturday field trips: enrichment/cultural/incentive activities (2 tchrs. x 8 trips x \$280/per day)	2	\$2,240	\$4,480	
14. Content specific conferences: departments will have the opportunity to send their teachers	10	\$6,000	\$60,000	

to content specific professional development (\$3,000 per person x 2 tchrs. x 10 opportunities a year)				
15. Professional Development: monies for implementation and supplies, and guests.			\$60,000	
Subtotal/stipends				\$903,090
Purchased Services				
1. External Provider- Buck Institute for Education - PBL 101 training for 10 th and 11 th grade teachers: \$8,900 - Additional site visits for 9 th and 10 th grade teachers: \$4,700 - BIE coach: \$15,000 - Materials and Supplies for Implementation: \$30,000			\$58,600	
2. Supplies and funds for Early Start Program - Activity fund: \$1,000 per grade - Community/Motivational Speaker: \$5,000 - College Trips: 9 th & 10 th grades: \$700 11 th & 12 th grades: \$6,300			\$16,000	
3. ACT Summer Prep and Focus Camp			\$30,956	
4. ACT Vocational Awareness			\$1,000	
	Number	Rate	Total	
5. ACT Skills and Strategy Review	6	\$2,290	\$13,740	

Class (6 classes x \$2,290/per class)				
6. ACT Speed Reading Seminars (2 seminars x \$625/per seminar)	2	\$625	\$1,250	
7. ACT University Experience (6 trips x \$590/per trip)	6	\$590	\$3,540	
8. BIE Conference (\$1,000 registration fee/per person +2,000 traveling expenses x 8 people)	8	\$3,000	\$24,000	
9. Student transportation for tutoring (1 bus x \$50 x 4 nights/per week x 36 weeks)	1	\$50	\$7,200	
10. Student transportation for community outreach activities (1 bus x \$50 x 10 activities)	10	\$50	\$500	
11. Student transportation for college trip (\$450 per trip using commercial bus x 10 trips)	10	\$450	\$4,500	
12. Student transportation for Saturday field trips (\$450 per trip using commercial bus x 8 trips)	8	\$450	\$3,600	
13. Travel expenses to AVID summer conference (8 participants @ \$1,100/per person for lodging, travel, and food)	8	\$1,100	\$8,800	
Subtotal/purchased services				\$173,686
Equipment				
1. AVID program implementation - Membership fee (475 students): \$3,660 - Professional Service Fee: \$6,000			\$9,660	
2. Makerspace: creative space and			\$50,000	

supply resource for students				
3. Infrastructure and technology equipment and supplies			\$20,000	
	Number	Rate	Total	
4. <i>The First 60 Days of Teaching</i> by Robert L. DeBruyn: personal mentoring and planning guide for new teachers (\$20.95/per notebook x 15 tchrs. x 10% tax + \$28.00 s&h)	15	\$20.95	\$373.68	
5. Kindles (100 x \$89/a piece x 5% educational discount)	100	\$89	\$8,455	
6. Graphing calculators (7sets x 30/per set x \$100/a piece)	7	\$3,000	\$21,000	
7. iPads: 1 for every teacher to help facilitate instruction (128 tchrs. x \$499/per iPad Air x 10% sales tax)	128	\$499	\$70,259.20	
Subtotal/equipment				\$179,747.88
Materials and Supplies				
	Number	Rate	Total	
1. Student incentives for improved attendance/grades/discipline (1200 students x \$10/per student x 2 events or activities to reward increased academics/increased attendance/ decreased discipline; incentives would have an educational, cultural or enrichment focus)	1200	\$20	\$24,000	
2. Community outreach Saturday project supplies (\$1,000 x 10 projects)	10	\$1,000	\$10,000	

Subtotal/materials and supplies				\$34,000
Total Yr. 2				\$1,917,523.88

Texarkana Arkansas School District
School Improvement Grant 1003 (g)
Arkansas High School Year 3 2016-2017

