



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

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](mailto: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](mailto: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			
				Turnaround	Restart	Closure	Transformation
Belle Point ALE		7-12	Yes <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>
Trusty Elementary		K-6	Yes <input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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.

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: Belle Point ALE                      LEA #: 6601005

Context

1. Grade levels (e.g., 9-12): 7-12                      2. Total Enrollment: 49 (can be up to 150)

3. % Free/Reduced Lunch: 96.6%                      4. % Special Education Students: NA

5. % English Language Learners: 48.3%

6. Home Languages of English Language Learners (list up to 3 most frequent:)

- 1. Spanish
- 2. Laotian/Pha Xa Lao

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served): Belle Point receives students from all secondary schools in the district as well as mental health facilities and correctional institutions in the region. Students are referred because they have not succeeded in the traditional school settings including problems in truancy, failing academics, pregnancy, violence and threatening behavior, and are often court-ordered to attend. The poverty level of the students at Belle Point exceeds the district average. Belle Point is often the last stop before jail for the students.

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
Chaffin Junior High	7-9		Southside HS	10-12
Darby Junior High	7-9		Dept. of Youth Services and affiliates	7-12
Kimmons Junior High	7-9		Mill Creek Behavioral	7-12
Ramsey Junior High	7-9		Piney Ridge Center	7-12
Northside HS	10-12		Perspectives Mental Health	7-12
Juvenile Detention Center	7-12		Valley Mental Health	7-12
Trinity Behavioral Health	7-12		Lakeland Psychiatric Hospital	7-12

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
Director	B.S. in English language arts with ELL endorsement M.Ed. in educational leadership Most Outstanding M.Ed. Student Award University of Florida Presidential Award of Excellence Nominated for Fort Smith Public Schools Outstanding Teacher 5 years experience teaching 1 year experience instructional facilitator	.5	2.5	2.5

10. Describe how administrators are evaluated. By whom? How frequently? What is the process? The district utilizes the LEADS program adopted by the state. A team of the Deputy Superintendent, Assistant Superintendent for Human Resources, the Assistant Superintendent for Instructional Services, and the Director of Secondary Education conduct on-site visits at least three times a year. An interview with the director is held at the conclusion of each year with the team and the Director of Financial Services.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently? The district implements TESS (Teacher Excellence Support System) adopted by the state including the preparation of PGPs (Professional Growth Plan) by teachers and formal and informal observations by the director. In addition, weekly implementation checks targeting school-wide initiatives and CWTs (Classroom Walk-Throughs) are conducted by the director. The teachers have a building-wide PGP goal of implementing with fidelity the Boys Town behavioral model to further decrease the number of disciplinary infractions. They also have a personal growth goal.

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

Results of the AdvancEd audit and Scholastic audit facilitated reform efforts in the school beginning in 2012-2013 school year. Changes initiated are: contract with Larry and Mary Anne Lock of L & M Consulting (Larry provides coaching for the administrator, Mary Anne provides coaching for teachers in instructional strategies), on-site Boys Town consultant, change in administrator twice over the past several years, addition of a half-time instructional facilitator/half-time interventionist, contract with a Perspectives mental health professional who is also now full time, incorporation of school-wide initiative in instructional strategies (purpose, relevance, rigor, higher-level essential and guiding questions, and student engagement), revision of in-school suspension program, addition of some PLCs, and adoption of a literacy initiative where every student has a book at all times and sustained silent reading periods. The school has also revised its vision, mission, and purpose statements and created a school slogan: *Where all students can succeed*. The focus has transitioned from behavior to academic learning. Frequent staff turnover has also been addressed. Also, ADE school improvement specialist has worked weekly with the school for two years.

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	24	32	19	15	16
Mathematics	26	33	17	12	12
Science	0	18	11	0	0
Social Studies					
Writing					

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

Test Year:

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	30	45	31	18	15	0	20	43	50						
Mathematics	36	32	22	.08	29	.05	22	50	27						
Science	25	13	25	13	20	11	0	25	0						
Social Studies															

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

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					22	25			25	
Mathematics					22	31	30	13		
Science					0			0		
Social Studies										
Writing										
Other										

Test Year: 2012

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English					25	43			22	
Mathematics					50	21	33	38		
Science					13			22		
Social Studies										
Writing										
Other										

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					17	31			.07	
Mathematics					33	19	6.25	23		
Science					17				.08	
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 78.1%

5. Mobility rate for the 2013-2014 school year: not available

6. Graduation rate for all students for the 2012-2013 school year: 100% \_

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

	All Students
2013	
2012	
2011	

### Key Questions

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

Both “all” students and “TAGG” are the same students; according to TLI predictions, neither group is expected to meet benchmarks in both literacy and math. When discipline and reading levels are factored in, black males (specifically grades 9-12) comprise the lowest achieving group.

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

All students from the district who pursue a GED are enrolled as students of Belle Point Center but do not participate in classes at the center. Because these students are on Belle Point’s roll and counted as drop-outs, the graduation rate then is skewed to only 6%. Another issue in calculating graduation rate is that many students return to their home school to finish course work and graduate with their home school. Of the four students who were seniors in 2012-2013, all graduated.

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

The lowest achievement is in grade 9-12 literacy. These students read at an average reading level of 5.8.

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

The local economy has been affected by the loss of several major industries. Many students come from homes of high poverty (higher than the district average), generational poverty, single parent with little formal education, and with a parent who is or has been incarcerated. Students, especially those who are juniors and seniors, are their own caregivers at home lacking any parental supervision. A high percentage have a FINS (Family in Need of Services) petition filed on them, are or have been incarcerated, have court-mandated attendance and mental health services, and are either homeless or come in and out of a shelter, foster care, drug rehabilitation, and residential/day treatment. Often a student may be 18 years old but in 10<sup>th</sup> grade due to lack of credits, and these students may check themselves out. Students come to school lacking social, emotional, and academic skills. One hundred percent of the students receiving services through Perspectives Mental Health have been diagnosed with oppositional defiant disorder; 52% are diagnosed with a mood disorder. It is imperative that psychological, social, physiological, and survival needs be met before deep and enduring learning can occur. Belle Point strives to meet the needs of the whole child blending academic and personal growth for each child. Attendance is an issue due to health concerns, monthly court appearances, and the influence of drugs. Because of the behavioral issues, the selection of the Boys Town model and training is imperative. Although there were more suspensions last year, attendance improved 2% and there were significant gains in literacy with modest gains in math benchmark scores.

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?

Students are referred from throughout the district and institutions in the region. Because these students have not succeeded in traditional school settings and are considered at-risk, they require different instructional strategies which include more hands-on and engaging learning. They also require assistance in developing social skills, character development, and behavioral control using research-based motivational techniques. The consultants must be able to address both academic strategies and social-emotional needs through very engaging practices. Due to a high incidence of drug use, mental health issues, and poverty (resulting in lack of access to health care), a health care provider on-site is needed.

