



# ARKANSAS DEPARTMENT OF EDUCATION

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

## Dollarway High School

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

#### SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dollarway High School	
Mailing Address (Street, P.O. Box, City/Zip) 4900 Dollarway Road	Starting Date August 1, 2014
Name, title and phone number of authorized contact person: Dornetta Hobbs, Dir. of Student Services, 870-534-7003	Ending Date June 30, 2017
Amount of funds requested:	Number of schools to be served: 02

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 February 27, 2014.

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

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

Signature: \_\_\_\_\_  
School Board President

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

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

# Dollarway High School

## 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.

## Dollarway High School

### 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) .

## Dollarway High School

### 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
Dollarway High School	0505 4100 0253	9-12	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Robert F. Morehead Middle	0505 4100 0525	6-8	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

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.

The LEA is applying to serve both priority schools and will explain how in the following pages.

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: **Dollarway High**

LEA #: **3502010**

#### Context

1. Grade levels (e.g., 9-12): **9-12**
2. Total Enrollment: **452**
3. % Free/Reduced Lunch: **94%**
4. % Special Education Students: **13%**
5. % English Language Learners: **0**
6. Home Languages of English Language Learners (list up to 3 most frequent):
  - English
  - N/A
  - N/A

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

The Dollarway area is located in the northwest part of Pine Bluff, Arkansas in Jefferson County. The enrollment area is somewhat limited in that the area is nestled in a city of less than 50,000 people. There are three other public school districts, more than four private schools and a charter middle school within the district's attendance zone.

The immediate area surrounding the high school is adjacent to one of the area's busiest highways. However, there are very few thriving businesses within the Dollarway area. There is one grocery store, two liquor stores, three service stations/convenience stores, a dollar store, a cleaners, a drug store and a few other family owned businesses.

There are few homeowners. Most of the housing in the Dollarway attendance area are rental property, public housing apartments, or old motels that are now being lived in for extended periods of time. The Pine Bluff Housing Authority operates a subsidized housing project within the district's attendance zone.

## Dollarway High School

Entertainment for young adults and families does not exist in the enrollment area. There is at least two bar like establishments in the area. The district also comprises of the City of Altheimer which also has very limited resources.

The University of Arkansas at Pine Bluff is located in the district's attendance zone.

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
Robert F. Morehead Middle	6-8			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Licensed in EITE, and Secondary Principal 7-12. Masters in Educational Leadership, EITE Teacher and Asst. Prin. (See Attachment B	04	04	05
Assistant Principal	Licensed in PE/Health and Asst. Principal 7-12. Masters in PE, worked as PE Teacher and Coach	05	05	36

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

The administrators in the Dollarway School District are evaluated annually by the Superintendent/Superintendent's designee. Evaluations are based on a combination of scheduled and informal observations. During the scheduled meetings the superintendent/designee uses a rating form with descriptors. Each competency is discussed with the principal and the Superintendent/Designee rates the administrators. The findings are transferred to a Professional Growth Plan which allows administrators to receive job embedded professional development and tracking of progress and training.

The administrator at Dollarway High school has been mentored by a JBHM Consultant in the areas of leadership and utilization of best practices. In addition, the consultant has been asked to work with the principal on subject specific content with an emphasis

## Dollarway High School

on literacy and math. The consultant's suggestions are used in the development of the professional growth plan.

The evaluation is completed in accordance with District Policy and A.C.A 6-17-1504. Dollarway is scheduled to participate in the new evaluation system for administrators (LEADS) proposed by the Arkansas Department of Education beginning in 2014.

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

The teachers in the Dollarway School District are evaluated annually by the principal. Evaluations are based on a combination of scheduled and informal observations (one formal, two or more informal as needed). During the scheduled meetings the principal uses a rating tool with competencies. According to District policy and A.C.A. 6-17-1504) each competency is discussed and the teachers are rated by the principal. The principal and the teacher engage in conversation about the findings. The findings are transferred to a Professional Growth Plan which allows teachers to receive relevant job embedded professional development that is specifically created based on the data of their students and tracks progress and training. The professional growth plan needs are also shared with the Asst. Superintendent for Curriculum and Instruction where they are utilized along with teacher requests and student achievement data to develop professional development activities. The evaluation is completed in accordance with District Policy and A.C.A 6-17-1504. Dollarway is scheduled to implement the new evaluation system for teachers (TESS) proposed by the Arkansas Department of Education beginning in 2014.

Classroom walkthroughs and communication is done daily by the building principal. The results of these walkthroughs alert the principal to potential areas of need. These are followed up with more specific observations and feedback to the teacher. If the teacher does not follow through with the feedback given, a formal observation is completed followed by a conference that is shared with the superintendent. If it becomes necessary, this teacher may be placed on a plan of improvement with specific areas addressed in the professional development section of the plan.

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

Within the past five years the Dollarway High School faculty and staff have engaged in numerous reform and improvement efforts:

- Teachers participated in relevant professional development on effective teaching strategies, the use of technology to enhance instruction, lesson planning, parental involvement, root cause and analysis
- Teachers incorporated writing prompts that were in the context of their curriculum to provide practice for 11<sup>th</sup> Grade Literacy EOC examinations
- Increased the rigor in the curriculum by offering Pre-AP courses and Advanced Placement, and or distance learning classes that offer college credit
- Contracted with The Learning Institute ( TLI) of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess students improvement in

## Dollarway High School

literacy and math

- Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who were not meeting academic benchmarks
- Hired a Literacy and Math Coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement
- Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, five highly qualified teachers and five highly qualified paraprofessionals worked with the targeted students
- Implemented the Plato Lab for credit recovery and a Skills Tutor lab for remediation and RTI Interventions
- Teachers participated in professional development on using CRT test data and interim assessment data to improve instruction and student learning
- Curriculum Maps were developed using a mapping tool from Collaborative Learning, Inc., the maps were developed for all content areas; those already in place were updated to be aligned with state frameworks
- Purchased computers and software for a Word processing Lab in 2009
- Continued training in MAX Teaching
- Organized a PTO in 2010 and increased student clubs and activities
- Continued the employment of a Human Service Worker to assist the high students.
- Hired a guidance counselor and partnered with Southeast Arkansas College (SEARK) to place a career coach on the high school campus
- Hired clerical staff to input attendance data and pull transcript request

Dollarway School District has contracted with JBHM (now Generation Ready) to assist with raising student scores and meeting AYP targets. Generation Ready provided an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies, designed to effectively improve student motivation and academic achievement. Through their assistance, in those years, we were able to have some growth in math and the 11th Grade Literacy Assessment. Although the growth has not been consistent and more improvement efforts are needed.

We also implemented a structured after-school program. Funding was received from the federally funded 21st Century Community Learning Centers (21<sup>st</sup> CCLC) grant with academic and enrichment activities as the primary focus. The 21<sup>st</sup> CCLC program supported other improvement efforts aligned with meeting the AYP targets, by providing small group tutoring, aimed at building student reading and mathematical skills

## Dollarway High School

### 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	26%	34%	33%	34%	13%
Mathematics- Algebra I	24%	13%	5%	12%	6%
Science	3%	10%	8%	11%	13%
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: 2011-2013

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English				<b>26</b>	<b>38.3</b>	<b>39.8</b>							<b>25</b>	<b>NA</b>	<b>68</b>
Mathematics Algebra I				<b>42</b>	<b>12</b>	<b>5.9</b>									
Science				<b>4</b>	<b>10</b>	<b>8</b>							<b>NA</b>	<b>13.6</b>	<b>NA</b>
Social Studies															
Geometry				<b>20</b>	<b>20</b>	<b>24</b>							<b>NA</b>	<b>NA</b>	<b>NA</b>

## Dollarway High School

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: 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									<b>26</b>	
Mathematics							<b>24</b>	<b>16</b>		
Science								<b>3</b>		
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									<b>37.9</b>	
Mathematics							<b>18</b>	<b>23.2</b>		
Science								<b>13.1</b>		
Social Studies										
Writing										
Other										

## Dollarway High School

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									<b>33</b>	
Mathematics – Algebra 1 EOC							<b>5</b>	<b>24</b>		
Science – Biology EOC								<b>8</b>		
Social Studies										
Writing										
Other								<b>24</b>		

4. Average daily attendance percentage for the 2013-2014 school year:   **96%**  

5. Mobility rate for the 2013-2014 school year:   **11.58%**  

6. Graduation rate for all students for the 2012-2013 school year:   **70.59%**  

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

	All Students
2013	70.59%
2012	70.59%
2011	74%

(Targeted 2012 - 72.73 – AMO was 75.94)

## Dollarway High School

### Key Questions

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

The three year trend data from the state mandated assessments indicates that the following groups of students are experiencing the lowest academic achievement:

1. Economically Disadvantaged
2. African Americans Males

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

**Data indicates that the following subpopulations are experiencing the lowest graduation rates.**

1. **African American students**
2. **Economically Disadvantaged students**

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

**The EOC three year trend data indicates the following are the subjects that Dollarway High School Students are experiencing the lowest achievement:**

1. **Literacy: The following subgroups experience the lowest achievement.**
  - a. **African Americans**
  - b. **Economically Disadvantaged Students with Disabilities**
  - c. **Special Education**

**Lowest area - Content Passage on the Open Response items.**

2. **Math: The following subgroups experience the lowest achievement.**
  - a. **African Americans**
  - b. **Economically Disadvantaged**

**Lowest area - Triangles, Measurement, and Relationships between Dimensions on the Open Response prompts.**

3. **Biology: The The following subgroups experience the lowest achievement.**
  - a. **African Americans**
  - b. **Economically Disadvantaged**

**Low in all areas on the EOC Biology assessment.**

# Dollarway High School

District: DOLLARWAY SCHOOL DISTRICT School: DOLLARWAY HIGH SCHOOL LEA: 3502010 Address: 4900 DOLLARWAY ROAD PINE BLUFF, AR 71602 Phone: 870-534-3878	Superintendent: FRANK ANTHONY Principal: ARNOLD ROBERTSON Grades: 09-12 Enrollment: 406 Attendance (3 QTR AVG): 93.52 Poverty Rate: 89.90
---	--

OVERALL SCHOOL STATUS: **PRIORITY**

PERCENT TESTED						
PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	98	103	95.15	184	199	92.46
Targeted Achievement Gap Group	88	93	94.62	167	180	92.78
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	91	96	94.79	174	187	93.05
Hispanic						
White						
Economically Disadvantaged	86	91	94.51	166	178	93.26
English Language Learners						
Students with Disabilities	20	21	95.24	9	13	69.23

STUDENT PERFORMANCE -- LITERACY					
LITERACY STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	25	92	27.17	46.97	91.00
Targeted Achievement Gap Group	20	83	24.10	46.73	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	98	289	33.91	46.97	91.00
Targeted Achievement Gap Group	85	258	32.95	46.73	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	22	86	25.58	45.99	
Hispanic				16.67	
White				100.00	
Economically Disadvantaged	19	81	23.46	47.05	
English Language Learners				47.92	
Students with Disabilities	5	20	25.00	47.92	

STUDENT PERFORMANCE -- MATHEMATICS					
MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	44	165	26.67	38.25	92.00
Targeted Achievement Gap Group	41	150	27.33	37.64	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	127	501	25.35	38.25	92.00
Targeted Achievement Gap Group	113	446	25.34	37.64	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	42	158	26.58	37.50	
Hispanic				100.00	
White				47.92	
Economically Disadvantaged	41	149	27.52	37.64	
English Language Learners				78.26	
Students with Disabilities				78.26	

2012 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	96	136	70.59	75.94	94.00
Targeted Achievement Gap Group	80	110	72.73	74.21	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	314	438	71.69	75.94	94.00
Targeted Achievement Gap Group	264	376	70.21	74.21	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	94	131	71.76	76.37	
Hispanic				100.00	
White				58.33	
Economically Disadvantaged	79	107	73.83	73.58	
English Language Learners				60.53	
Students with Disabilities	14	21	66.67	60.53	