<u>Category</u>	<u>FTE</u>	<u>Salary</u>	<u>Total</u>	
Employee Salaries				
A. Personnel				
1. Instructional Technology Specialist	1	\$60,000	\$60,000	
2. Math Facilitator	1	\$60,000	\$60,000	
3. Literacy Facilitator	1	\$60,000	\$60,000	
4. College and Career Ready Specialist	1	\$41,000	\$41,000	
5. Parent and Community Liaison (this position would work in the Parent Center and also be the coordinator of the Student Mentor Group)	1	\$25,000	\$25,000	
6. Reading Plus Teacher	1	\$53,000	\$53,000	
7. Math Interventionist	1	\$53,000	\$53,000	
8. Literacy Interventionist	1	\$53,000	\$53,000	
9. Add additional certified teacher for punitive settings	1	\$53,000	\$53,000	
10. AVID teacher (this position would also be the Learning over Lunch coordinator)	1	\$53,000	\$53,000	
11. Instructional Supervisor (difference of current salary to extend to 240 contract)		\$16,000	\$16,000	

12. <i>SIG Site Director</i>	1	\$100,000	\$100,000	
Subtotal/salaries				\$627,000
	Number	Rate	Total	
B. Teacher stipends/compensations				
1. Professional development and grant planning and preparation (15 tchrs. x \$280 x 5 days)	15	\$1,400	\$21,000	
2. Teacher and staff performance bonus: rewards certified and non-certified staff for meeting AMOs for math and literacy (\$500 for math + \$500 for literacy x 187 certified and non-certified staff)	187	\$1,000	\$187,000	
3. Saturday School: 6 four hour sessions (3 tchrs. x 6 sessions x 4hrs x \$37/per hour)	3	\$888	\$2,664	
4. Saturday Community Projects: 10 monthly 3 hour projects (2 tchrs. x 10 days x 3 hrs. x \$37/per hour)	2	\$1,110	\$2,220	
5. Homework Hotline: Core teachers will rotate a phone weekly to be on call 2-hours a night for homework help (4 tchrs. x 2 hrs. x 36 weeks x \$37/per hour)	4	\$74	\$10,656	
6. Before and after school tutoring (7 tchrs./outside tutors x 100 sessions x 4hrs. x \$37/per hour)	7	\$14,800	\$103,600	
7. Department head stipend (in addition to stipend district funds)	6	\$2,000	\$12,000	

8. Community Outreach Coordinator Stipend	1	\$2,000	\$2,000	
9. Intensive off contract professional development time: after school, summer, Saturday professional development sessions (128 tchrs. x 10 hrs. x \$37/per hour)	128	\$370	\$47,360	
10. Teacher attendance bonus for all certified and non-certified staff (\$250 per nine week period x 187 staff + \$250 award for perfect annual attendance. To qualify, staff member may not have missed more than one day per quarter)	187	\$1,250	\$233,750	
11. AP tutoring incentive: AAIMS model (13 tchrs. x \$1,000/per tchr.)	13	\$1,000	\$13,000	
12. Teacher compensation for Early Start Program (128 tchrs. x 5 days x \$280/per day)	128	\$1,400	\$179,200	
13. Saturday field trips: enrichment/cultural/incentive activities (2 tchrs. x 8 trips x \$280/per day)	2	\$2,240	\$4,480	
14. Content specific conferences: departments will have the opportunity to send their teachers to content specific professional development (\$3,000 per person x 2 tchrs. x 10 opportunities a year)	10	\$6,000	\$60,000	

15. Professional Development: monies for implementation and supplies, and guests.			\$40,000	
Subtotal/stipends				\$918,930
Purchased Services				
1. External Provider- Buck Institute for Education <ul style="list-style-type: none"> - PBL 201 training for 9th and 10th grade teachers: \$4,700 - Additional site visits for 11th and 12th grade teachers: \$4,700 - BIE coach: \$15,000 - Materials and Supplies for Implementation: \$30,000 			\$54,400	
2. Supplies and funds for Early Start Program <ul style="list-style-type: none"> - Activity fund: \$2,000 per grade - Community/Motivational Speaker: \$5,000 - College Trips: 9th & 10th grades: \$700 11th & 12th grades: \$6,300 			\$20,000	
3. ACT Summer Prep and Focus Camp			\$30,956	
4. ACT Vocational Awareness			\$1,000	
	Number	Rate	Total	
5. ACT Skills and Strategy Review Class (6 x \$2,290/per class)	6	\$2,290	\$13,740	
6. ACT Speed Reading Seminar (2	2	\$625	\$1,250	