### 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.

In 2012, the Scholastic Audit reported these deficiencies:

- a. Instructional program was traditional although the needs are for non-traditional instruction.
- b. Technology is not integrated into instruction in all classrooms.
- c. There is lack of expectation that teachers truly integrate research-based instructional practices into their instruction.
- d. Formative assessment is not used regularly and consistently to inform instruction.
- e. Teachers do not receive individual feedback after classroom observations.
- f. School improvement activities are not consolidated under a single umbrella.

The school began with revising its mission, vision, and purpose statements to incorporate a statement that all students can succeed. Belle Point has infused school-wide instructional strategies to move away from traditional practices with the addition of hands-on learning, absence of worksheets, less teacher talk and lecture and more student talk, increased use of technology by students, connecting the curriculum to student lives, use of graphic organizers, and project-based learning. There remains a need for the acquisition of more technology and teacher training on how to effectively use it. The director now checks weekly for implementation of instructional strategies (with the assistance of the instructional specialist), and feedback on that implementation is provided to the teachers. Data from the observations are compiled quarterly and disseminated to the entire staff. Training on the benefits of formative assessments has been provided through PLCs and faculty meetings; data from TLI assessments are reviewed by teachers. Additional PLC is necessary to have time for data disaggregation to truly utilize the information from formative assessments.

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). Central office staff will continue to support Belle Point including, but not limited to, the Assistant Superintendent for Instruction, the Director of Secondary Education, the Director of Student Achievement and Accountability, Director of Student Services, and the Supervisor of Special Programs. Each has consulted with the director on the grant and will continue these consultations and observations. The secondary coordinators for math, literacy, and science will continue to provide professional development to support instructional practices.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement. A revised schedule will allow for: expansion of elective offerings, choice period involving skill building for students, increased intervention time, periods for credit recovery, and collaboration time for teachers. Opportunities for professional development to meet the teachers' needs will be provided including on-site coaching/modeling through an instructional facilitator and consultants. The director (and addition of a Dean of Students) will continue to conduct classroom observations followed by feedback provided to staff. A Dean of Students will assist in focus on behavior and attendance permitting both more time for conducting classroom observations. The director will consult with content coordinators for assistance in instruction and professional growth. In conjunction with district staff, compliance with the regulations of the grant will be addressed.

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).

- Teacher round table on strengths and weaknesses of the school and priority student needs and professional growth needs.
- Data from the observations of the educational consultants.
- TESS and CWT observations, implementation checks.
- TLI data, ELDA data, Accelerated Reader data.
- Number of absences and discipline reports.
- Student survey on what would help them be successful.
- DRA scores
- STAR reading diagnostic assessment
- TABE (Test of Adult Basic Education) with diagnostic.
- Mental health screenings.
- San Diego Quick Assessment of Word Recognition.
- IXL math program
- Perceptual data from staff need survey
- Perceptual data from parent survey

Future plans include tracking use of eBooks and additional literature, of wellness center, and health care services. In addition, results from teacher questionnaires following professional development and number of visits by the social worker will provide valuable information.

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?
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?
5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.
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.
7. Review the history of the LEA's use of state and federal funds.
8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.
9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

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: The SIG funds support the transformation model by providing priority schools with the opportunity to enhance their efforts for academic achievement. Implementation of the state adopted teacher and administrator evaluation systems supports increased student achievement.
2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how: Fort Smith School District supports all efforts to improve student achievement with school board and central office support and funds. The central office staff supports quality instruction by conducting their own classroom observations (COST: Central Office Support Team visits). The district has a history of collaboration between the departments of human resources, student services, transportation, food services, instruction, assessment, etc. to implement any academic improvement initiative.
3. District contractual agreements, including collective bargaining, that affect transformation and how: Fort Smith School District has previously resolved any issues with the Classroom Teachers' Association about teachers working beyond the 3:30 school day and includes additional pay for the extended time worked. The collaboration time in the new schedule is in addition to and does not interfere with the teachers' dedicated planning time.

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)
Boys Town	N	Y	Professional development	Nationally noted as authority on behavior modification
L & M Consulting	N	Y	Professional development	Previous effectiveness in district with a variety of schools
Marcia Tate, Keith Polette, David Burgess, Chris Vecchione	N	Y	Professional development	Nationally recognized and published presenters
Arkansas Department of Education	N	Y	On-site consultant	Provided for all priority schools

### 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
<b>School Performance</b>				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> X Select sub-groups of students experiencing low-		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> X Students experience low-achievement in only select subject areas		✓		
<b>School Capacity</b>				
<input type="checkbox"/> X Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> X Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> X History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> X Evidence of response to prior reform efforts	✓	✓		
<b>District Capacity</b>				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> X Capacity to negotiate with external partners/provides			✓	
<input type="checkbox"/> 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 checked="" type="checkbox"/> X Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
<input checked="" type="checkbox"/> X Strong community commitments to school	✓	✓	✓	
<input checked="" type="checkbox"/> X Supply of external partners/providers			✓	
<input checked="" type="checkbox"/> X 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: \_\_\_ Transformational \_\_\_\_\_

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.

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### The Transformation Model

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

The district will retain the current director. She is new to the position and has demonstrated prior success as an instructional facilitator in working with Belle Point. The district expectations for an administrator (in addition to educational and licensure requirements) are: effective supervision of curriculum and instruction, staff, accounting of funds, operation and maintenance of the building, school policies and regulations, student attendance, school and community relations, welfare of students during school hours, cafeteria personnel, and to keep central office staff fully informed of the needs of the school.

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

The director is given the decision-making authority relative to staff assignments. The director is advised and supported in staffing decisions by the Director of Secondary Education and the Assistant Superintendent for Human Resources including documentation through TESS evaluations and additional observations. Teachers in need of improvement are supported through work with the director and instructional facilitators in addition to district personnel.

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

All district central office staff members support Belle Point's implementation of the transformation model including the district superintendent. Superintendents and directors have reviewed and approved the grant objectives and actions prior to submission. Frequent observations by central office staff in the school and consultation with the director will continue. District-level staff read all reports by the ADE on-site director and any consultants; any issues which arise are addressed. Additional support is provided through the Director of Achievement and Accountability and the Supervisor of Special Programs.

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

The director currently has a high degree of decision-making and flexibility in guiding the work of the school. All expenditures through the grant are provided consultation and review by district central office personnel.