Report created on October 31, 2013 - 3:00PM

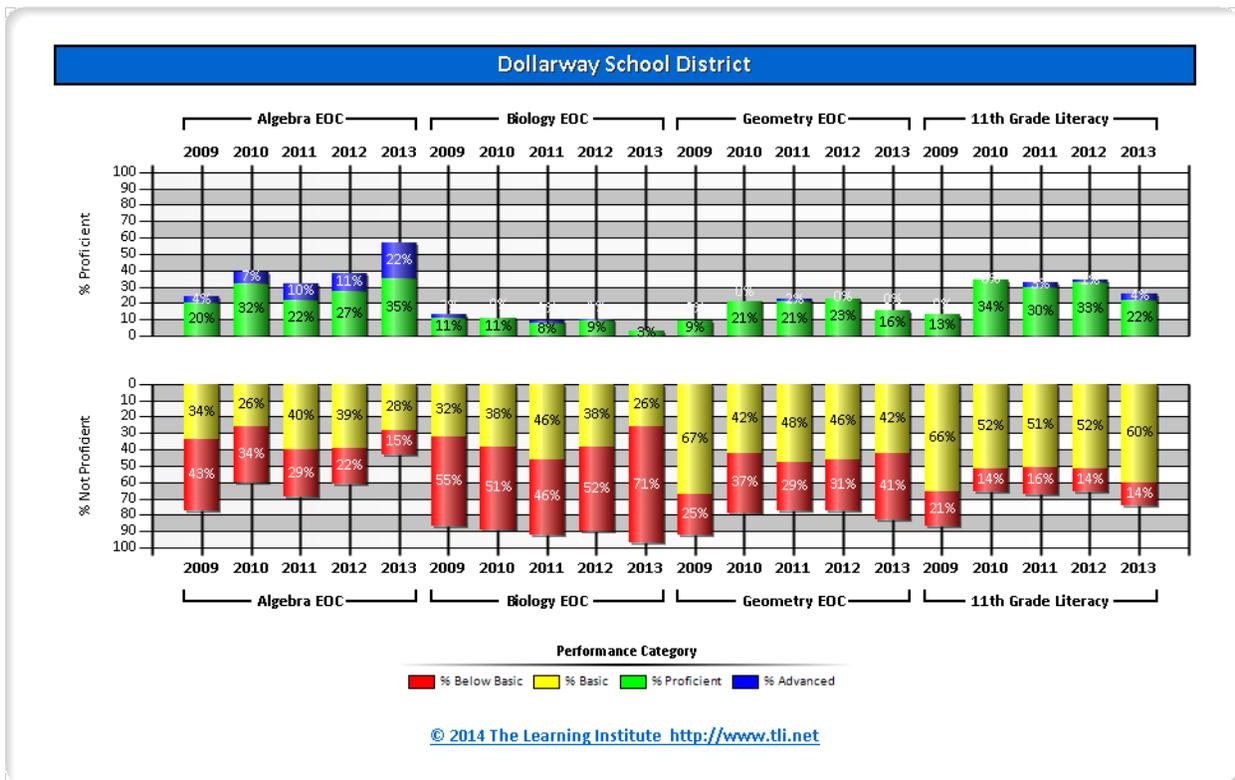
\*\*\*\* FINAL REPORT - REDACTED \*\*\*\*

## Dollarway High School

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

**When selecting an external provider or any partner to work with us, we must keep in mind the demographical picture of our students and patrons. The Dollarway School District is comprised of a student population that consists of 96% of African-American students and 4% of Caucasian students. The total percent of students identified as free/reduced lunch members is 94%.**

**An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, underemployment, drugs, gangs, violence, and a gamut of health related disparities. Because of these existing social conditions, many of our students subsist in single parent homes, blended family homes, and even foster homes. Our students are endeavoring to thrive in homes with lower expectations because of overwhelming family challenges. This is largely due to the fact that the educational background of many parents in the district are also limited. Our goal is to utilize high expectations helping parents and the community understand how to support the school improvement endeavors. Training provided by Parents of Public Schools will build the capacity and develop a model as needed that confronts the existing culture of low expectations and build the capacity of instructional leaders and teachers to deliver effective and rigorous instruction to every student.**

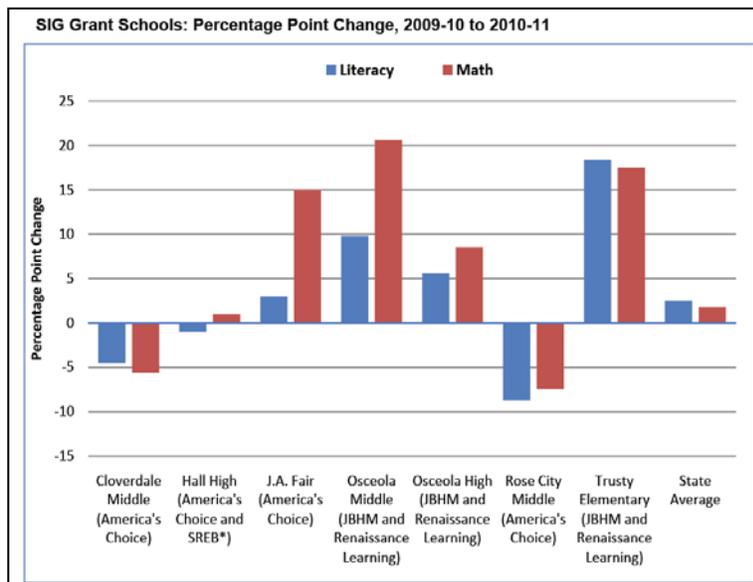


## Dollarway High School

Dollarway High School will work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on reestablishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals in hiring personnel and contracting with partners, seeking those that are experienced and motivated to work with high percentages of African Americans, special needs and economically disadvantaged students.

The district and the Dollarway High School staff have strong commitments to promote accessibility to all students, staff and the community. Our leading partner in our school reform effort is Generation Ready (formally JBHM). Generation Ready is a nationally recognized education organization. This team of noted specialists is known for changing results in low-performing schools.

The following result offers research- and evidence-based approach for transforming schools into successful learning environments without requiring mass dismissals of staff, school closures, or turnover to charters with outside management organizations. The model works because it maximizes buy-in from all stakeholders. The process is built on decades of experience in thousands of schools around the country and a belief that turning around chronically low performing schools requires systemic change that touches all systems and personnel involved in the process, from the boardroom to the classroom. Below is a graphic that represents other schools with similar demographics and issues. Generation Ready (Formerly JBHM) has shown to have the highest gains, even above those of the state.



This chart was taken from a document produced from an independent study conducted and prepared by the Bureau of Legislative Research in 2011 for the Arkansas House Interim Committee on Education and the Arkansas Senate Interim Committee on Education. The chart compares the results of multiple approaches to school improvement for the providers in Arkansas at the time. The Generation Ready (Formerly JBHM Education Group) out performs all and the state in the SIG grants as noted.

## Dollarway High School

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?

**Public housing, rental units and assisted living housing are undoubtedly significant characteristics of the enrollment area of Dollarway School District. Because of this and other mitigating variables, the vicinity is deficient regarding optimal opportunities for professional interaction. A large percentage of our students live in single parent households or with extended family. There are limited resources for extra curricular activities in the immediate area. Although the enrollment community lacks sufficient businesses to increase economic satiety, Dollarway School District is neighbor to a four year institution –the University of Arkansas of Pine Bluff.**

**Many students from the Pine Bluff, Arkansas community have an additional challenges to overcome and are struggling to learn by traditional methodology. With a poverty rate among students of 94%, as indicated by free and reduced lunch eligibility, Dollarway School District is one of poorest districts in the state of Arkansas, serving some of the most disadvantaged children. According to research poverty directly relates to a student’s ability to learn and Generation Ready has a proven track record of changing the negative outcomes.**

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.

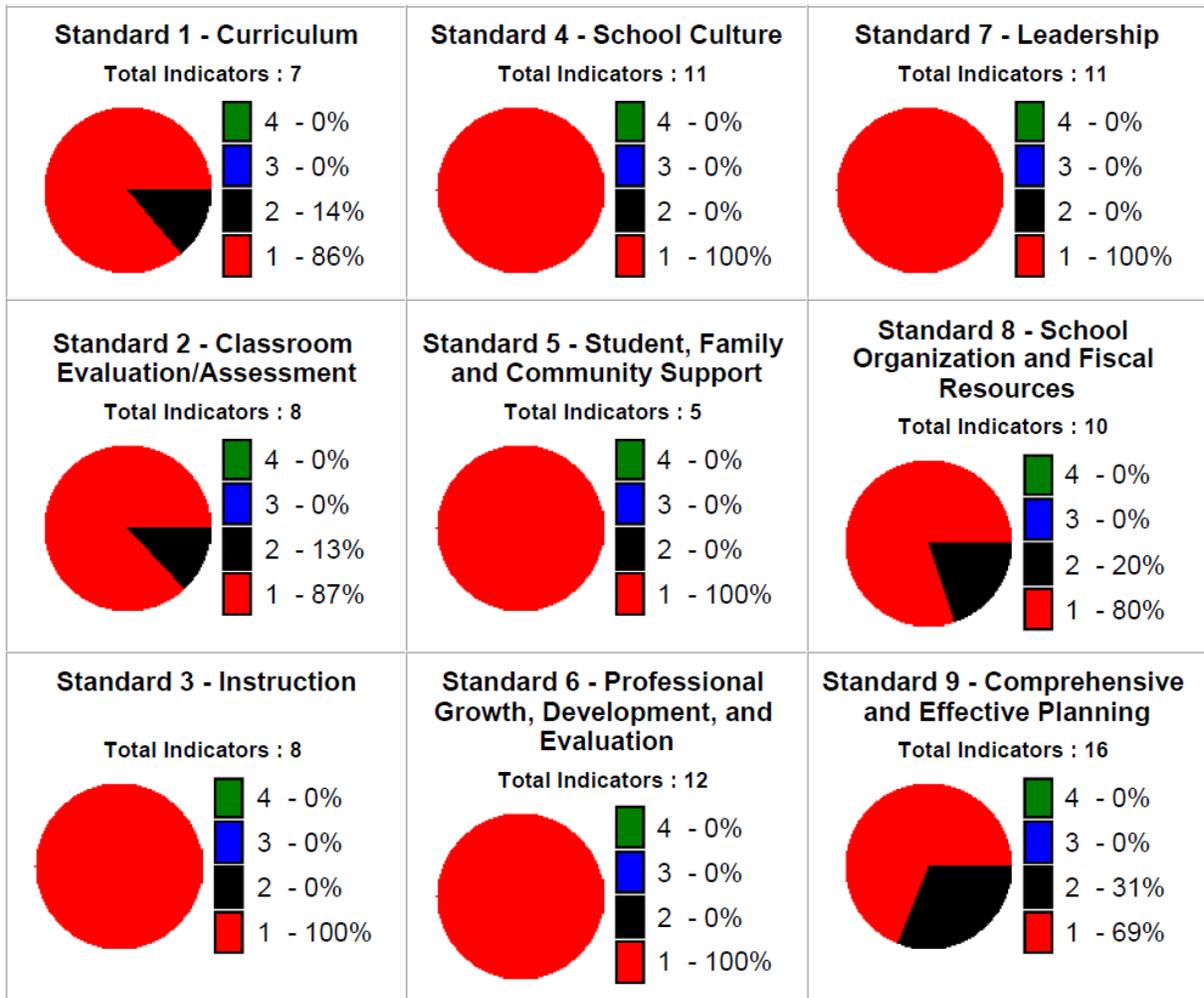
**Despite efforts Dollarway High School is identified as a Priority School for failing to meet Adequate Yearly Progress (AYP). In a review of the Scholastic Audit Data for Dollarway High School, we find that all areas are in need of improvement. We recognize that priorities must be set; therefore, we have selected those that will make the most difference in the achievement of students as focus areas. The areas of critical priority are School Culture, Leadership, Student, Family and Community Support, Instruction and Professional Growth, Development and Evaluation.**

**Goals and interventions are included in this document to address these areas. Some of these are listed here.**

- 1. School Culture – Establishment of Freshman Academy with the hiring of a coordinator to oversee the Academy and Develop a Parental Involvement Program**
- 2. Leadership – We are hiring a new, highly qualified principal and providing a bonus through this grant.**

## Dollarway High School

3. The Parents for Public Schools Organization will be assisting in the development of effective communication and involvement the community and parents then provide training to parents, community and staff to address issues identified.
4. Instruction – A Data Coach is being hired to address the analysis and use of data to make more effective decisions about instruction (for example, instructional strategies and learning activities). In addition, Generation Ready is providing training in multiple areas (i.e., reading across the curriculum using Reciprocal Teaching, Leadership Teaming and Data Analysis) to assist with these goals.
5. Professional Growth and Evaluation – The state model for evaluation Teacher Excellence and Support System and Leader Excellence and Development System (TESS & LEADS) will be fully implemented during the 2014-15 school term. Oversight will be provided by the Assistant Superintendent and the Director Student Support and Assessment.
6. The following charts illustrate the needs of Dollarway High School.