x \$625/per seminar)				
7. ACT University Experience (6 trips x \$590/per trip)	6	\$590	\$3,540	
8. BIE Conference (\$1,000 registration fee/per person +2,000 traveling expenses x 8 people)	8	\$3,000	\$24,000	
9. Student transportation for tutoring (1 bus x \$50 x 4 nights/per week x 36 weeks)	1	\$50	\$7,200	
10. Student transportation for community outreach activities (1 bus x \$50 x 10 activities)	10	\$50	\$500	
11. Student transportation for college trip (\$450 per trip using commercial bus x 10 trips)	10	\$450	\$4,500	
12. Student transportation for Saturday field trips (\$450 per trip using commercial bus x 8 trips)	8	\$450	\$3,600	
13. Travel expenses to AVID summer conference (8 participants @ \$1,100/per person for lodging, travel, and food)	8	\$1,100	\$8,800	
Subtotal/purchased services				\$173,486
Equipment				
1. AVID program implementation - Membership fee (575 students): \$3,840			\$3,840	
2. Makerspace: creative space and supply resource for students			\$80,000	
3. Infrastructure and technology equipment and supplies			\$7,000	
	Number	Rate	Total	

4. <i>The First 60 Days of Teaching</i> by Robert L. DeBruyn: personal mentoring and planning guide for new teachers (\$20.95/per notebook x 15 tchrs. x 10% tax + \$28.00 s&h)	15	\$20.95	\$373.68	
5. Department specific technology (8 departments x \$10,000/per department)	8	\$10,000	\$80,000	
6. Mobile lab (1 lab includes 30 laptop computers and a cart)	1	\$20,000	\$20,000	
7. Graphing calculators (8sets x 30/per set x \$100/a piece)	8	\$3,000	\$24,000	
Subtotal/equipment				\$215,213.68
Materials and Supplies				
	Number	Rate	Total	
1. Student incentives for improved attendance/grades/discipline (1200 students x \$10/per student x 2 events or activities to reward increased academics/increased attendance/ decreased discipline; incentives would have an educational, cultural or enrichment focus)	1200	\$20	\$24,000	
2. Community outreach Saturday project supplies (\$1,000 x 10 projects)	10	\$1,000	\$10,000	
Subtotal/materials and supplies				\$34,000
Total Yr. 3				\$1,968,629.68
Total				\$5,747,213.24

D. ASSURANCES

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

By the signature of the Superintendent of Texarkana Arkansas School District the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority 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 priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority 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

SECTION E:

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

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

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

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

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name:

LEA #:

SECTION A, Part 1 General Information

 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served

 Selection of Identified Schools

 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment

 Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities

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

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

 Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

Signature Page (page 2 in the application is to be mailed)

School Board Minutes Showing Approval of SIG 1003(g) Application

Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at
<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdoLitResearchBrief.pdf>

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

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

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

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

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

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

<p>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development.</p>	<p>2C – Create a personalized and motivating learning environment for students.</p>
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<p>4. Monitor Aleks program and students results for effectiveness of the program.</p> <p>5. Monitor the pull-out program and student results for effectiveness of this effort in improving Literacy Scores.</p> <p>6. Conduct CWT's and analyze data, specifically for differentiation.</p>	<p>Then I expect to see <u>students</u>:</p> <ol style="list-style-type: none"> 1. Students learning being met through differentiation. 2. Students completing assignments while assigned to ISS/AF. 3. Student survey show an indication that students feel they are valued and teachers are helping them 4. Students engaged in the learning. 5. Students participating in a rigorous curriculum. 	<p><u>Student data source:</u></p> <ol style="list-style-type: none"> 1. EOC results 2. Student reflection sheets 3. Student's Grades 4. Results of Alek and Reading Plus progress
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	Monitor progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals
Jan	Monitor classes using informal evaluations and CWT's Monitor Alek and Reading Recovery Progress, TLI assessments and grades Monitor progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals
Feb	Monitor classes using informal evaluations and CWT's Monitor Alek and Reading Recovery Progress, TLI assessments and grades Monitor progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals
Mar	Monitor classes using informal evaluations and CWT's Monitor Alek and Reading Recovery Progress, TLI assessments and grades Monitor progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals
April	Monitor classes using informal evaluations and CWT's Monitor Alek and Reading Recovery Progress, TLI assessments and grades Monitor progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals
May	Evaluate successfulness of Alek and Reading Recovery Progress, Evaluate progress in ISS/AF, Reading Plus and Aleks – reports, graphs and student goals