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

The district provides extensive training for instructional facilitators who then guide teachers through lesson plan development, in-class modeling, and teacher coaching; this training will be provided for the instructional facilitator included in the grant. The district also provides extensive training for interventionists working with students in the school to assure fidelity to instructional

strategies with demonstrated success. The district provides content coordinators to work with the schools and teachers in implementing standards and effective instructional practices. The district has purchased numerous instructional resources for all schools to facilitate the work of the interventionists. In addition, the district expects (and provides) all teachers (including any new hires) to participate in SIOP professional development.

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
State Education Agency: on-site school improvement specialist	Observation, consultation, and advisement Technical assistance with the grant and ACSIP
Local Education Agency: Fort Smith district central office staff	Support for ACSIP, financial services, and professional development
Support Partner: Boys Town	Provision of professional development and embedded follow-up coaching and modeling
Support Partner: L & M Consulting	Provision of embedded coaching and modeling for administrator and teachers
Support Partner: Marcia Tate, Keith Polette, David Burgess, Chris Vecchione	Professional development workshops
Principal: Maria Arnold	Instructional leader who conducts observations and facilitates consultation with staff on instructional needs
School Staff:	Leadership teams, collaboration in PLCs, implementation of effective strategies and initiatives, implementation of Boys Town model for behavior
Parents and Community: PTA and Partners in Education	Input and guidance in decisions and event planning, financial support, and support for celebrations of student achievement

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.

#### Boys Town

Performance expectations:

- Training of 100% of staff on specialized classroom management model via Boys Town staff in year 1 and Belle Point staff in subsequent years. Staff will implement the model with fidelity.
- Certification of in-house staff as Boys Town trainers for Belle Point; delivery of future trainings to support successful implementation of the model by teachers.

Quarterly benchmarks:

- Through implementation checks, 100% of staff will apply the model with fidelity.

#### L & M Consulting

Performance expectations:

- Provision of quarterly job-embedded professional development for director and teachers in research-based instructional strategies for school improvement.

Quarterly benchmarks:

- Through informal and formal classroom observations, 100% of staff will implement suggested strategies for school improvement.

#### Workshop Presenters

Performance expectations:

- At least one nationally recognized presenter will deliver on-site training to staff on student engagement and motivation each year.

Quarterly benchmarks:

- Through informal and formal classroom observations, 100% of staff will apply suggested strategies for students

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

District staff will read (and respond to if necessary) reports from the ADE on-site director and consultants. District staff will adhere to the LEADS rubric for administrators along with additional information from their on-site observations. Classroom visits by district staff along with the principals and instructional facilitators will specifically target the level of implementation of instructional initiatives. The Director of Student Achievement and Accountability and the Supervisor of Special Programs will monitor expenditures to assure that grant goals are being met. Parker Center staff will review teacher/parent/student surveys with the director and discuss results and possible future actions.

### 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.

The district has a long history of working collaboratively and effectively with John Harris as ADE site-director, Boys Town, Partners in Education, PTAs, mental health services, the police department, and educational consultants of Larry and Mary Anne Lock; the district will continue to support these partnerships.

## Step 6: Intervention Models Needs Assessment Review Committee

### Committee Members

Name	Role		Name	Role
John Harris	ADE SIG Specialist		Susan Holder	Instructional Facilitator
Maria Arnold	Director		Kim Nash, Miff Rosar, Dale Frazier, Holly Fulson	Teachers
Dr. Benny Gooden	Superintendent		Kathryn McDaniel	Counselor
Dr. Gordon Floyd	Deputy Supt.		Evelyn Shirl	Financial Secretary
Dr. Annette Henderson	Asst. Supt. HR			
Dr. Barry Owen	Asst. Supt. Instruction			
Marty Mahan	Director Secondary Educ.			
Dr. Kellie Cohen	Dir. Student Achievement and Accountability			
Suzanne McPherson	Supervisor of Spec. Programs			

### Meetings

Location	Date		Location	Date
Service Center	1-13-14		Belle Point ALE	1-29-14
Service Center	1-20-14		Belle Point ALE	1-31-14
Belle Point ALE	1-22-14		Service Center	2-6-14
Parker Center	1-24-14		Belle Point ALE	2-18-14
			Service Center	2-24-14

## 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.

SECTION B, PART 3:

**B. DESCRIPTIVE INFORMATION: Annual Goals**

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

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: Increase criterion-referenced test scores in math

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase the number of students proficient on state standardized tests	<ol style="list-style-type: none"> <li>1. Meet growth target of 68.93%</li> <li>2. 10% increase demonstrated on TLI assessments</li> <li>3. 5% increase on TABE math computation</li> <li>4. 5% increase on TABE applied math</li> </ol>	TLI interim assessments results TABE scores Benchmark scores End-of-course exam scores	2014-2015 school year	2016-2017 school year	Math instructional facilitator

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 Increase criterion-referenced test scores in literacy

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Increase the number of students proficient on state standardized tests	<ol style="list-style-type: none"> <li>1. Meet growth target of 75.93%</li> <li>2. 10% increase on TLI interim assessments</li> <li>3. 100% of students attaining a minimum gain of one reading level each year</li> </ol>	TLI interim assessment results TABE scores Benchmark scores End-of-course exam scores STAR data Accelerated Reader data San Diego assessment data	August 2014	May 2017	Literacy instructional facilitator

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 3: Reduce student misbehavior, office referrals, and suspensions

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Reduce the number of disciplinary infractions	<ol style="list-style-type: none"> <li>1. Decrease the number of annual suspensions by 20%</li> <li>2. Decrease the number of quarterly office referrals by 10%</li> </ol>	Suspension report Office referral spreadsheet Boys Town point cards	August 2014	May 2017	Director and Dean of 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.

Goal 4: Increase attendance rate

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Increase student attendance 2. Encourage student attendance/participation in the summer program	1. Increase the attendance rate to 80% 2. Decrease tardies by 5% 3. 30% of students will participate in credit recovery 4. 30% of students will participate in the summer excursions	Attendance records Tardy records Social worker contact log for truancies Sign-in logs for credit recovery List of students participating in each excursion	August 2014	May 2017	Dean of Students and social worker

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 5: Maintain graduation rate

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Seniors enrolled at Belle Point will receive a high school diploma	100% of seniors will receive a high school diploma	Attendance Grades/credits accrued Individual graduation plan	August 2014	May 2017	Career facilitator, Counselor, and credit recovery teacher

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 6: Increase parental involvement

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Improve communication and increase transparency of academic program	<ol style="list-style-type: none"> <li>1. 100% of homes visited by social worker during the year</li> <li>2. Increase parent participation at events by 25%</li> </ol>	Event sign-in sheets Office referral spreadsheet Teacher to parent contact logs Social worker to home visit logs	August 2014	May 2017	Social worker and Dean of 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.