# Dollarway High School

## 9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Dollarway School District - Dollarway High School

<p><b>Standard 1 - Academic Performance - Curriculum</b> <u>Curriculum</u></p> <p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations. 1.1b District initiates facilitates discussions among schools regarding curriculum standards 1.1c District initiates facilitates discussions to eliminate unnecessary overlaps 1.1d Evidence of vertical communication, intentional focus on key curriculum transition points 1.1e School curriculum provides specific links to continuing education 1.1f Systematic process for monitoring, evaluating and reviewing curriculum 1.1g Curriculum provides access to an academic core</p>	<p><b>Standard 4 - Learning Environment - School Culture</b> <u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment 4.1b Leadership creates experiences that all children can learn 4.1c Teachers hold high expectations for all students 4.1d Teachers, staff involved in decision-making processes regarding teaching and learning 4.1e Teachers accept their role in student success 4.1f School assigns staff...opportunities for all students 4.1g Teachers communicate regularly with families 4.1h Evidence that the teachers and staff care 4.1i Multiple communication strategies...to all stakeholders 4.1j Evidence that student achievement is highly valued 4.1k The school/district provides support...needs of all students</p>	<p><b>Standard 7 - Efficiency - Leadership</b> <u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision 7.1b Leadership decisions focused on student academic data 7.1c All administrators have a growth plan 7.1d Evidence that the leadership team disaggregates data 7.1e Leadership ensures all instructional staff...access to curriculum related materials 7.1f Leadership ensures that time is protected...instructional issues 7.1g Leadership plans and allocates resources 7.1h School/district leadership provides policy and resource infrastructure 7.1i Process for the development and the implementation of the local school board of education policy 7.1j Local school board of education/school have intentional focus on student academic performance 7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p><b>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</b> <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards 2.1b Teachers collaborate in the design of authentic assessment 2.1c Students can articulate what is required to be proficient 2.1d Test scores are used to identify curriculum gaps 2.1e Assessments designed to provide feedback on student learning for instructional purposes 2.1f Performance standards communicated, evident in classrooms, observable in student work 2.1g ACTAAP coordinated by school and district leadership 2.1h Samples of student work are analyzed</p>	<p><b>Standard 5 - Learning Environment - Student, Family and Community Support</b> <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners 5.1b All students have access to all the curriculum 5.1c Reduce barriers to learning 5.1d Students are provided opportunities to receive additional assistance 5.1e School maintains an accurate student record system</p>	<p><b>Standard 8 - Efficiency - School Organization and Fiscal Resources</b> <u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources 8.1b All students have access to all the curriculum 8.1c Staff are allocated based upon the learning needs of all students 8.1d Staff makes efficient use of instructional time 8.1e Staff...planning vertically and horizontally across content areas 8.1f Schedule aligned with the school's mission</p> <p><b>Resource Allocation and Integration</b></p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources 8.2b Budget reflects decisions directed by an assessment of need 8.2c District and local school board of education analyze funding and other resource requests 8.2d Resources are allocated and integrated to address student needs</p>
<p><b>Standard 3 - Academic Performance - Instruction</b> <u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms 3.1b Instructional strategies and learning activities are aligned 3.1c Instructional strategies/activities are consistently monitored...diverse student population 3.1d Teachers demonstrate content knowledge 3.1e Evidence that teachers incorporate the use of technology 3.1f Instructional resources are sufficient to deliver the curriculum 3.1g Teachers examine and discuss student work 3.1h Homework is frequent and monitored, tied to instructional practice</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>Legend</b></p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial implementation</p> <p>Red 1 - Little or no development and implementation</p> </div>	<p><b>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation</b> <u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members 6.1b The school has an intentional plan for building instructional capacity 6.1c Staff development priorities...alignment...goals for student performance 6.1d Plans for school improvement directly connect goals for student learning 6.1e Professional development is on-going and job-embedded 6.1f Professional development planning connect student achievement data</p> <p><b>Professional Growth and Evaluation</b></p> <p>6.2a Clearly defined evaluation process 6.2b Leadership provides the fiscal resources for the appropriate professional growth 6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency 6.2d A process of personnel evaluation which meets or exceeds standards set in statute 6.2e The school/district improvement plan identifies specific instructional needs 6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p><b>Standard 9 - Efficiency - Comprehensive and Effective Planning</b> <u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><b>Development of the Profile</b></p> <p>9.2a Planning process involves collecting, managing and analyzing data 9.2b Use data for school improvement planning</p> <p><b>Defining Desired Results for Student Learning</b></p> <p>9.3a School and district plans reflect learning research, expectations for student learning 9.3b Analyze their students' unique learning needs 9.3c Results for student learning are defined</p> <p><b>Analyzing Instructional and Organizational Effectiveness</b></p> <p>9.4a Strengths and limitations are identified 9.4b Goals for building, strengthening capacity</p> <p><b>Development of the Improvement Plan</b></p> <p>9.5a Steps for school improvement aligned with improvement goals 9.5b ACSIP identifies resources, timelines 9.5c Evaluating the effectiveness of the ACSIP 9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><b>Implementation and Documentation</b></p> <p>9.6a ACSIP is implemented as developed 9.6b School evaluates the degree to which it achieves the goals and objectives for student learning 9.6c The school evaluates the degree to which it achieves the expected impact 9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

The following First Steps were taken by the high school staff and reflect the recommendations of the scholastic audit.

1. **Monitor the effectiveness of the action components of the Arkansas Comprehensive School Improvement Plan (ACSIP):** The effectiveness of ACSIP components are observed during classroom-walkthroughs and discussed during content area meetings with teachers and their coaches. The nine teaching strategies from Classroom Instruction That Works (Marzano) are being used to build greater capacity for instructional strategies among teachers. (In addition, teachers are currently reviewing Hattie's strategies that have high effect sizes to determine common usages of these elements.)

2. **Complete and update curriculum maps:** All content areas were reviewed. Incomplete maps were completed and revisions were made to maps that did not reflect current ADE Frameworks. All curriculum documents are reviewed yearly for needed changes such as the updating of the frameworks or the change in a textbook. These documents must be updated to included all facets of the Common Core State Standards Curriculum planning meetings among teachers of different campuses are planned to assure alignment. New teachers are trained to implement their curriculum. .

3. **Student truancies and absenteeism are problematic and pose safety and security risks:** A duty schedule is now used to monitor the campus before and after school and at noon. These areas are in the hall, on the grounds, specifically targeting the entrances and exits, and in the cafeteria. This will ensure that the students are moving efficiently about the campus. Teachers stand at their doors during class changes. The dress code/policy was reinstated. This makes both visitors and unauthorized persons readily visible on campus, and makes our students identifiable during school curfew hours. A resource officer and the school security assists with monitoring the grounds.

At the end of the 2011 school year, the faculty and staff took a planning day to review the audit. The faculty led by the leadership team worked in groups to develop a list of needed improvements based on recommendations from assigned sections of the audit report. These lists were reported back to the entire staff and, three areas were selected for the focus: Standard Four - School Culture, Standard Six - Professional Growth, Development and Evaluation, and Standard Seven - Leadership. These areas were included in the ACSIP plan.

#### **STANDARD FOUR: SCHOOL CULTURE:**

School leadership is providing on-going, job-embedded professional development to assist teachers in understanding their professional role and responsibility for student academic success or failure.

1. School leadership has increased the visibility of teachers, administrators, and available support staff during transition between classes and during lunch to assist in reducing the likelihood of tardiness and truancies and to provide additional safety/security for all students.

## Dollarway High School

2. School leadership is researching different models of advisor/mentoring programs and will establish an advisor/advisee program to develop relationships with students so that students have an adult advocate at the school. All faculty and staff will receive professional development training prior to implementation of a program to assist in understanding their role as advisors, setting goals, for the advisory program, planning for student success, identifying topics, lessons, and scheduling priorities.
3. School leadership and the special education coordinator continue to provide on-going, job embedded professional development to assist the school in its efforts to provide instructional support for students with disabilities receiving instruction in general education classrooms.
4. A plan is being developed to provide additional content area training needed to assist all special education teachers in improving content knowledge in the core areas assigned.
5. Classroom walk-throughs are used to observe the models used and the levels of implementation. (2009 - Present)

### **STANDARD SIX: PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION:**

1. A professional learning community is being established as a means of data-driven change and on-going improvement.
2. School leadership is providing training to all staff on data analysis of data collected from READ 180, MDC, UDC, The Learning Institute data (TLI), End-of Course data, and classroom assessment data to extend beyond the identification of specific weaknesses on related student learning expectations.
3. Teachers are determining links to curriculum, instructional practices, language of questions, level of questioning, and question distracters.
4. School leadership is accountable for reviewing and implementing the evaluation policy and procedures for all personnel. The school is implementing a policy regarding Individual Professional Growth Plan goals.
5. Student achievement data and classroom walkthrough data was collected throughout the 2013-2014 school year to measure progress toward achieving Individual

#### **Professional Growth Plan Goals**

### **STANDARD SEVEN: LEADERSHIP:**

1. Teacher expectations of students both in the classroom and on campus have been elevated.
2. Elevated expectations from the principal now includes clear communication of the tasks to be performed, emphasis on the importance and urgency of the tasks, insistence that the tasks be completed, and monitoring of tasks with meaningful feedback to teachers.

## Dollarway High School

3. The principal is building leadership capacity in the school and sharing the responsibility of instructional leadership.

4. A viable building leadership team has been established consisting of assistant principals, instructional coaches, department chairpersons, and others who have demonstrated leadership skills or who have a specific talent needed on the leadership team. The team will meet regularly with clearly established agendas, recorded minutes, and reports to the staff on decisions reached.

5. The leadership team addressed the issues of student absenteeism and discipline and their impact on student achievement by revising these areas of the DHS Handbook. This handbook was reviewed and adopted by the Dollarway School Board. It is reviewed, revised as needed and sent to the school board yearly for adoption.

Administration, faculty, staff and parent representatives met to review the data, recommendations and field solutions. See some of the agendas, minutes and sign-in sheets, **attachment \_\_\_\_\_**

The following are recommendations that are identified for implementation.

1. **Implement the use of the ADE Evaluation System (TESS and LEADS):** The campus has used the JBHM Essential Practices Survey for evaluation; however, the high school will be implementing the ADE teacher and administrator competency requirements associated with the TESS and LEADS model. Professional Growth Plans are tied to the evaluation instrument and include differentiated, job embedded professional development based on professional needs.

2. **Train and implement a Leadership/DataTeam:** In order to build leadership capacity for school improvement, the high school will implement a school leadership data team that consists of administration, lead teachers, and coaches. Those who do not work 12 months may receive a stipend for additional time required to serve on the Leadership Team. They will analyze data (EOC data, progress monitoring data, and observation data), incorporate elements of a more rigorous curriculum as identified by the data analysis, ensure usage of high impact instructional strategies, and refine the taught curriculum to reflect what is learned from the data and formative assessments.

Each goal is being evaluated based upon the improvement of EOC scores, graduation rates and discipline records.

## Dollarway High School

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).

**The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. The school district will work closely with the school to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judiciously and the activities will be closely monitored to ensure they are implemented with fidelity and efficacy. The Superintendent will designate an official to provide oversight to the building level improvements.**

**The LEA will support the school leadership in recommending policies for the board to create in reference to needed procedures and practices.**

**The administration will work closely with the partners to build capacity among staff in instructional leadership, highly effective and engaging classroom instruction, and progress monitoring of student achievement. They will work together to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided.**

**The addition of the Freshman Academy will allow students and teachers to focus on the needs of these students. Training will be provided by Generation Ready to help the teachers focus on reading across all areas of the curriculum. The teachers will begin to use a common model of instruction – reciprocal instruction (reading). The text complexity will align with Common Core State Standards and teachers will be taught ways to include all students in the instructional process to reach the state goals. Educational partners will also provide embedded professional development relevant to the establishment of an effective academy focused on the ninth grade students and their parents.**

**Oversight will be provided by the LEA from the Assistant Superintendent of Curriculum and Instruction with assistance from the Director of Student Support Services and Testing. The supervision and participation of the district office staff will support the principal as he/she makes the necessary changes to improve instruction.**

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

**The school will work closely with all site based leadership teams to ensure every staff member clearly understands his/her role and is receiving benefit from the job embedded professional development. All faculty will be held to a high standard of implementing all areas identified in the needs assessment data, consultants' work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure that high student academic success is achieved. All teachers will teach reading, writing and math and will plan for the needs of individual students. Incentives will be offered to improve staff and student attendance.**

**Dollarway High School will contract with Generation Ready (Formerly JBHM) to assist by providing an extensive program of leadership development; teacher effectiveness training using data aligned instructional strategies designed to improve student motivation and academic achievement. In addition, they will assist with training of the data team in analyzing data and making recommendations and training the staff in the use of Reciprocal Teaching. The addition of a Data Coach, the hiring of a new principal, Freshman Academy Coordinator and additional training for the leadership team in data analysis, connecting interventions to the data and using a model with a focus on reading comprehension across all curriculum areas will take us to the next level of performance.**

**The Dollarway High School staff will work to improve parental involvement in the decision making process. The staff will also work to assure that communication with parents and patrons is open and on a continuous basis. Quality public schools are possible when every stakeholder understands the school and district improvement goals partners in creating the type of learning climate that sustains those improvement goals. Partners will assist Dollarway High School's administration, faculty and staff in developing and maintaining meaningful partnerships with parents and the community by creating a work plan that prioritizes authentic community and family engagement. Many parent involvement policies state that there should be effective two-way communication between parents and the school, but there is rarely an effective plan to create and ensure that type of communication. Parent voice and parent presence has value and should be considered when a comprehensive Parent and Community Engagement Program is developed and maintained. The following activities are some of the ways that consultants will engage parents and the community in meaningful ways to ensure support.**

**1. Review of current parent engagement practices to determine how interaction and activities connect to the school improvement goals.**

- Interview a random sampling of parents and community to assess their understanding of the academic goals of the school/district.**

## Dollarway High School

- Review the building level reports on the Parent and Student Surveys.
- Talk with the school personnel who work with parents and the community to hear their analysis of those connections.
- Conduct school walk-throughs to evaluate family friendliness of the environment.
- Evaluate school and district interaction with families to determine if those communications are effective, two-way, and help families support a culture of high expectations for all students.