Principal/Assistant Principal Name: Maïve Register

Principal/Assistant Principal Signature:  Date: 11/14/13

Superintendent/Designee Signature:  Date: _____



"Our priority is service not profit"

February 24, 2014

Arkansas Department of Education
ATTN: Division of Learning Services
School Improvement Grant
Little Rock, AR

RE: School Improvement Grant-Arkansas High School

Dear Division of Learning Services:

As a parent of an AHS student, a CEO of a local Arkansas credit union, an active community member and a long-time supporter of the Texarkana Arkansas School District (TASD), I would like to express my support for the School Improvement Grant (SIG) for Arkansas High School.

Having two of my children proudly graduate from Arkansas High School with my third graduating next June, I know first-hand the quality education each son has received yet I also know the challenges the administration faces in providing a high-quality education with limited resources.

In 2006, limited resources gave charge to my plans of creating the Texarkana Razorback Athletic Foundation (TRAF) which was designed to be the primary fund raising arm of TASD Athletics. During my tenure as charter president, we raised over \$250,000 for athletic facility improvements. I am proud to say that the organization is still in existence and working hard to raise funds to support this endeavor.

Over the past few years, the economy's downward spiral has dried up many of the local funding pools and this grant opportunity would provide much needed resources for our teachers and our students. The grant monies would afford teachers training for additional pedagogical skills necessary to create a successful learning environment. As we know, positive learning experiences build confidence and self-respect within the individual. This grant would be the vehicle to carry new ideas, technology, and curriculum to our students resulting in confident citizens who create a stronger community.

I am extremely grateful for the opportunity the Arkansas Department of Education is offering with this grant, and I again strongly recommend the awarding of this grant to Arkansas High School. If I may be of any assistance, please contact me at 870-772-0661.

Sincerely,

Allen L. Brown
CEO, Mil-Way Federal Credit Union


AMENDMENT #10

To
PROFESSIONAL ASSISTANCE AGREEMENT
Between
The
TEXARKANA SCHOOL DISTRICT
And
UNIVERSITY OF ARKANSAS

WHEREAS, the Texarkana School District (TSD) - Arkansas High School and the University of Arkansas (UNIVERSITY) entered into an Agreement, effective July 29, 2010 for UNIVERSITY to conduct specific activities under a Professional Assistance Agreement and

WHEREAS, the TSD and UNIVERSITY wish to Amend the Agreement, and

WHEREAS, the Agreement may be amended as provided in Article 7 of said Agreement, and

WHEREAS, this Amendment is in keeping with the goals of the UNIVERSITY and TSD,

NOW THEREFORE, the Agreement is hereby amended as follows:

1. **Basic Term**

2. This Amendment will provide continuation of services for an additional three years, July 1, 2013 through June 30, 2016. Each fiscal year an amendment for budget, roles and responsibilities will be issued to TSD for continued signed agreement.

3. **Roles and Responsibilities**

Exhibit I-A incorporated herein to this Amendment provides services specifically for Arkansas High School.

3. **Award and Payment**

a) TSD agrees to pay University funds in the amount of Fifty Seven Thousand and Six Hundred Fifty Four dollars (\$57,654.00), as shown in the attached budget, which incorporated hereto as Exhibit I-B.

9. **Termination**

Upon termination of this Agreement, all unexpended funds shall be returned to TSD.

All other terms and conditions remain unchanged.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in duplicate

TEXARKANA SCHOOL DISTRICT
2325 Jefferson Avenue
Texarkana, AR 71854

BOARD OF TRUSTEES
UNIVERSITY OF ARKANSAS

Kathy Scheibel, Assistant Director
Research & Sponsored Programs

Date

Date

Exhibit 1 - B

Arkansas Leadership Academy
School Support Program Budget

District: Texarkana School District
School: Arkansas High School

	<u>Budget</u>
Participant Support	8,500.00
Salaries - Non Classified	28,223.00
Salaries - Classified	1,482.00
Fringes	9,208.00
Travel	6,499.00
Materials & Supplies	496.00
Direct Cost	501.00
Indirect Cost (5% of budget)	<u>2,745.00</u>
TOTALS	57,654.00