Goal 7: Increase digital literacy and use of technology

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ol style="list-style-type: none"> <li>1. Increase access to various modes of technology for socioeconomically disadvantaged students</li> <li>2. Improve student ability to effectively and critically navigate, evaluate, and create information using a range of digital technologies</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% of students using netbooks</li> <li>2. 100% of students and teachers receiving specific and tailored technological instruction on a weekly basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology facilitator's weekly schedule</li> <li>2. Device check-out spreadsheet</li> <li>3. E-book accession record</li> <li>4. Student projects using technology</li> </ol>	August 2014	May 2017	Technology facilitator

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 8: Improve the physical and mental health and wellness of the whole child

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ol style="list-style-type: none"> <li>1. Support and provide care that includes physical health, mental health, and substance abuse counseling</li> <li>2. Promote healthy living and behaviorally good decision-making</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% of students will receive counseling</li> <li>2. 100% of students will have unlimited access to health and wellness center</li> <li>3. Physical and mental health screenings will show evidence of improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Wellness center usage report</li> <li>2. Required mental health paperwork</li> <li>3. Court docket</li> <li>4. Physical and mental health pre- and post-screenings</li> </ol>	August 2014	May 2017	Director and Dean of Students Counselor

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 9: Strengthen instruction

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Educate students who require a non-traditional approach to learning through improved instruction	<ol style="list-style-type: none"> <li>1. 100% of teachers will use research-based instructional strategies</li> <li>2. Student engagement will increase by 25%</li> <li>3. Bi-weekly, instructional facilitators will co-plan with teachers and model instructional strategies in classrooms</li> <li>4. 100% of teachers will apply instructional strategies shared in workshops/trainings</li> </ol>	PGPs CWTs TESS observations Pre- and post-conference notes Instructional facilitator schedules Collaboration time agendas and notes Professional development sign-ins Teacher questionnaires following professional development offerings	August 2014	June 2017	Instructional facilitators

## 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.

School staff met to brainstorm creative means of addressing the achievement needs of students and to maximize learning time of students. Out of these discussions and with consultation and advice from district staff, the school has revised its schedule to maintain core instruction time but to also provide additional courses and offerings to encourage attendance at school and to provide increased intervention support. The schedule has also been revised to provide teacher collaboration time in addition to planning time which will be guided by instructional facilitator to assure maximum focus and productivity. The discussions also resulted in a plan for additional staff and effective utilization of those staff members to provide increased electives and home liaison. Due to student lack of background knowledge, the staff planned for enrichment opportunities for students to give them life experiences to connect with their literacy and other content studies.

Consultations with staff along with examination of achievement data (specifically in literacy) produced requests for continued training with the Locks educational consultants. Materials and supplies were then selected to support this work in literacy. The staff expressed concern about students' wellness which resulted in plans to increase general health services, mental health services, and provision of a wellness center with equipment.

Data analysis and data-based decision-making is already a strong component and expectation of the district which will also continue to guide the work of schools. The district will continue to provide programs such as Accelerated Reader and TLI for formative assessments which provide additional data for teachers to provide remediation and interventions. Relationships with PTA and Partners in Education have a long history which will continue. Retention of staff members who have been provided the additional professional development will be a goal so that the benefits and implementation of those strategies will endure. The district will continue to support the provision of instructional facilitators and interventionists in the schools.

SECTION B, PART 4:

**B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools**

Goal #	Needed to Meet Goal
1	Math interventionist/instructional facilitator, ISS teacher, BrainBikes, netbooks, iPad apps, Promethean boards, skill building period for interventions, workshops by Tate and Burgess
2	ISS teacher, Additional books, e-books, technology, netbooks, Promethean boards, skill building period for interventions, iPad apps, flashdrives, wireless printers, Flocabulary subscription, workshops by Tate, Polette, Vecchione, and Burgess
3	Dean of Students, youth behavior specialist, Boys Town trainings, skill building period for relationship/rapport development, health and wellness center for de-stressing, collaborative games, uniforms
4	Enticing offerings during the skill building period, additional electives, full-time social worker, childcare provider, wellness center, Dean of Students, life experience excursions, nurse, mental health therapist, credit recovery, technology, health and wellness equipment
5	Credit recovery courses, additional computers for on-line courses, extended day and year, career facilitator, vo-tech and SkillsBot kits, career lesson modules, technology, access to health care, life experience excursions, transportation
6	Dean of Students, full-time social worker, career facilitator, special projects coordinator, karaoke machine, games, and fitness equipment
7	Promethean boards, technology facilitator, netbooks, e-books, flashdrives
8	Health and wellness center, access to health care and mental health services, additional .5 FTE PE teacher
9	Instructional consultants for professional development, collaboration time and materials for teachers, math interventionist/instructional facilitator, PD workshops and conference

Extended Learning

Teachers will be expected to report an additional 15 minutes earlier in the morning (7:30 rather than 7:45) to assist in conducting student searches which currently delays the beginning of school and to provide time for students to access the wellness center prior to classes. The school day for students (Monday through Friday) will begin as usual but extend from the current 2:55 to 3:55 resulting in an additional hour for learning. Teachers and support staff (secretary and child care provider) will stay an additional 45 minutes (from 3:30 to 4:15) to address the extended learning time and assist with dismissal. The revised schedule will include a skills building period from 12:00-1:00. As part of the behavioral plan, students will be coded as to whether they have earned no choice, some choice, or unrestricted choice in services accessed during this period. Offerings will include: social relationship development with other students and teachers through games such as chess and table tennis, wellness and health clinic visits, reading in the media center, special projects (focused on home and life activities), mental health services, credit recovery, academic intervention, and career advisement. (General health clinic and mental health services will continue to be available throughout the day, the skills building period provides additional time which does not

interrupt core instruction.) Due to the poverty of the homes from which these students come and the uncertainty of meals when they return and to stay mentally focused for the extended day, a snack will be provided each afternoon.

Because one hour of credit recovery during the skills building period does not provide sufficient time to complete a course, 1 hour of credit recovery time will be provided after school from 4:00-5:00. This will require a teacher for junior high courses and one for senior high courses along with an administrator on site. Additional bus runs will be needed to transport students home after these sessions. A summer credit recovery program will also be offered on Mondays through Thursdays for four weeks.

Extended learning will also be provided through life experience excursions. These excursions will provide incentive for school attendance and assistance in behavior modification and social skills development as participation will be earned. During the school year, six such excursions will be planned to local and regional businesses for career awareness and to build background knowledge at cultural centers. Summer excursions (Fridays each week for four weeks in July) will provide enrichment opportunities at more distant sites. Because the school requires student uniforms and due to safety concerns (ease of identification) with taking groups of students on trips, a special school shirt will be provided. These shirts will double as PE and wellness center workout shirts. Shirts will be retained (and laundered) at the school. Due to the fluctuating population of the school, enough shirts will need to be purchased to cover the possibility of all and maximum student count each year. Meals, transportation, and admission fees will be provided through the grant to remove any barriers to student participation.