2. **Work with school personnel** to evaluate how current communication and information to/from families can help support school improvement goals.

Ensure that a collaborative team is developed or has the assigned responsibilities to ensure consistent communications of school personnel, community and business leaders, parents from diverse ethnic groups, as well as representation from parents of our special needs students, the PTO, and parents from groups that are rarely involved in school meetings or committees), and community stakeholders.

The collaborative team will develop a communications plan and follow up with training for all stakeholders.

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).

Dollarway High School also used data compiled from the perpetual survey to determine areas of greatest need. A snapshot of the results are as follows:

### LEARNING COMMUNITIES

Q. The teachers in my school meet as a whole to discuss ways to improve teaching and learning

R. 12% Seldom, 23% Sometimes, 35% Frequently, and 31% Always

Q. We observe each other's classroom instruction as one way to improve teaching

R. 12% Never, 31% Seldom, 27% Sometimes, 19% Frequently, and 12% Always

Q. Teachers examine student work with each other

R. 4% Seldom, 23% Sometimes, 23% Frequently, and 27% Always

### LEADERSHIP

Q. Our principal believes teacher learning is essential for achieving our school goals

R. 0% Never, 0% Seldom, 8% Sometimes, 27% Frequently, and 65% Always

## Dollarway High School

### RESOURCES

**Q. Teachers at our school have opportunities to learn technology to enhance instruction**

**R. 8% Never, 4% Seldom, 27% Sometimes, 38% Frequently, and 23% Always**

**Q. Our In our school we find creative ways to expand human resources**

**R. 0% Never, 15% Seldom, 19% Sometimes, 42% Frequently, and 35% Always**

### DATA-DRIVEN

**Q. Teachers at our school learn how to use data to assess student learning needs**

**R. 0% Never, 8% Seldom, 19% Sometimes, 27% Frequently, and 65% Always**

**Q. Teachers analyze classroom data with each other to improve student learning**

**R. 0% Never, 12% Seldom, 38% Sometimes, 31% Frequently, and 19% Always**

### EVALUATION

**Q. We set aside time to discuss what we have learned from our professional development**

**R. 4% Never, 27% Seldom, 31% Sometimes, 27% Frequently, and 12% Always**

The Learning Institute (TLI) provides interim assessments in mathematics, literacy and science. The assessments are modeled closely after the state EOC assessments that the students will take at the end of the school-year. The interim assessments aid in determining the strengths and weaknesses in curriculum and instruction. TLI provides immediate feedback through a variety of reporting services on the TLI Web Portal so that teachers and administrators can check progress of each individual student on a daily basis.

Another data source used by Dollarway High School was the Performance Series Diagnostic Assessment from Scantron. It is a computer-adaptive test that allowed us to quickly pinpoint the proficiency level of our students in Literacy and Math, directly correlated to Arkansas state standards. The assessment provided for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. With this information we were able to see evidence of instructional staff capacity as well as determine which sub-groups of students were experiencing low-performance.

With the varied data sources used by our staff, we have some difficulty merging all the information and using technological devices to help drive instruction, this is the point of which the Data Coach and consultants will provide us with guidance for successful implementation and change.

## Dollarway High School

### 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?

**Through the assistance of the Setpoint project, we were able to have marginal growth in math and a more significant growth on the 11th Grade Literacy. The Setpoint project did not produce the margin of results the LEA expected. The initiative seemed not to be age appropriate and buy-in was limited.**

2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.

**Through verbal and written communication, all stakeholders, including school board members, faculty, staff, parents, students, community leaders and district administrators support Dollarway High School's effort to implement the Transformation 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?

**Dollarway High School has received the services of Generation Ready (JBHM) consultants and the district administrators have been supportive. The school has benefited in that the LEA hired a curriculum specialist with a background in school turnaround in 2012 and 2013.**

4. Is there evidence that the LEA has required specific school improvement initiatives of all schools?

**Yes, the LEA has supported the services at all schools in the district to address school improvement initiatives. The district contracted with Academic School Turnaround and Generation Ready (Formerly JBHM) to provide some principal mentoring and teacher coaching. Data reflects improvement in test scores but there is still need for improvement, the elementary school (3-5 grades) made AYP, the middle school 6-8 grades) made AYP last year but the high school has not.**

5. Examine the LEA's staff organizational model to include the experience and expertise of the staff.

**The district is currently in the process of revising its organizational chart.**

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.

**The LEA recruits highly qualified staff by participating in state and university sponsored job fairs. We also partner with the local university in the placement of student teachers. The district will offer opportunities for Dollarway High School's**

## Dollarway High School

**staff to participate in job embedded professional development for the full implementation of the Transformation Model.**

7. Review the history of the LEA's use of state and federal funds.

**The LEA works in consultation with schools as they develop their schools' plans and to assist them in the implementation of activities so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.**

**State and federal funds are used to supplement current academic programs in the following areas:**

- **Salaries are funded for highly qualified paraprofessionals to assist in the classrooms under the direction of certified teachers.**
- **Technology is purchased to upgrade and/or expand academic programs.**
- **Funds are used to cover teacher salaries above minimum.**
- **Salaries are funded for math and literacy computer lab facilitators.**
- **Funds are used to promote parent involvement and to address parental needs with assisting their children academically and with parenting skills.**
- **Salaries for literacy and math coaches are funded with state/federal dollars.**
- **Salaries are funded for personnel above state minimum. These positions include nurses, security staff, health workers, assistant principals, career coach, academic specialists, social workers and a percentage of the federal programs coordinator's salary.**
- **Materials and supplies above state minimum are purchased to supplement all academic programs.**
- **Funds are used to address student welfare.**
- **A portion of professional development costs are funded through state and federal funds.**
- **Funds are used for before and after school programs and summer enhancement programs.**
- **Funds are used for early childhood academic programs which includes HIPPY and a Pre-K classroom teacher and paraprofessional.**

**Every effort is made to prudently manage our resources in order to make the best funding decisions for our students.**

8. Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.

**Dollarway School District has a history of good stewardship in the use of state and federal funds in the acquisition and implementation of programs and initiatives to support school improvement at all school sites. All funds are allocated in accordance with all applicable statutes, regulations and applications. Interventions are monitored and evaluated to ensure that projected student achievement goals may be satisfied. Federal, Special Education, state and NSLA funds will be allocated to implement/support the selected intervention model when applicable. Dollarway High School will include the intervention model within the ACSIP to include implementation actions, criteria, evaluation and**

## Dollarway High School

**funding. The selected intervention model and activities will have priority funding in order to allow support necessary for total implementation of each entity necessary to provide the full impact of the intervention for maximum academic growth. Each entity of the intervention model will be monitored and evaluated for needed modifications in order to sustain optimal achievement opportunities for all students.**

9. Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.

**In Dollarway School District we have more than 1300 students, 4 schools and 107 certified staff . The high school and middle school are classified as Priority Schools. We have limited district administrative staff to assist with administrative issues including instructional leadership on a daily basis. District administrators often are assigned multiple tasks with limited time. External consultants have been hired to help with the changes required; however, limited change at Dollarway High School has been seen and reports indicate a lack of support from the high school administration and some staff.**

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.

## Dollarway High School

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

**A new principal is being hired at Dollarway High School. In order to attract applicants who are highly qualified and have school transformation/turnaround experience, a signing bonus for year 1 and improvement bonus for year 2 and 3 are being offered using SIG grant funds. State Statutes and dollars strongly support the Transformation of any schools that are consistently low performing. There are a few barriers in the amount of time that schools can ask teachers to use their planning period for conference, meetings with the principals and work with the consultants. Since the law is written where if the teacher is directly planning for instruction, this time can be used. Much of the work with consultants and teachers does include actual classroom instructional planning/lesson planning, differentiated instruction for struggling learners and special education. Stipends will be offered through the funding of this grant to offer teachers stipends for work after school and for reviewing data and planning changes.**

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

**There are no District policies that create barriers to the transformation model or limit its implementation. All district resources are aligned to support, improvement in teaching and learning. This is evidenced by contracting with Generation Ready and creating relations with academic partners to work with leadership, leadership teams, teachers, parents and students, student academic outcomes will improve.**

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

**There are no collective bargaining units. When each employee in the Dollarway School District signs his/her employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.**

### Turnaround

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

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

**State statues and policies support Turnaround and provides few barriers to its implementation. However there will be limitations for us when it comes to replacing 50 percent of our teaching staff, the number of Highly Qualified Teacher applicants is usually low in our area of southeast Arkansas.**

## Dollarway High School

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

**There are no district policies which would create barriers to the Turnaround Model or limit its implementation. All district and community stakeholders' input indicates that we would be limited in the full implementation because of the constraints to recruit and retain Highly Qualified Teachers (HQT) in our area. The recruiting and retaining of staff in the identified shortage areas such as math, English and science would unquestionably be an issue for us. We determined that hiring a new principal and a data coach then training a team to include them and lead teachers, will focus teachers on data and ensure interventions are implemented both for the school and for students in need.**

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

**There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School**

### Restart

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

### Charter Schools

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

**Since State statutes and policies make provisions for Charter Schools we conclude that there is support on the state level for this model. Funding and technical assistance is provided and the state has made resources available should a school or district decide to implement this model.**

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

**District policies may support the formation of charter schools but there seems to be very little community support for this model. Recently, the KIPP programs initiated an effort to open an open charter school here and it was reported in the local media that they did not because of the lack of community support. However, there is one charter school that opened August 2011, serving the K-2 population. In August 2013 another charter school opened in the Dollarway attendance zone to serve middle school students. The school is to add a grade level each year. In the future this could be a viable option for Dollarway High School.**

## Dollarway High School

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

**There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.**

### Education Management Organizations

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

**Since State statues and policies make provisions for EMOs,we conclude that there is support on the state level for this model. Funding and technical assistance is available. EMOs and CMOs exist in the state. In 2006 the State contracted with America's Choice to provide these services to Arkansas Schools; however, in reviewing the data presented by the state, there is little evidence that this model is effective in transforming schools with our demographics.**

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

**While district policies may support contracting with EMOs, it is our belief that any limitations or barriers would come from our community stakeholders. Similar discussions have not fared well with our community and data does not support their effectiveness in similar school districts.**

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

**There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.**

## Closure

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

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

**Since State statutes and policies make provisions for closure, we conclude that there is support on the state level for this model. However, there are limitations due to availability of viable options, especially since there are no other schools in the district for the affected grade span.**

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

**We believe there are certainly limitations and barriers to the limitation of this model. Dollarway is a small district with only one high school. There is no other high schools in our district, therefore closure is not an option.**

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

**There are no collective bargaining units. When each employee in the Dollarway School District signs the employment contract, he/she is agreeing to meet the terms set forth for improvement/reform, and to support the district's commitment to the success of the students at Dollarway High School.**

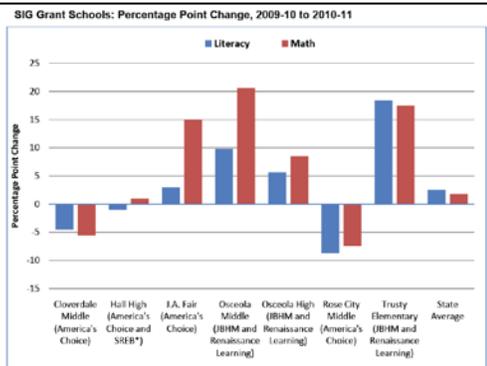
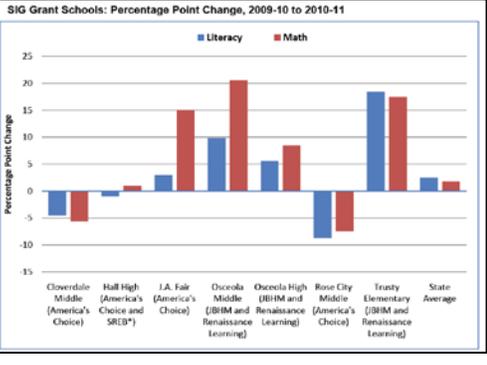
4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