#### Increase in Staff

With the number of behavior incidents which must be handled at the school and to provide sufficient time for the director to also serve as an instructional leader, a Dean of Students is needed. The Dean of Students will also serve as the attendance officer and parent engagement coordinator working closely with the social worker and youth behavior specialist. This would be a .5FTE position with the other .5 as a PE teacher to serve in the health and wellness center.

To increase electives (not currently provided by the district), a .5 FTE art teacher, a technology facilitator (to teach classes, provide an Arkansas Career Readiness Certificate, assist in classrooms as students work with technology, to provide professional development on using technology in instruction, and to provide tech support), and a career teacher are needed. A retired teacher will work during the skills building period in order to offer projects in sewing, cooking, etc.; these activities would be partnered with such community groups as Cooper Clinic, Mercy Medical Center, and The Goods Store. Belle Point currently has a .5 interventionist/.5 instructional facilitator in literacy. A math interventionist/instructional facilitator is needed to conduct small group remediation focused on specific student needs and support effective math instruction. Belle Point needs an ISS instructor to maintain the learning of students even when experiencing disciplinary measures. Because securing substitute teachers is difficult for Belle Point, when no students are in ISS, this instructor could serve as a substitute, serve as a behavior aide, or assist in classroom instruction.

The school needs a full-time youth behavior specialist to monitor behavior, support social relationships, and assist with parent contact. Many students are court-ordered to come to school; many are drug users. An increase of .5 FTE social worker (current .25 FTE) will allow an increase in the number of home visits and also assist in social skills development and family access to community resources. Most students at Belle Point are in need of mental health services; an additional 1 FTE is needed to meet the volume of students. Students may be parents themselves and need childcare in order to attend school. A childcare provider is needed for these children of students.

### Health and Wellness

The goal of the Health and Wellness center is to support students and provide assistance so that they may get the maximum benefit from their education. Access to health care and promoting good decision-making in regard to health will decrease student absences. Due to the poverty level of the students and the fact that parents may be absent to get students to a health care provider, many do not receive needed health care. The district will contract with a local health clinic to provide a full-time, on-site nurse practitioner who will not only be able to treat both acute and chronic illnesses (including sexually-transmitted diseases) but also be able to prescribe some medications. The nurse practitioner would also accompany any enrichment excursions and provide nutrition and tobacco counseling. A staff person would be required to prepare and maintain medical records.

Research demonstrates the effectiveness of exercise in increased focus for learning. A wellness center would provide opportunities for exercise which will also support healthy life-long living choices. Opportunities for cardio fitness and strength training, relaxation (yoga), de-escalation of emotions (strike bags) will be provided through a variety of equipment. In addition, games will provide opportunities for social skill and character development and problem solving techniques. The health and wellness center may be accessed by students before school, during the school day (especially during the skills building class), and after school from 4:00-5:00 if not participating in credit recovery.

### Professional Development

Belle Point will continue to have Larry and Mary Anne Lock, educational consultants, provide job-embedded coaching/mentoring. Larry works with the director, and Mary Anne works with teachers. It is important to continue their valuable assistance because of high staff turnover and the ongoing need to tailor instruction to the specific needs of the students. Boys Town training is expected of every staff member in the building; because of the high staff turnover and the need for ongoing facilitation of the model, having an on-site trainer is advantageous. Belle Point will send two of its teachers to the training-of-trainers institute in the summer. The ToT requires several follow-up days of consultation and observations of the trainer for certification. The new Dean of Students will need to attend the initial Boys Town training the first summer. Until the on-site trainer is certified, new staff in August 2014 will need to be trained by a Boys Town consultant. Because all of these trainings will be off-contract, stipends will be paid. Materials for the teachers to implement the model are included in the grant.

Instructional staff will attend the Arkansas Alternative Education Conference each year to learn additional methods of meeting the unique needs of this population of students. The

grant will also provide the Worksheets Don't Grow Dendrites workshop by Marcia Tate, teaching grammar in context workshop by Dr. Keith Polette, Teach Like a Pirate workshop on student engagement by David Burgess (expenses divided with Trusty Elementary). Additionally, Dr. Chris Vecchione, an expert in alternative learning education, will present specialized training at Belle Point.

Collaboration time will be built into the revised daily schedule, but materials and technology to facilitate the collaborations will be required.

### Technology

To facilitate the work of the additional staff, additional desktop computers and printers are required. Desktops will also be needed for the credit recovery courses. A Promethean board is needed in the teacher work room to assist their collaboration as well as in classrooms. A goal is for each student to have an electronic notebook to carry and use from class to class. The ABTutor program will permit the teacher to monitor a student's current website at any time.

### Classroom Materials and Supplies

Materials and supplies will be needed to support the additional electives and learning opportunities. These include equipment to enhance the music class making is more current and engaging for students and hands-on lesson modules for the career class on such topics as construction, plumbing, transportation, and personal finance. To increase student access to engaging books at the appropriate reading level, interactive audio e-books (providing assistance for reading comprehension and especially effective for English learners) and supplemental books for the media center and classroom libraries will be purchased. Additional supplies and programs will be purchased to enrich literacy instruction.

### Retention Bonus

Due to the high turnover of staff, a retention bonus (accrued yearly) will be provided at the end of the three years for full-time, educationally-licensed staff. Staff members who leave prior to the end of the grant will not be eligible for any of the bonus funds. Retaining staff will provide consistency in instruction and behavioral interventions and preserve the investment in professional development.

### Other

Belle Point students currently provide their own clothing uniform of a white shirt and khaki pants. To conform to the standard of most other ALEs in the state and to promote a professional appearance which positively impacts behavior, blazers will be purchased for students who achieve Level 2 in behavior. The blazers might also be used when students are in job interviews (promoted by the career teacher). The blazers would be retained at the school to be used each year; costs will include dry-cleaning twice each year.

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

## **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.

May 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.