**There are no other schools with this grade span in our district.**

## 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)																											
<p>Generation Ready Inc.</p>  <table border="1"> <caption>SIG Grant Schools: Percentage Point Change, 2009-10 to 2010-11</caption> <thead> <tr> <th>School</th> <th>Literacy</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Cloverdale Middle (America's Choice)</td> <td>-5</td> <td>-5</td> </tr> <tr> <td>Hall High (America's Choice and SREB*)</td> <td>-2</td> <td>1</td> </tr> <tr> <td>J.A. Fair (America's Choice)</td> <td>3</td> <td>15</td> </tr> <tr> <td>Osceola Middle (IBHM and Renaissance Learning)</td> <td>10</td> <td>20</td> </tr> <tr> <td>Osceola High (IBHM and Renaissance Learning)</td> <td>5</td> <td>8</td> </tr> <tr> <td>Rose City Middle (America's Choice)</td> <td>-8</td> <td>-5</td> </tr> <tr> <td>Trusty Elementary (IBHM and Renaissance Learning)</td> <td>18</td> <td>17</td> </tr> <tr> <td>State Average</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	School	Literacy	Math	Cloverdale Middle (America's Choice)	-5	-5	Hall High (America's Choice and SREB*)	-2	1	J.A. Fair (America's Choice)	3	15	Osceola Middle (IBHM and Renaissance Learning)	10	20	Osceola High (IBHM and Renaissance Learning)	5	8	Rose City Middle (America's Choice)	-8	-5	Trusty Elementary (IBHM and Renaissance Learning)	18	17	State Average	2	1	Y	Y	Consulting, job-embedded professional development, leadership in school improvement	Experience and results documented by the Senate and House Education Committees. Chart included
School	Literacy	Math																													
Cloverdale Middle (America's Choice)	-5	-5																													
Hall High (America's Choice and SREB*)	-2	1																													
J.A. Fair (America's Choice)	3	15																													
Osceola Middle (IBHM and Renaissance Learning)	10	20																													
Osceola High (IBHM and Renaissance Learning)	5	8																													
Rose City Middle (America's Choice)	-8	-5																													
Trusty Elementary (IBHM and Renaissance Learning)	18	17																													
State Average	2	1																													
<p>America's Choice</p>  <table border="1"> <caption>SIG Grant Schools: Percentage Point Change, 2009-10 to 2010-11</caption> <thead> <tr> <th>School</th> <th>Literacy</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Cloverdale Middle (America's Choice)</td> <td>-5</td> <td>-5</td> </tr> <tr> <td>Hall High (America's Choice and SREB*)</td> <td>-2</td> <td>1</td> </tr> <tr> <td>J.A. Fair (America's Choice)</td> <td>3</td> <td>15</td> </tr> <tr> <td>Osceola Middle (IBHM and Renaissance Learning)</td> <td>10</td> <td>20</td> </tr> <tr> <td>Osceola High (IBHM and Renaissance Learning)</td> <td>5</td> <td>8</td> </tr> <tr> <td>Rose City Middle (America's Choice)</td> <td>-8</td> <td>-5</td> </tr> <tr> <td>Trusty Elementary (IBHM and Renaissance Learning)</td> <td>18</td> <td>17</td> </tr> <tr> <td>State Average</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	School	Literacy	Math	Cloverdale Middle (America's Choice)	-5	-5	Hall High (America's Choice and SREB*)	-2	1	J.A. Fair (America's Choice)	3	15	Osceola Middle (IBHM and Renaissance Learning)	10	20	Osceola High (IBHM and Renaissance Learning)	5	8	Rose City Middle (America's Choice)	-8	-5	Trusty Elementary (IBHM and Renaissance Learning)	18	17	State Average	2	1	N	Y	Consulting, Professional Development	Experience and results documented by the Senate and House Education Committees. Chart included
School	Literacy	Math																													
Cloverdale Middle (America's Choice)	-5	-5																													
Hall High (America's Choice and SREB*)	-2	1																													
J.A. Fair (America's Choice)	3	15																													
Osceola Middle (IBHM and Renaissance Learning)	10	20																													
Osceola High (IBHM and Renaissance Learning)	5	8																													
Rose City Middle (America's Choice)	-8	-5																													
Trusty Elementary (IBHM and Renaissance Learning)	18	17																													
State Average	2	1																													

## Dollarway High School

Arkansas River Education Service Coopertaive (ARESC	N	Y	Professional Development and Technical Assistance	The local Cooperative has a long standing history of providing the district with support, PD and network opportunities with other local school districts.
University of AR at Pine Bluff (UAPB)	N	Y	Professional Development	Accrediated four year university and buisnesses that serve the needs of at risk students
District Staff	Y	Y	Support, curriculum mapping, ACSIP funding	Certified by ADE Licensure
Parents for Public Schools, Fordyce Counseling, Pine Bluff Police Department, Juvenile Justice Center	N	Y	Donations for students and teacher incentives and mentoring	Parent involvement, Certified law enforcement and counselors

## Dollarway High School

### Turnaround

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

**Dollarway High School did not meet the AMO objectives for at least two years, therefore a new principal will be hired and our district will institute the Transformation model with a highly qualified principal.**

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)																											
Generation Ready Inc.	Y	Y	Consulting, job-embedded professional development, leadership in school improvement	JBHM has had a strong proven success record in the district with the work they have done with the district so far. Gains were made in student achievement and it is expected gains will continue.																											
<table border="1"> <caption>SIG Grant Schools: Percentage Point Change, 2009-10 to 2010-11</caption> <thead> <tr> <th>School</th> <th>Literacy</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>Cloverdale Middle (America's Choice)</td> <td>-5</td> <td>-8</td> </tr> <tr> <td>Hall High (America's Choice and SREB*)</td> <td>-2</td> <td>1</td> </tr> <tr> <td>J.A. Fair (America's Choice)</td> <td>3</td> <td>15</td> </tr> <tr> <td>Osceola Middle (JBHM and Renaissance Learning)</td> <td>10</td> <td>21</td> </tr> <tr> <td>Osceola High (JBHM and Renaissance Learning)</td> <td>5</td> <td>8</td> </tr> <tr> <td>Rose City Middle (America's Choice)</td> <td>-8</td> <td>-7</td> </tr> <tr> <td>Trusty Elementary (JBHM and Renaissance Learning)</td> <td>18</td> <td>17</td> </tr> <tr> <td>State Average</td> <td>2</td> <td>1</td> </tr> </tbody> </table>			School	Literacy	Math	Cloverdale Middle (America's Choice)	-5	-8	Hall High (America's Choice and SREB*)	-2	1	J.A. Fair (America's Choice)	3	15	Osceola Middle (JBHM and Renaissance Learning)	10	21	Osceola High (JBHM and Renaissance Learning)	5	8	Rose City Middle (America's Choice)	-8	-7	Trusty Elementary (JBHM and Renaissance Learning)	18	17	State Average	2	1	<p>School improvement services have proven to elicit the best outcomes when compared to the results of other providers. This chart is from an independent study conducted and prepared by the <u>Bureau of Legislative Research in 2011 for the Arkansas House Interim Committee on Education and the Arkansas Senate Interim Committee on Education.</u> The chart compares the results of multiple approaches to school improvement for the providers in Arkansas at the time. The Generation Ready (Formerly JBHM Education Group) out performs all and the state in the SIG grants noted.</p>	
School	Literacy	Math																													
Cloverdale Middle (America's Choice)	-5	-8																													
Hall High (America's Choice and SREB*)	-2	1																													
J.A. Fair (America's Choice)	3	15																													
Osceola Middle (JBHM and Renaissance Learning)	10	21																													
Osceola High (JBHM and Renaissance Learning)	5	8																													
Rose City Middle (America's Choice)	-8	-7																													
Trusty Elementary (JBHM and Renaissance Learning)	18	17																													
State Average	2	1																													

## Dollarway High School

### Restart

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

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

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

## Dollarway High School

**Closure**

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

External partners available to assist district with school closures 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)
<b>NA</b>				

## Dollarway High School

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

## Dollarway High School

<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
<b>Community Capacity</b>				
X Strong community commitments to school	✓	✓	✓	
X Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

## Dollarway High School

---

### 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?

**To select a new leader the LEA will advertise in state newspapers, online (ex. AAEA), local cable station, and postings on announcement boards. LEA representatives will recruit at state educational job fairs and by contacting referrals.**

### High School Principal

**Position Summary: The High School Principal serves as the educational leader and chief administrator of the high school, responsible for implementing and managing the policies, regulations, and procedures of the District to ensure that all students are supervised in a safe student-centered learning environment that meets and exceeds the ADE State Standards, following the approved curricula and directives of the District and the ADE. Achieving academic excellence requires that the High School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.**

### **Required Knowledge, Skills and Abilities:**

- **Demonstrate excellent leadership and organizational skills and the ability to motivate people.**
- **Demonstrate excellent integrity and good moral character and initiative.**
- **Highly developed communications skills.**
- **Flexible, innovative, creative.**
- **Open-minded, honest, straight forward, fair and equitable.**
- **Highly organized and strong follow-through with tasks and promises.**
- **Ability to lead a diverse group of employees.**
- **Strong leadership skills.**
- **Ability to manage budgets and implement spending procedures and monitoring.**
- **Ability to interact with a broad and diverse population of internal and external stakeholders.**
- **Ability to develop curriculum and lead instructional programs.**

## Dollarway High School

### Minimum Qualifications:

#### Education

- Masters Degree in Education and a valid Arkansas Teacher's License #276 (Building Level Administration) or the ability to immediately obtain a license by the date of hire.

#### Experience

- Have a minimum of five (5) years experience in teaching and working with adults or adolescents.
- Have at least two (2) years excellent administrative experience as a Principal, Assistant Principal, or Central Office Administrator. Administrative experience should include a record of effective educational leadership, demonstrated commitment to a positive learning environment, excellent communication skills, and a strong commitment to educational equity.
- Demonstrated skills and abilities in dealing with the diverse needs of students are highly desirable
- School turnaround experience desired

A signing bonus of \$5,000 will be provided during year 1. In addition, if the school makes a minimum of 10% growth during years 2 and/or 3, the principal will receive an Incentive Bonus of \$2,500 per year.

The LEA will assist the new principal in hiring a Data Coach and Freshman Academy Coordinator; these proposed job descriptions follow.

---

### DATA COACH

#### DEFINITION:

Under supervision of the school principal, the Data Coach coordinates, plans, summarizes, manages, and maintains assessment data. Working collaboratively with classroom teachers, site administration and the leadership team, the Data Coach promotes student achievement by identifying school-wide instructional strategies, providing model lessons to classroom teachers, observing lessons, giving constructive feedback and assisting teachers in collecting student achievement data and using the data to modify instruction. By using student achievement data, the Data Coach will identify staff development needs, plan, present and evaluate on-site staff development activities.

## Dollarway High School

### **ESSENTIAL JOB FUNCTIONS:**

- Provide model lessons for classroom teachers using scientifically, research based instructional strategies
- Prepare data presentations for the principal and staff, including flow charts, diagrams and other graphics
- Assist classroom teachers in collecting, analyzing and using student achievement data to guide instruction
- Maintain the site's longitudinal assessment database, which includes student achievement, demographics, and student mobility
- Identify site staff development needs by using student achievement data
- Monitor benchmark assessments by student, teacher, grade level, standard, sub group, utilizing collaborative decision making to target students for extended learning. Provide this information to the principal for use in developing and implementing interventions
- Meet on a regular basis with the administrator, staff, School Leadership Team, to report and interpret test results, statistical data, project programs and other appropriate information
- Assist with planning, scheduling, and conducting site staff development activities aligned with district and site goals
- Attend site leadership, grade-level and department meetings
- Assist grade-level and department teams in developing short and long-term goals
- Assist in planning and facilitating state and district assessments for 9<sup>th</sup> grade students
- Plan, facilitate, and conduct coaching cycles for teacher teams and individual teachers as needed

### **QUALIFICATIONS:**

#### **Knowledge and understanding of:**

- Scientifically, research-based instructional strategies
- Principles, methods, techniques, strategies and trends in effective staff development programs
- Human relations strategies, conflict resolution strategies, and team building principles and techniques

## Dollarway High School

- Program assessment and evaluation techniques, strategies and procedures

### **ABILITY TO:**

- Communicate effectively in oral and written form
- Analyze and assess project needs and make recommendations pertaining to implementation
- Organize and participate in assessment and program evaluation procedures
- Provide consultation and technical assistance to staff concerning assigned areas of responsibility
- Design, develop, implement and conduct site training and staff development activities
- Prepare and deliver oral presentations
- Establish and maintain cooperative and effective working relationships with others
- Utilize district identified programs to analyze student data and prepare applicable statistical reports
- Prepare and maintain various records, reports, and files

### **EDUCATION AND EXPERIENCE:**

Minimum of three (3) years of successful teaching experience with valid Arkansas Teaching Credential. Master of Arts or higher degree preferred.

### **TERMS OF EMPLOYMENT:**

Work year - 215 days. District Salary Schedule commensurate with education, experience and training.

---

## **Dollarway High School**

### **Freshman Academy Coordinator**

**REPORTS TO: Principal/Designated Administrator**

#### **SCOPE OF RESPONSIBILITIES:**

The Freshman Academy Coordinator is responsible for assisting the principal in the effective management of the ninth grade academy, personnel, materials, and facilities in order to develop an optimum learning climate for the unique needs of the ninth grade students. He/she will work with Ninth Grade Academy teachers to implement a newly structured program on an ongoing basis within the context of a specified comprehensive school reform model, facilitate intra-team and cross-team meetings, scheduling, and professional development activities, observe instruction, and provide feedback. He/she shall assist in the operation of the school in accordance with policies established by the Arkansas Department of Education and the Dollarway School Board. He/she shall assist in providing an educational program, which is responsive to student needs, while at the same time, addresses the goals and objectives of both the district and the school. The Freshman Academy Coordinator shall assist the principal in planning, implementing, and monitoring functions of the overall management and leadership of the school. He/she shall be responsible for assisting in the school's operation within the financial limitations of the district and site.

#### **PERFORMANCE RESPONSIBILITIES/ESSENTIAL FUNCTIONS:**

##### **•VISION**

- Works collaboratively with the school community to develop and maintain a shared school vision
- Brings the school vision to life by using it to guide decision making about students and the instructional program
- Maintains faculty focus on developing learning experiences that will enable students to prosper in subsequent grades and as adults
- Maintains open communication with the school community and effectively conveys high expectations for student learning to the community
- Assists in providing opportunities and support for collaboration, the exchange of ideas, experimentation with innovative teaching strategies, and ongoing school improvement
- Assists in monitoring, assessing, and revising the school vision and goals as needed
- Fosters the integration of students into mainstream society while valuing diversity

## Dollarway High School

### TEACHING AND LEARNING

- Recognizes, models, and promotes effective teaching strategies that enable students to apply what they learn to real world experiences
- Encourages and supports the use of both innovative, research-based teaching strategies to engage students actively in solving complex problems and methods of student assessment which will enhance learning for all students
- Conducts frequent classroom visits and periodic observations, provides constructive feedback to faculty and staff, and suggests models of effective teaching techniques when needed
- Fosters a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized
- Promotes collaboration and team building among faculty

### SCHOOL MANAGEMENT

- Maintains a safe, secure, clean, and aesthetically pleasing physical school plant
- Maintains a positive school environment where proper student discipline is the norm
- Manages fiscal resources responsibly, efficiently, and effectively and monitors whether others do so as well
- Manages human resources responsibly by selecting and inducting new personnel appropriately and taking other appropriate steps to build an effective school staff
- Provides and coordinates appropriate co-curricula and extra-curricular activities
- Uses shared decision making effectively in the management of the school
- Manages time and delegates appropriate administrative tasks to maximize attainment of school goals
- Uses available technology to manage school operations
- Monitors and evaluates school operations and uses feedback appropriately to enhance effectiveness

### SCHOOL IMPROVEMENT

- Assists in providing ongoing opportunities for staff to reflect on their roles and practices in light of student standards and school goals
- Grows professionally by engaging in professional development activities and making such activities available to others

## Dollarway High School

- Facilitates school-based research and uses these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning
- Fosters the genuine continuous involvement and commitment of the school community in promoting the progress of all students toward attaining high standards
- Enhances school effectiveness by appropriately integrating the processes of teacher selection/evaluation and professional development with school improvement

### PROFESSIONAL DEVELOPMENT

- Communicates a focused vision for both school and individual professional growth
- Uses research and data from multiple sources to design and implement professional development activities
- Secures the necessary resources for meaningful professional growth, including the time for planning and the use of emerging technologies
- Provides opportunities for individual and collaborative professional development
- Provides incentives for learning and growth and encourages participation in professional development activities at the national, state, and parish levels
- Assesses the overall impact of professional development activities on the improvement of teaching and student learning

### SCHOOL COMMUNITY RELATIONS

- Is visible and involved in the community and treats members of the school community equitably
- Involves the school in the community while keeping the school community informed
- Uses school-community resources to enhance the quality of school programs, including those resources available through business and industry
- Recognizes and celebrates school successes publicly
- Communicates effectively, both interpersonally and through the media

### PROFESSIONAL ETHICS

- Models ethical behavior at both the school and community levels
- Communicates to others expectations of ethical behavior
- Respects the rights and dignity of others

## Dollarway High School

- Provides accurate information without distortion and without violating the rights of others
- Develops a caring school environment in collaboration with faculty and staff
- Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately
- Minimizes bias in self and others and accepts responsibility for his/her own decisions and actions
- Addresses unethical behavior in self and others

### GENERAL OPERATIONS:

- Assists in supervising all personnel assigned to the school specifically those assigned to the Freshman Academy
- Maintains a visible and accessible presence in the school
- Assists in protecting instructional time when scheduling events and communication efforts
- Ensures that school facilities are conducive to a positive school environment
- Assists the principal with the responsibility for all physical properties assigned to the school
- Assists with planning, preparing, and distributing student and faculty handbooks
- Cooperates with community agencies whose purpose relates to the health, safety, and welfare of students
- Assists with the closing of school activities

### COMMUNICATION SKILLS:

- Must be able to effectively communicate in Standard English both orally and in writing. Communication must be commensurate with age and skill of listener.
- He/she must be able to give and receive information accurately via a telecommunication system
- He/she must be able to communicate effectively with students, parents, school personnel, and the public in both individual and group situation
- He/she must be able to access data, to summarize information accurately, and to provide written reports to his/her supervisor

## Dollarway High School

### **HUMAN RELATIONS INVOLVEMENT:**

- **Must be able to work in group settings and serve as a resource to administrators, faculty, staff, students, parents, and community**
- **Must be able to respond appropriately to supervision and to accept commendations and recommendations**

### **MINIMUM QUALIFICATIONS:**

**Master's Degree, Arkansas Teaching Certificate, and successful experience as a Teacher.**

**TERMS OF EMPLOYMENT: 215 days**

### **EVALUATION:**

**Performance of this job will be evaluated annually in accordance with provisions of Board's policy.**

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

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

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

**The LEA recognizes its limitations in transforming Dollarway High School. The LEA pledges to support the External Provider and consultants as they evaluate policies and practices that are ineffective and recommend corrective action.**

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

## Dollarway High School

**The focus of all decisions must be from the point of what is best for all Dollarway High School (DHS) students rather than what adults want. Decisions about budgeting, scheduling and staffing will be made from a collaborative effort of school level administration and staff. Parents and students will become apart of the decision making process at DHS.**

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 will support the new principal, academy coordinator and data coach, by providing the job embedded professional development necessary to support the transformation model requirements for building the capacity of the leader faculty and staff at Dollarway High School (DHS), to move to best practices in teaching and learning. District staff will participate in meetings and reform efforts with the staff of Dollarway High School. The changes will be brought about by setting high expectations for everyone and frequent progress monitoring with data analysis to ensure fidelity of implementation. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the students of DHS.**

## Dollarway High School

---

### The Turnaround Model

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

**The LEA will continue to partner with the universities' Schools of Education and Teach for America to develop a pipeline of effective teachers and leaders to work in turnaround schools. District administrators will conduct a recruiting campaign with the state as well as nationally organizations to recruit highly qualified teachers.**

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

**The LEA will have discussions with parents, students and school leadership teams about the type of leader needed for the school. The LEA would seek an individual who has demonstrated the ability to change that has resulted in improved teacher performance and student academic achievement; can provide leadership for a positive school culture; has the ability to communicate written and verbally with staff, students, district administrators and community partners; demonstrates a belief that all students can learn and excel; and models positive standards for self, staff and students.**

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

**The LEA will continue to provide resources and opportunities for high quality professional development which is job embedded. Teachers appreciate the opportunity to have relevant job embedded professional development. The LEA actively seeks grants and other funding resources to supply teacher resources and needed technology/software**

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

**The Principal and Selection Committee under the direction of the Human Resource/Superintendent will conduct interviews and recommend the hiring of new staff. Positions that are available will be posted online and in newspaper print. The committee will conduct the interviews, rate the candidates and choose the best fit applicant.**

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

## Dollarway High School

**Currently our district does not have collective bargaining. The district follows the Arkansas Teacher Fair Dismissal Act (AR Code 6-17-1503).**

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

**The LEA will continue to provide resources and opportunities for high quality job embedded professional development. The staff will be partnered with another teacher to assist with transition and assigned to a team of staff for on-site support. there is a literacy and math coach assigned to each school who will support the staff person in transition.**

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

**There maybe negative budgetary implications of mainatining surplus staff. The Superintendent, the administritive staff and the School Board are currently working on the implementation of reduction-in-force.**

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

**Within the district, the local university, and the local educational coopertaive there is a cadre of capable leaders, currculum staff and school improvement specialists that would assist in the implemetation of the turnaround model.**

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

**Decisions-making policies and mechanisms are explored, evaluated and recommended by the school and district level leadership teams. The LEA will work to ensure that the school level team and administration have time and opportunites to plan/decide on budget needs, schdeluing and staffing for Dollarway High School.**

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

**The district will support the principal and the school's leadership team in determining the changes in operational practices and policies needed to fully implement the turnaround model.**

## Dollarway High School

---

### The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?



## Dollarway High School

---

### School Closure Model

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

## Dollarway High School

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

## Dollarway High School

### 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
<b>State Education Agency</b>	<b>Arkansas Department of Education will continue monitoring and assistance with ACSIP and federal programs technical advice and serve in needed capacity. The ADE will assign a state director to assist with SIG goals and outcomes.</b>
<b>Local Education Agency</b>	<b>District will provide assistance in conjunction with all partners. The district will provide support for grant management, contracts, budget and policy issues</b>
<b>Internal Partner (LEA staff)</b>	<b>Provide all necessary staff and resources to ensure the success of the partners, staff, students and the school. Participate in school leadership team meetings</b>
<b>Lead Partner</b>	<b>Generation Ready and District staff</b>
<b>Support Partner</b>	<b>Full implementation of Generation Ready School Improvement and teacher coaching; data collection, analysis and implementation of recommendations for student growth in reading and math; professional development for all staff, and effective parental and community involvement.</b>
<b>Principal</b>	<b>The newly hired principal will provide leadership for the implementation of the School Improvement Grant, participate in mentoring/ coaching and Professional Development and monitor progress of SIG goals and outcomes.</b>
<b>School Staff</b>	<b>ACSIP planning; implementation of ACSIP/SIG Plan; curriculum alignment; data analysis, job embedded professional development and collaboration, participate with partners to increase student achievement and parental involvement.</b>
<b>Parents and Community</b>	<b>Participate in school activities and in the decision making process; communicate with teachers, school administrators and students</b>

## Dollarway High School

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

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources 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.

### **I. Lead Partner Performance Expectations:**

Generation Ready will provide training through the SIG Grant in the following areas:

1. Data Training to include the Data Coach and the Administrative Team – This training will focus on the use of test scores and observations data. The training will assist the Data Coach and Administrators in identifying initial issues. They will first look at school wide data and break down to the subject areas. The training is focused on the use of data for decision-making.
2. Administrative Team Training – The team will be trained to collaborate on the analysis of data to determine if the issues identified could be curricular, instructional or student related. Then the team will review observation data to connect with the Benchmark data to identify gaps and review and analyze hard data and report findings to teacher teams. Teacher teams will compare the findings with student work and make decisions as a collaborative team about interventions.
3. Teacher Training in Reading across the Curriculum - All content area teachers will be trained in a Reciprocal Instructional Model with emphasis on Reading in content areas.
4. Parents in Public Schools will provide training with staff, parents and the community to assist in the collaborative efforts and communications between the school and parents/community. A committee will be established to provide guidance for determining eligibility for rewards and recognition.

Onsite, job-embedded professional development and support will be provided for approximately 144 days (in addition to the training listed above) during the 2014-2015 school year. This process fully utilizes research- and evidence-based practices necessary for school improvement to occur. The support will be differentiated by teacher and help teachers move to the next level of implementation. The holistic approach begins with a strategic plan for the school focused on the data collected and analyzed, then professional development plans for each teacher (also differentiated) focus on what the teacher must do to address their personal/professional issues to meet the standards expected. Then as the plan is implemented, the consultant

## Dollarway High School

provides modeling including talk-alouds to assist the teacher in understanding and implementing the process. The consultant may also teach with the teacher, allowing her to teach the portions of the lesson she is most comfortable with the consultant teaching other portions of the lesson. The consultant expects the teacher to model a similar lesson for her so that there is evidence that the teacher understands and can deliver the process. When this happens, this area is considered a benchmark that is checked off of the teacher's professional growth plan. These plans will address the growth of each teacher and the school plan will demonstrate the growth of the school as a whole. The results of these are provided as benchmark assessments of teachers' progress. These benchmark assessments are provided to the teacher, school, district and state at the end of each quarter. Weekly reports are provided to the state with copies to the district that show weekly progress and actions. This complete process is described in this document on pages 70-84.

### The LEA

## Dollarway High School

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

The Dollarway District will implement a self evaluation of the goals and objectives to include the signed assurances of the SIG application. The Asst. Superintendent for Curriculum and Instruction will be responsible. May 2014 - ongoing

The self evaluation will include the analysis of each subgroup population's summative and formative assessments data to determine impact of grant objectives. Summative data will include standardized assessments of student achievement compared to Dollarway School's baseline data and needs assessment data. Formative assessments will include interviews from the school's leadership team, PLC focus groups, classroom observations, lesson plan analysis and data from Target Tests.