May	Interviews of new staff
June	Interviews of new staff

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	Boys Town training for Dean of Students Boys Town Training of Trainers Credit recovery Summer excursions Arkansas Alternative Education Conference Interviews of new staff
August	Boys town training for new staff Keith Polette professional development ADE school improvement specialist
September	ADE school improvement specialist L & M Consulting
October	ADE school improvement specialist Using technology for instruction training
November	ADE school improvement specialist L & M Consulting
December	ADE school improvement specialist Using technology for instruction training
January	ADE school improvement specialist L & M Consulting
February	ADE school improvement specialist Using technology for instruction training
March	ADE school improvement specialist L & M Consulting
April	ADE school improvement specialist Using technology for instruction training
May	ADE school improvement specialist
June	
July	

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	Credit recovery Summer excursions ALE state conference
August	Chris Vecchione professional development Boys Town training for new staff ADE school improvement specialist
September	ADE school improvement specialist L & M Consulting
October	ADE school improvement specialist Marcia Tate professional development Using technology in instruction
November	ADE school improvement specialist L & M Consulting
December	ADE school improvement specialist Using technology in instruction
January	ADE school improvement specialist L & M Consulting
February	ADE school improvement specialist Using technology in instruction
March	ADE school improvement specialist L & M Consulting
April	ADE school improvement specialist Using technology in instruction
May	ADE school improvement specialist
June	
July	

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.

July	Credit recovery Summer excursions ALE state conference
August	Boys Town training for new staff ADE school improvement specialist
September	ADE school improvement specialist L & M Consulting
October	David Burgess professional development ADE school improvement specialist Using technology in instruction
November	ADE school improvement specialist L & M Consulting
December	ADE school improvement specialist Using technology in instruction
January	ADE school improvement specialist L & M Consulting
February	ADE school improvement specialist Using technology in instruction
March	ADE school improvement specialist L & M Consulting
April	ADE school improvement specialist Using technology in instruction
May	ADE school improvement specialist
June	Credit recovery Summer excursions
July	

SECTION B, PART 6:

**B. DESCRIPTIVE INFORMATION: LEA Consultation**

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

Date	Department	Attendees	
		Name	Position
1-31-14	Student Services: mental health	Dr. Michael Farrell	Supervisor
		Maria Arnold	Director
		Suzanne McPherson	Supervisor Special Programs
2-6-14	Student Services	Dr. Randy Bridges	Director
		Suzanne McPherson	Supervisor Special Programs
2-7-14	Transportation	Jeff Tomlin	Director
2-10-14		Suzanne McPherson	Supervisor Special Programs
2-10-14	Child Nutrition	Donna Turnipseed	Director
		Suzanne McPherson	Supervisor Special Programs
2-10-14	Purchasing	Larry Bandy	Supervisor
		Suzanne McPherson	Supervisor Special Programs
1-31-14	Human Resources	Dr. Annette Henderson	Asst. Superintendent
2-11-14		Maria Arnold	Director
		Suzanne McPherson	Supervisor Special Programs

**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. (Arkansas Flexibility request requires all Priority Schools to have an onsite provider weekly. These funds could be used in addition to services already provided).

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: Fort Smith/Belle Point ALE      Priority

Total 3-Year Budget    \$5,551,070

### **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.

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TRANSFORMATION MODEL	YEAR 1	YEAR 2	YEAR 3
	Pre -		
<input type="checkbox"/> Select a new principal			
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools			
Recruit, place and retain staff			\$285,000
<input type="checkbox"/> Select new staff (additional)		\$855,763	\$870,804
<input type="checkbox"/> Replace staff deemed ineffective			\$886,145
<input type="checkbox"/> Negotiate collective bargaining agreements			
<input type="checkbox"/> Support for staff being reassigned			
<input type="checkbox"/> Retaining surplus staff			
Create partnerships to support transformation model			
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital			
<input type="checkbox"/> Adopt a new governance structure			
<input type="checkbox"/> High-quality, job-embedded professional development		\$126,750	\$82,450
Implementing data collection and analysis structures			\$78,055
Increase learning team (extended day, week, and/or year)		\$420,837	\$426,892
Student supports (emotional, social, and community-based)		\$262,021	\$259,522
Additional options (specify) Any of the required and permissible activities under the transformational of new school model			\$466,900
			\$211,658
LEA-activities designed to support implementation of the transformation model			
Technology and classroom materials		\$153,966	\$103,465
			\$60,392
Total		\$1,819,337	\$1,743,133
			\$1,988,600

**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.

Activity	Explanation	Amount
Extended Learning	Salaries and benefits for staff for extended day	\$927,820
	Transportation for extended day	\$192,633
	Snacks	\$53,700
	Salaries and benefits for summer credit recovery	\$31,856
	Transportation for summer credit recovery	\$26,240
	Meals for summer credit recovery	\$24,000
Increase in staff	Dean of Students, electives teachers, interventionist/instructional facilitator, ISS instructor, mental health provider, social worker, youth behavior specialist, ADE school improvement specialist, financial secretary, childcare provider	\$2,612,711
Enrichment activities	School year excursions (transportation, uniforms, admission fees, and meals)	\$11,394
	Summer excursions	\$46,985
Health and Wellness	Contract health care	\$608,500
	Equipment	\$105,201
Professional Development	Arkansas Alternative Education Conference	\$39,233
	L & M Consulting	\$168,000
	Boys Town training	\$60,845
	Marcia Tate workshop	\$4940
	Keith Polette workshop	\$2575
	David Burgess workshop	\$3992
	Chris Vecchione workshop	\$3200
	Materials	\$4920

Technology	Desktops and printers for additional staff	\$11,200
	Desktops and headphones for credit recovery class	\$21,800
	Promethean boards, projectors, and printers for classrooms	\$12,798
	Computer notebooks for students	\$47,400
	Music class	\$11,647
	Subscriptions and misc.	\$7740
Classroom Materials	Materials and supplies for electives	\$61,915
	Books and e-books	\$97,000
	Shelves and carrels	\$20,750
	Desk and chairs for additional staff	\$5400
	Radios for additional staff	\$3150
	Ink cartridges and miscellaneous	\$16,525
	Supplies for financial secretary	\$500
Other	Incentives for staff retention	\$285,000
	Student blazers and dry-cleaning	\$19,500
Total		5,551,070

## 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

All salaries reflect a 2% increase in successive years. Extended time is allotted only for days on which students are present.