The Dollarway School District and Dollarway High School will monitor implementation of the intervention model using a systematic process to include:

Formation of a District School Improvement Team to include Superintendent, Asst. Superintendent for Curriculum and Instruction, Principal, Federal Programs Director, Data Coach, Literacy Coach, Math Coach, and the District Test Coordinator. Monthly District School Improvement Team meetings will occur. Utilizing the Benchmarks, Proposed Activities, Budget and Timelines as outlined in the SIG application, the Principal/Designee will provide, at each monthly meeting, written reports of progress toward meeting established outcomes for each Goal and Objective. A plan of action, relative to information reported, will be developed for implementation. The Asst. Superintendent for Curriculum and Instruction will be responsible. May 2014- ongoing

The Data Coach will provide monthly updates (written summaries) relative to established Quarterly Benchmarks, proposed activities, and timelines to the Board of Education. Throughout the SIG implementation, the District School Improvement Team, supporting external partners, principal and school leadership team will meet quarterly to assess progress and review evidence of implementation, which will allow for making mid-course corrections as needed. Sign-in sheets of these meetings will be housed in the principal's office and the Asst. Superintendent's office. August -2014- ongoing

Sign in sheets from professional development trainings will be kept on file in the principals office. and the Asst. Superintendent's office.

It is the expectation of the District Leadership that a transformation of Dollarway High School will occur. To that end, the principal will be given reasonable authority to conduct activities necessary to meet that expectation.

## Dollarway High School

This method of hands-on involvement and scheduled progress monitoring of SIG activities will allow school and district leadership to make informed decisions regarding the district level of support needed for successful implementation of activities as defined. Additionally, lack of commitment for improvement and unsatisfactory efforts towards improvement on the part of Dollarway High School staff will be documented. Documentation will be used to make staff changes as necessary.

Generation Ready will provide training to the leadership team prior to the beginning of school. When training is provided, evaluations of the training will be compiled and provided to the district and state as evidence of effectiveness of the training.

Once school has begun, professional learning communities will provide information about their meetings through minutes of the meeting and evidence of progress. These minutes will be provided to the district and state as evidence of the Administrative team and their work with data and the subject area teams and their comparative data analysis of student work and testing information.

Project benchmarks will be monitored and reported to district and state representatives. These benchmarks will be reported quarterly through progress monitoring of students and teacher effectiveness evaluations.

# Dollarway High School

## Dollarway High School

### 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.

#### Working Relationships among Groups and Partners

The Dollarway School District and Dollarway High School will work collaboratively to establish a cohesive relationship among all groups and partners committed to this intervention. Regularly scheduled meetings will be set within the school calendar for all partners and groups to meet with the school personnel for sharing information, providing updates, coordinating activities including coaching, and working to collaborate establishing the best possible intervention for the high school staff and students.

#### State of Arkansas and LEA

District and school leaders will work with the state to ensure that the goals of the ACSIP and SIG are implemented in alignment with the Scholastic Audit and other policies. The LEA will seek the assistance of the Arkansas Department of Education and the State Specialty Team as needs arise.

The new principal will work closely with the service provider to ensure the recommendations for improvement are implemented and that teachers are performing in accordance with the TESS Evaluation Model. It will be considered a major role of the principal to improve student performance and to build capacity among the faculty. These goals will be accomplished in collaboration with the service providers who are also engaged in the intervention for the purpose of improving teacher and student performance.

#### Parent and Community

Dollarway High School will maintain an open door policy to encourage parents, community and other stakeholders to observe progress and participate in the SIG activities. In addition, through this grant, Parents for Public Schools will assist us in developing a program that will encourage parents and the community to become a voice in the school.

#### Partners

Dollarway High School has selected Generation Ready as the primary service provider and they will fulfill the role of lead partner. Parents for Public Schools will serve as a support partner as well. All will work together and with the internal partners including the principal and school teams to ensure the intervention is successful and that it accomplishes the goals established in this proposal.

## Dollarway High School

### Step 6: Intervention Models Needs Assessment Review Committee Committee Members

Name	Role		Name	Role
Arnold Robertson	Principal		Paula Raya	Support Staff
Ellis Berry	Asst. Principal		Cortez Lee	PE Teacher/Coach
Freddie Harris	Counselor		Lee Hardman	Dean of Students/AD
June Haynie	Asst. Supt.		Willie Gulley	History Teacher
Dornetta Hobbs	Dir. Testing		Vicki Hicks	Sp. Ed. Teacher
Ruth Bogy	Federal Coordinator		Patty Dyer	Parent
Tish Bullard	<b>Human Service Worker</b>		Nelson Kimble	Parent
Brandon Murphy	Math Teacher		Martin Golden	Technology
Dana Edwards	English Teacher		Tresha James	Business Owner
Romanda Mays	Vocational		Willie Mae Nesby	School of Ed. UAPB

### Meetings

Location	Date		Location	Date
Dollarway High School	01/29/14		Dollarway High School	Aug. 2015
District Multi-purpose Rm	02/19/2014		District Multi-purpose Rm	Nov. 2015
Dollarway High School	April 2014		Dollarway High School	Feb. 2015
District Multi-purpose Rm	May 2014		District Multi-purpose Rm	May 2015

## 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.

1. Hire New Principal to focus on the implementation of the Transformation Model (District Funds)
2. New Principal Hiring Bonus for Year 1 and Improvement Bonus for Years 2 & 3
3. Implement Reading and Writing Standards Across all Subject Areas Using Reciprocal Teaching Methods (Hattie - .74 effect size)
4. Implement Formative and Summative Assessments combined with Analysis of Data to include looking at student work to assist with determining curricular changes to include Math and other subject areas (Hattie .90 effect size)
5. Develop and assess high expectations for learning and the engagement of students in the learning process. Teacher clarity is what is to be learned (Hattie .75 effect size)
6. Develop a Freshman (9<sup>th</sup> Grade) Academy to ensure specific needs of this group are met.
7. Hire Freshman Academy Coordinator
8. Hire a Data Coach to assist with the analysis of data, distribution of data, implementation of comparison between hard and soft data, implement strategies that reflect learning about student needs from the data analysis and helping teachers use formative data to plan instruction (Hattie .74 effect size)
9. Implement training to ensure appropriate implementation of all of the goals (Hattie .75 effect size)
  - a. Collaborative Leadership Team and District Improvement Team
  - b. Freshman Academy Coordinator and staff training
  - c. Data Coach Training (Hattie .74 Effect size)
  - d. Reciprocal Teaching Training (Hattie .74 effect size)

- e. Parents for Public Schools training to address parent and community involvement and achievement.(Hattie . 52 effect size [also listed as .70, .68 & .64 effect size])

## Dollarway High School

### 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 student achievement in literacy as measured by the state Grade 11 Literacy Exam for all identifiable subgroups.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Fully implement researched-based, reading, and writing standards (including strategies) across all content areas and include best practice for instruction and assessment.	There will be a 25% increase in the number of students scoring proficient or above on the 11 <sup>th</sup> Grade Literacy exam	The results of the 11 Grade Literacy exam	Beginning in August 2014, 2015, 2016	March 2015, 2016, 2017	Principal
		Formative assessments	Beginning August 2014, 2015, 2016	Formative assessment Given every 4.5 weeks	Data Coach
		Documentation of Instructional Rounds to assess CCSS/literacy implementation	Beginning August 2014, 2015, 2016	May 2015, 2016, 2017	Principal/ Literacy Coach
		Professional development schedules, agendas, team data walls, academic team meeting minutes, agendas, sign-in sheets	Beginning August 2014, 2015, 2016	Beginning August 2014, 2015, 2016	Principal Team Leaders

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 student achievement in math as ,measured by the Arkansas Algebra I and Geometry End of Course Exams

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Fully implement standards-based curriculum and best practices for instruction/assessment, including best practices in math instruction.	At least 15% growth in percentage of students scoring proficient or above on the Algebra I and Geometry EOC Exams	The results of the Algebra I and Geometry EOC.	Testing date 2014, 2015, 2016	April, 2015, 2016, 2017	Principal/ Literacy Coach
		Classroom walkthrough documentation	Weekly Implementation throughout 2014, 2015, 2016	Weekly documentation provided 2015, 2016, 2017	Principal
		Professional development schedules, agendas, team data walls, academic etam meeting minutes and agendas, sign-in sheets	Reported Quarterly throughout 2014, 2015, 2016	Quarterly documents reviewed in notebooks 2015, 2016, 2017	Principal Team Leaders

**Dollarway High School**  
 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. School leaders and staff provide a school culture and climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
The principal and staff demonstrate leadership to ensure the culture and climate of the school and each classroom reflects high expectations for student achievement and behavior	Administrative policies and procedures for student behavior are consistently implemented by school leaders. Referrals are reduced by 10 percent	The assistant principal documents discipline referrals by teacher and actions taken with each student. Referrals are reviewed quarterly and analyzed by Data Coach, Principal and Assistant Principal with prescribed interventions	Beginning August 2014, 2015, 2016	Reviewed quarterly – 2015, 2016, 2017	Assistant Principal;
	Parents are involved in their students' academic life. Parent involvement will increase by 10%.	Increase in parent participation is documented by sign-in sheets.	Beginning August 2014, 2015, 2016	Reviewed quarterly – 2015, 2016, 2017	Parent Facilitator

**Dollarway High School**  
 School Improvement Grant – Section 1003(g)  
 LEA Goals and Objectives

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

Goal #4. Establish and implement a Freshman Academy with the purpose of developing high engagement of students with programs and supports that address the unique needs of freshman transitioning to the high school setting.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
The staff will establish and implement a Freshman Academy to ensure the culture and climate of the Academy supports the unique needs of Freshman providing a specialized transitional program to build engagement of Freshman that will transfer to the higher grades.	Student attendance at the Freshman Academy will increase by 10%.	Attendance of the Freshman will be kept separately and reported to the coordinator weekly for review. The coordinator will initiate interventions for students who fail to attend school regularly and report quarterly the attendance to the Principal.	Beginning August 2014, 2015, 2016	Reviewed weekly and quarterly – 2015, 2016, 2017	Freshman Academy Coordinator
	Student's receiving full credit will increase by 10%.	Along with the review of attendance, the coordinator will review the grades of students weekly. Students who need assistance with homework or improvement of grades will be provided intervention.	Beginning August 2014, 2015, 2016	Reviewed weekly and quarterly – 2015, 2016, 2017	Freshman Academy Coordinator

# Dollarway High School

## 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 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.

### IMPLEMENTATION OF TRANSFORMATION MODEL AT DOLLARWAY HIGH SCHOOL

Dollarway High School plans to move beyond meeting narrow achievement requirements by embedding teacher and principal effectiveness within deeper principles that are driven by the Arkansas Principal and Teacher Effectiveness System (LEADS & TESS). We will build teaching skills in math, literacy, or other content areas. Dollarway High School will ensure that systems and structures to support the learning of every student are implemented. We will also ensure that each student at Dollarway High School has an effective administrator and an effective teacher. An end-to-end, holistic approach, deeply rooted in data and best practices will lead the improvement of learning outcomes for students (Edmonds, 1979) (Lezotte, 1991) (Rosenshine, 2010).



## Dollarway High School

The administration and administrative team will provide support to staff to ensure appropriate implementation of Common Core State Standards, principal and teacher effectiveness, content area support, training and coaching in assessment, instructional delivery, technology integration, all curriculum content areas to include literacy and math, developing and sustaining professional learning communities, inclusion and co-teaching and other differentiated models. Teachers will design and align instruction with the ADE curriculum, assessments (including both summative and formative), and both EOC exams and Interim assessments. In this project, the focus will be on identifying needs and providing support to perform the operations necessary to accomplish the goals stated in the project earlier in this document. The collaborative nature of this project requires partnerships to guide the teachers as they establish and sustain professional learning communities to build capacity and drive change. It is expected that the instructional leader and data coach will support and lead the analysis of data then correlate this information to student achievement and teacher effectiveness. They will monitor the alignment of curriculum, instruction and assessment, ensure that students are engaged and making continuous improvement, lead data-driven inquiry groups and ensure both tutoring and enrichment activities are working effectively. In addition school staff will become partners with parents and the community to engage and foster positive relationships for continual development of support programs. The principal and data coach will ensure implementation of school-wide improvement initiatives including but not limited to the following:

- a. Developing data plans to impact differentiated instruction for all students (Love, 2008)
- b. Analyzing data and using multiple data points to correlate student achievement to teacher effectiveness (Wiggings, 2005)
- c. Monitoring alignment between curriculum, instruction and assessment through a comprehensive planning process (Schmoker, (2nd Ed.), 1999)
- d. Integrated data systems and instructional programs to ensure student engagement and ongoing improvement (Brookhart, 2010)
- e. Ensuring school safety and behavioral and social emotional well-being of all students (Wong, 1998)

The entire process is embedded in a system of data analysis (Love, 2008). Data is used to drive planning and instruction including data driven inquiry and provide information for the instructional cycle to help Dollarway High School improve performance. Dollarway High School will receive training and support in data coaching, analysis and interpretation to assist with implementation of program resources and targeted student interventions all based upon the data reviewed with the primary

## Dollarway High School

purpose to increase the achievement of all students. The partners will lead these endeavors and will do whatever is needed to ensure the success of this project to accomplish the established goals.