### Extended Learning

19 teachers and 1 mental health provider: 1 additional hour (7:30-7:45, 3:30-4:15) = .1325 of contract day

Average salary  $\$81,600 \times .1325 \times 20 = \$216,240$  year 1

Average salary  $\$83,232 \times .1325 \times 20 = \$220,565$  year 2

Average salary  $\$84,897 \times .1325 \times 20 = \$224,977$  year 3

3 elective teachers: .5 additional hour (3:30-4:00) = .0684 of contract day

$\$81,600 \times .0684 \times 3 = \$16,744$  year 1

$\$83,232 \times .0684 \times 3 = \$17,079$  year 2

$\$84,897 \times .0684 \times 3 = \$17,421$  year 3

Social worker: 1 additional hour (3:30-4:30)

$\$81,600 \times .1325 = \$10,812$  year 1

$\$83,232 \times .1325 = \$11,028$  year 2

$\$84,897 \times .1325 = \$11,249$  year 3

2 teachers: 1 additional hour (4:15-5:15) = .1325 of contract day for credit recovery

$\$81,600 \times .1325 \times 2 = \$21,624$  year 1

$\$83,232 \times .1325 \times 2 = \$22,056$  year 2

$\$84,897 \times .1325 = \$22,498$  year 3

1 teacher: 1 additional hour (4:15-5:15) = .1325 of contract day for health and wellness center

$\$81,600 \times .1325 = \$10,812$  year 1

$\$83,232 \times .1325 = \$11,028$  year 2

$\$84,897 \times .1325 = \$11,249$  year 3

1 Director: 2 additional hours (7:15-7:30, 3:30-5:15) = .2034 of contract day

$\$92,000 \times .2034 = \$18,713$  year 1

$\$93,840 \times .2034 = \$19,087$  year 2

$\$95,717 \times .2034 = \$19,469$  year 3

1 secretary: 1 additional hour (4:00-5:00)

$\$29.23$  per hour x 1.5 overtime x 179 days =  $\$7849$

$\$29.82$  per hour x 1.5 overtime x 179 days =  $\$8007$

$\$30.42$  per hour x 1.5 overtime x 179 days =  $\$8168$

Substitute teachers: 36 per year x .1325 x  $\$80$  (district pay rate) x 3 years =  $\$1145$

Transportation after credit recovery: 2 buses x 179 days x ( $\$86$  driver +  $\$69$  aide) x 3 years =  $\$166,470$

Transportation assistant (for extended hours): 179 days x  $\$43/\text{day}$  x 3 years =  $\$23,091$

Bus mechanic (on call):  $\$32/\text{hour} \times 4 \text{ hours} \times 8 \text{ calls per year (anticipated)} \times 3 \text{ years} = \$3072$

Snacks for students

$\$1/\text{day} \times 100 \text{ students} \times 179 \text{ days} \times 3 \text{ years} = \$53,700$

School year excursions:

Transportation 6 trips  $\times \$50 \times 3 \text{ years} = \$900$

Bus driver 6 trips  $\times \$133 \text{ each} \times 3 \text{ years} = \$2394$

Admissions 40 students  $\times \$10 \times 3 \text{ trips} \times 3 \text{ years} = \$3600$

PE/Excursion uniforms: 150 shirts  $\times \$10/\text{each} \times 3 \text{ years} = \$4500$

Summer credit recovery program: 4 days  $\times 4 \text{ weeks} \times 4 \text{ sessions} (8:15-1:45 = 5.5 \text{ hours/week})$

Stipends: 2 teachers  $\times 5.5 \text{ hours} \times 16 \text{ days} \times 4 \text{ sessions} \times \$30.50/\text{hour} = \$21,472$

Stipend: director  $\times 5.5 \text{ hours} \times 40 \text{ days (over 4 sessions)} \times \$47.20/\text{hour} = \$10,384$

Breakfast, lunch, and snack  $\$25 \times 15 \text{ students} \times 16 \text{ days} \times 4 \text{ sessions} = \$24,000$

Transportation:

2 buses  $\times 16 \text{ days} \times \$50/\text{day} \times 4 \text{ sessions} = \$6400$

2 drivers  $(\$86/\text{day}) + 2 \text{ aides } (\$69/\text{day}) \times 16 \text{ days} \times 4 \text{ sessions} = \$19,840$

Summer excursions:

Transportation 4 trips  $\times \$250 \text{ each} \times 4 \text{ sessions} = \$4000$

Bus driver 4 trips  $\times \$133 \text{ each} \times 4 \text{ sessions} = \$2128$

Admissions 30 students  $\times 4 \text{ trips} \times \$10/\text{student} \times 4 \text{ sessions} = \$4800$

Meals  $\$30/\text{student} \times 30 \text{ students} \times 4 \text{ trips} \times 4 \text{ sessions} = \$14,400$

Stipends: 4 teacher/chaperones  $\times 8 \text{ hours} \times 4 \text{ trips} \times \$30.50/\text{hour} \times 4 \text{ sessions} = \$15,616$

Stipend: 1 administrator  $\times 8 \text{ hours} \times 4 \text{ trips} \times \$47.20/\text{hour} \times 4 \text{ sessions} = \$6042$

### Increase in Staff

.5 FTE Dean of Students/.5 FTE PE teacher, 1 FTE interventionist/instructional facilitator, 1 FTE career teacher, 1 FTE technology facilitator, .5 art teacher, 1 FTE ISS instructor, 1 FTE youth behavior specialist, 1 FTE mental health provider, .5 FTE social worker

$\$81,600 \times 8 = \$652,800 \text{ year 1}$

$\$83,232 \times 8 = \$665,856 \text{ year 2}$

$\$84,897 \times 8 = \$679,176 \text{ year 3}$

Special projects coordinator (126 hours/year  $\times 3 \text{ years} = 378 \text{ hours}$ )

$378 \text{ hours} \times \$30.50 \text{ district stipend rate} = \$11,529$

ADE school improvement specialist (required by grant)  $\$100,000 \times 3 \text{ years} = \$300,000$

.5 FTE financial secretary

$\$60,000 \times .5 = \$30,000 \text{ year 1}$

$\$61,200 \times .5 = \$30,600 \text{ year 2}$

$\$62,424 \times .5 = \$31,212 \text{ year 3}$

Childcare provider

$\$69,120 = \text{year 1}$

$\$70,505 = \text{year 2}$

$\$71,913 = \text{year 3}$

### Retention of Staff

Retention bonus  $\$5000 \text{ each year} \times 19 \text{ staff members} \times 3 \text{ years} = \$285,000$

### Health and Wellness

Contract with health clinic for 1 FTE nurse practitioner ( $\$130,000$ ) + medical records secretary ( $\$52,000$ )  $\times 3 \text{ years} = \$546,000$

Computer and phone system link to clinic =  $\$2500$

Lab tests =  $\$20,000/\text{year} \times 3 \text{ years} = \$60,000$

Wii, television, and mount =  $\$2000$

6 Wii games each year  $\times 3 \text{ years} \times \$60 = \$1080$

5 treadmills  $\times \$5000 = \$25,000$

5 ellipticals  $\times \$5000 = \$25,000$

2 cardio strike bags with gloves  $\times \$400 = \$800$

1 Pro-Olympic weight bench and half rack bar =  $\$600$

Variety of cast iron weights \$500  
 Variety of kettleballs and medicine balls = \$200  
 Adjustable dumbbell set = \$400  
 Dumbbell training chart set = \$43  
 25 yoga mats x \$20 = \$500  
 DVD player (\$50) and fitness videos (\$300) = \$350  
 25 resistance bands x \$20 = \$500  
 25 jump ropes x \$15 = \$375  
 1 recumbent bike = \$2420  
 1 stair climber = \$3850  
 2 BrainBikes x \$9500 = \$19,000  
 Extended warranty \$100 x 14 pieces of equipment = \$1400  
 1 chin up bar = \$890  
 1 set floor hockey goals = \$150  
 1 pickle ball equipment = \$1100  
 2 chess tables x \$270 = \$540  
 2 table tennis sets x \$1265 = \$2530  
 Scooter game deluxe pack = \$2000  
 100 therapy balance balls x \$45 = \$4500  
 8-ounce bottled water \$5.88/case of 48 x 3 cases per day x 179 days x 3 years = \$9473

#### Professional Development

##### Arkansas Alternative Education Conference

20 staff members x \$275 registration x 3 years = \$16,500  
 Mileage 570 miles (combined trips) x \$.45 per mile x 5 cars = \$1283  
 Hotel: 3 nights x 10 rooms x \$175 per night x 3 years = \$15,750  
 Meals: 20 staff x \$95 (3 breakfasts, 2 lunches, 3 dinners each) x 3 years = \$5700

##### L & M Consulting (2 consultants)

8 days per year x 3 years x \$ 7000 per day (inclusive) = \$168,000

##### Boys Town

Training of Trainers registration \$950 x 2 staff = \$1900

3 days training in Nebraska:

4 nights x \$100 hotel x 2 rooms = \$800

Travel 968 miles x \$.45/mile = \$436

Meals 5 days x \$45/day x 2 staff = \$450

Stipend (off contract time) 5 days x 8 hours/day x \$30.50/hour (district rate) x 2 = \$2440

2 days consultation on site \$9500 plus \$1000 travel = \$10,500

2 follow-up visits on site x \$4560 plus \$1000 travel = \$10,120

Training of Dean of Students in Nebraska (5 days): registration \$1000

6 nights x \$100 hotel = \$600

Travel 968 miles x .45 per mile = \$436

Meals 7 days x \$45/day = \$315

Stipend (off contract time) 7 days x 8 hours/day x \$30.50/hour (district rate) = \$1708

Training for new teachers year 1

Consultant fee \$15,000

Stipends for teachers (prior to contract time): 8 x 6 hours x 5 days x \$30.50 stipend rate = \$7320

Training for new teachers years 2 & 3

Trainer stipend 6 hours x 5 days x \$30.50 stipend rate x 2 years = \$1830

Stipends for new staff 3 x 6 hours x 5 days x \$30.50 x 2 years = \$5490

Boys Town materials for teachers \$500

##### Marcia Tate workshop

Consultant fee \$7000 (inclusive) x .5 (shared with Trusty) = \$3500

2 texts x \$30 each x 24 staff = \$1440

##### Keith Polette workshop

Consultant fee (\$2000 + \$750 travel) x .5 (shared with Belle Point) = \$1375  
Text \$50 x 24 staff = \$1200

David Burgess workshop  
Consultant fee \$7000 x .5 (shared with Trusty) = \$3500  
Text \$20.50 x 24 staff = \$492

Chris Vecchione workshop  
Consultant fee (inclusive) = \$3200  
Professional texts for PLCs x 2/year x 24 staff x \$30/book x 3 years = \$4320  
Materials for PD (chart paper, markers, highlighters, etc.) \$200 x 3 years = \$600

### Technology

10 desktops (\$940) + 8 printers (\$200) for additional staff = \$11,000  
1 printer for financial secretary = \$200  
20 desktops for credit recovery class x \$940 each = \$18,800  
Headphones for credit recovery computers 75 (allowing for replacements) x \$40 = \$3000  
6 Promethean boards x \$1250 = \$7500  
3 projectors x \$1000 = \$3000  
2 laser printers x \$1149 = \$2298  
75 additional computer notebooks (\$500) + carrying cases (\$30) + 3 charging carts (\$2550) = \$47,400

### Music class:

Karaoke machine (\$200) and 5 microphones (\$60) = \$7500  
Electronics vocal booth = \$145  
Music mixer = \$340  
1 recording microphone = \$250  
Guitar hero bundle (\$600) + 2 guitars (\$70) = \$740  
Xbox 360 = \$250  
Music games for Xbox360 \$60 x 3 years = \$180  
Television and mount = \$2000  
2 recording headphones x \$121 = \$242

ABTutor license \$405 x 3 years = \$1215  
Subscription to Flocabulary.com = \$1200 x 3 years = \$3600  
iPad apps = \$500  
5 wireless speakers x \$185 = \$925  
100 flashdrives x \$15 = \$1500

### Classroom Materials

Special projects \$1500 per semester x 6 semesters = \$9000  
Supplies for art classes \$5000 x 3 years = \$15,000  
Supplies for career class \$500 x 3 years + \$34,914 career lesson modules = \$37,915  
Interactive audio e-books \$37 each x 1000 titles = \$37,000  
Supplemental books for media center \$30 each x 1000 titles = \$30,000  
Supplemental books for classroom libraries \$30 each x 1000 titles = \$30,000  
Shelves for classroom libraries 13 x \$200 each = \$2600  
33 computer carrels and chairs for credit recovery (20), intervention lab (8), and ISS (5) x \$550 = \$18,150  
9 desks and chairs for additional staff x \$600 = \$5400  
10 two-way radios with ear pieces for additional staff x \$315 = \$3150  
400 ink cartridges x \$40 = \$16,000  
15 dictionaries for English class x \$35 = \$525  
Supplies for financial secretary = \$500

### Other

50 blazers x \$100 x 3 years = \$15,000  
Drycleaning \$15 x 50 blazers x 2 times/year = \$4500



## ASSURANCES

### STATEMENT OF ASSURANCES

By the signature of the Superintendent of 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:

Belle Point ALE

LEA #: 6601005

SECTION A, Part 1                      General Information

X LEA Contact Information and  
Certification

SECTION A, Part 2                      Schools to be Served

X Selection of Identified Schools

X Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment

X Develop a Profile of the School's  
Context

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

SECTION B, PART 2                      LEA Capacities

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

X Develop Profiles of Available Partners

X Determine Best-Fit Model and Partners

X Define Roles and Develop Contracts

X Forge Working Relationships

X Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

X Annual Goals

SECTION B, PART 4

X Proposed Activities

SECTION B, PART 5

X Timeline

SECTION B, PART 6

X LEA Consultation

SECTION C

x  Budget

SECTION D

X Assurances

SECTION E

NA Waivers

ATTACHMENTS (scanned or mailed):

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

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

X 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) <[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)>

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

## Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association

Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

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](http://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/](http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/)

Content Area Literacy Guide available at

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

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

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

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

[http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit\\_pg\\_082608.pdf](http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf)

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at

<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>