### **Extended Time Year**

Additional time will be added where needed to provide students the maximum benefit of instruction (Aronson, 1998). Often school-wide extended learning requires a transformation and redesign of the school calendar for all students in the school. The intent is to provide Dollarway High School the opportunity to transform and redesign the school day, week and year in order to better meet the needs of its students and school community while improving student achievement. In order to add an additional 200 hours for at least 50% of eligible students, it will be necessary to identify times that best meet the needs of the school such as within the school day, before or after school, Saturday School, or Summer School/Smart Camp (Day Camp setting for students and Lab School for Teachers) or other creative measures such as technology solutions. The structure of the time will be planned with the teachers.

### Summer School/Smart Camp

Smart Camp will be offered for students in need of additional help with classes. The subject area teachers will be paid a stipend to provide tutoring for these students.

In addition, students who need additional assistance or who need credit recovery will be offered a summer program to address their needs. The program will be manned by four certified teachers who can help with these classes.

### **Parents for Public Schools – Training to Staff and Parents to Ensure Parent and Community Engagement in Dollarway High School**

Many parent involvement policies state that there should be effective two-way communication between parents and the school, but there is rarely an effective plan to create and ensure that type of communication. Parent voice and parent presence has value and should be considered when a comprehensive Parent and Community Engagement Program is developed and maintained. The following activities are some of the ways that Parent for Public Schools will engage parents and the community in meaningful ways to ensure support.

1. Review of current parent engagement practices to determine how interaction and activities connect to the school improvement goals.

## Dollarway High School

- Interview a random sampling of parents and community to assess their understanding of the academic goals of the school/district.
- Review the building level reports on the Parent and Student Surveys.
- Talk with the school personnel who work with parents and the community to hear their analysis of those connections.
- Conduct school walk-throughs to evaluate family friendliness of the environment.
- Evaluate school and district interaction with families to determine if those communications are effective, two-way, and help families support a culture of high expectations for all students.

2. Work with school personnel to evaluate how current communication and information to/from families can help support school improvement goals.

- Ensure that a collaborative team is developed or has the assigned responsibilities to ensure consistent communications of school personnel, community and business leaders, parents from different role groups (diverse ethnic representations, as well as representation from special needs parents, the PTO, and parents from groups that are rarely involved in school meetings or committees), and community stakeholders.
- The collaborative team will develop a communications plan and follow with training to all stakeholders.

### **Selection of Provider(s)**

The selected provider will provide unique services – an end-to-end approaches that yields sustainable results. Rather than providing “quick fixes,” it is required that the provider engage deeply and systematically with the staff to implement the project in a practical way that integrates learning theory into daily practice with a focus on practical application. The selected provider(s) will demonstrate time-tested and proven produce results. The process must be brain-based, evidence-based and research-based with essential components that complement and reinforce one another (Cain, 2005).

### **Modify Practices and Policies**

There are no district policies that create barriers to the transformation model or limit its implementation. All district resources are aligned to support, improvement in teaching and learning. This is evidenced by contracting with service providers to work with leadership, leadership teams, teachers and students, student academic outcomes will improve as a result.

### **Align other resources with the interventions**

The district is committed to maintain the funding sources of activities as reflected in the ACSIP. Additionally, the Superintendent of Schools is committed to continue some form of incentives for improved achievement after the grant period as funds from the

## Dollarway High School

grant are no longer available. As a district, we intend to continue reviewing and modifying policies and practices to enable the schools to implement the changes and interventions needed to move the school forward. The district leadership plans to participate in the improvement efforts by providing both support and monitoring the changes that are taking place. In addition, the Superintendent of Schools will be fully initiating the LEADS model. Other funding is also committed to the improvement of Dollarway High School Performance. Some of these are Title I funds and NSLA funds.

### **Sustainability of Reforms**

Dollarway High School plans to implement eight (8) separate capacity-building program opportunities outlined below. These will build the capacity to sustain the project after service providers are no longer in the district.

1. School systems and structures;
2. Leading the implementation of CCSS in ELA and Math through:
  - a. Alignment of classroom instruction with ADE Curriculum, EOC Assessments
  - b. Model research-based instructional strategies
  - c. Designing formative and summative assessments mirroring the rigor embodied in the CCSS
  - d. Differentiated instructional strategies
3. Instructional/teacher coaching and training in the following areas:
  - a. Use of Data and Assessments
  - b. Instructional delivery
  - c. Technology Integration
  - d. Literacy
  - e. Establishing and sustaining professional learning communities to build capacity and drive change.
  - f. Inclusion/co-teaching
4. Instructional leadership coaching to support principal and school leaders in school-wide improvement initiatives including but not limited to the following:
  - a. Developing data plans to impact differentiated instruction for all students
  - b. Analyzing data and using multiple data points to correlate student achievement to teacher effectiveness
  - c. Monitoring alignment between curriculum, instruction and assessment through a comprehensive planning process
  - d. Integrated data systems and instructional programs to ensure student engagement and ongoing improvement
  - e. Making recommendations on procedural matters such as school safety, organizational planning and scheduling which will enhance the academic achievement of all students.

## Dollarway High School

5. Embed a system of data-driven planning and instruction (DDI) with inquiry into the instructional cycle. Data coaching, analysis and interpretation to assist with implementation of program resources and targeted student interventions is designed for implementation
6. Learning Time component – Both academic tutoring and enrichment activities
7. Student support partnerships to reinforcement student academic, behavior and social emotional well-being
8. Family engagement to build positive relationships and foster partnerships with families and the community, which will be operated through the Family Center.

### **Summer Faculty Retreat – Years 1, 2 & 3**

A faculty retreat is planned for the staff at Dollarway High School. The retreat will be located at an offsite location such as Wildlife Farms in Casscoe, Arkansas or similar location. During Year 1, the retreat will be led by the new principal who will establish a vision and mission for the school that incorporates a commitment to change practice and improve student performance. He/She will introduce the new staff including the data coach and Freshman Academy Coordinator. In addition, the vision and mission of school, changes such as the Freshman Academy, will be discussed and plans for the future of Dollarway High School will be presented to create an atmosphere of newness and encouragement for teachers and staff in attendance.

During year 2 & 3 the retreat will be collaboratively led by the administrator, Dollarway High School Staff and other personnel (potentially consultants) who will work with the faculty to establish goals for the upcoming year based upon the data they will review. A Strategic Plan will be developed during year 2 and 3 for the ensuing years.

### **Student Incentives – Years 1, 2 & 3**

In keeping with the effort to establish a culture of high expectations, student incentives will be provided for improved grades, improved attendance, a decrease in tardiness, and positive behavior. The Student Incentive Plan will be developed in August by a committee to include students, parents, teachers and administrators. Efforts to see parental involvement/engagement and support will include inviting parents to attend quarterly recognition ceremonies honoring students' achievement based on the Student Incentive Plan. The Incentive Plan Committee will determine the criteria and eligibility for incentives. Incentives will also apply to participation in the After School or Smart Camp programs to encourage increased participation and incentives will have an educational focus (such as calculators, books, supplies, t-shirts, etc.).

## Dollarway High School

### Teacher Incentives

Teacher incentives are being utilized to encourage all staff to go the extra mile to help the students achieve Benchmark assessment proficiency and AYP in literacy, math and End of Course Algebra I, experience ten per-cent growth, staff will receive a \$250.00 bonus for that progress, and the particular EOC teacher will receive an additional \$100.00 above the \$250.00 awarded to staff. Another possible incentive alternative that can be utilized follows. If the six, seven and eight grade make the gain of ten percent growth or AYP in one the areas all middle school staff will receive the \$250 bonus for that progress, the individual core teacher ( math, literacy, science and history) will receive an additional \$100 above the \$250 awarded to all staff. If the six, seven, and eighth grade students achieve our Annual Yearly Progress Goal (AYP) in literacy and math the staff will receive \$500.00 bonus and the teacher of that course will receive an additional \$100.

### **B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools - Support from the Service Provider**

**Actions Dollarway High School will take using Generation Ready as a provider to assist the school with implementation of the Transformation Model.**

Generation Ready services are designed to address the most urgent challenges facing today's K-12 educators. We offer highly customized service engagements that target the specific needs of teachers and administrators fully aligned with individual state learning standards.

Generation Ready designs programs based upon data collected to meet the goals and objectives of every engagement. Each engagement is customized to address the needs as described by the school or district. Each engagement is developed from specific data, both at the beginning to understand existing challenges, capabilities and goals, and throughout to monitor and gauge progress. This data focus is directly responsible for the effectiveness of our Professional Learning Services. It ensures that every recommendation and action is driven by actual need. Changes in teacher or administrator practice are tracked continuously and reported on daily. This allows districts and schools to dynamically adjust the course of both training and job-embedded coaching invest efforts where they're needed most.

Generation Ready<sup>SM</sup> has worked with many school districts and with individual schools teams to analyze and use data to create and implement plans to close gaps in student learning. In this project, we will focus on:

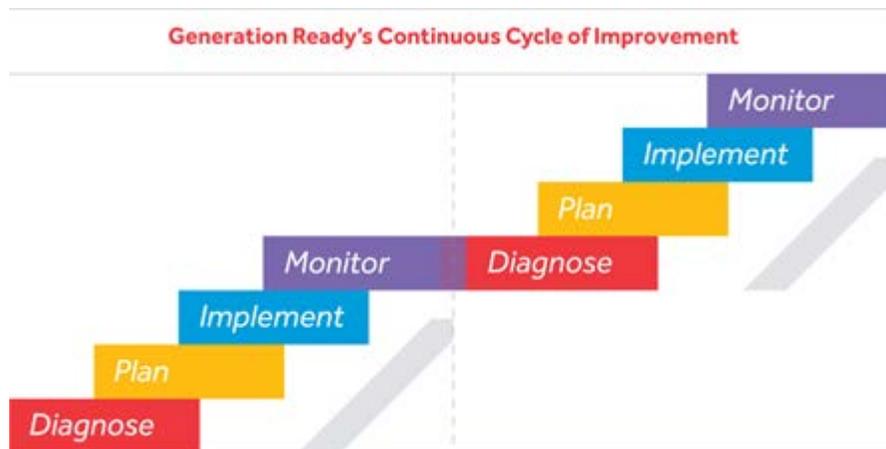
- Identifying gaps in learning
- Facilitating the development of action plans that outline the practices necessary for the participants to meet goals

## Dollarway High School

- Supporting school leaders and teachers in their use of identified data to create an instructional program that address student needs and meet goals as outlined in the project.
- Provide training to groups for effectiveness
  1. Leadership Team training
  2. Freshman Academy Coordinator and staff training
  3. Data Coach Training
  4. Reciprocal Teaching Training
  5. Coordination with Parents for Public Schools in their training to address parent and community involvement.
- Support the teachers and administrators in meeting Arkansas Principal and Teacher Effectiveness System Requirements(LEADS & TESS)
- Assist with scheduling to provide time for interventions
- Provide support to develop structures and processes to support data teams, administrative teams, subject area teams, and others for the purpose of analysis of data to improve instruction.

### What Generation Ready Does to Provide Support to the School

The process works to address individual school needs by following a cycle of continuous improvement. The graphic below illustrates this cycle and the descriptions that follow explain the process.



#### **Step 1 – Data gathering and assessment**

Knowing the full situation is critical to plan effectively. Generation Ready<sup>SM</sup> education consultants start with a thorough review of all pertinent information to understand your school's current circumstances, practices, organizational structures, challenges, level of capacity and achievement. This rigorous, comprehensive assessment gives us – and you – a full view of where you are (Carr, 2001).

## Dollarway High School

### **Step 2 – Create an action plan**

Generation Ready<sup>SM</sup> education consultants apply their expertise and collaborate with you to create a detailed plan of action mapped to your own district/school needs and goals including the Six Essential Practices of Effective Schools. By basing the school's professional development strategy on multiple inputs – the needs identified as well as those revealed through analysis of all available data – we help focus the path on positive outcomes. Using data gleaned from state assessments, teacher and principal evaluations, walkthroughs, evaluation of district and system structures and any other pertinent information to school transformation, they can provide an individualized plan for our school and district to follow.

Each plan is unique: efficient, outcomes-focused, designed to meet your specific requirements and oriented towards raising student achievement by targeting instruction. All goals are clearly actionable and achievable, supported by Generation Ready<sup>SM</sup> education consultant expertise, their proprietary *ReadyPath*<sup>SM</sup> technology platform and a rich library of highly effective multimedia instructional content.

The action plan is a vitally important living construct that evolves as we grow (Hattie, J., 2009). It sets forth in detail how our partnership will operate: roles including job-embedded professional support and measurement of success as well as accountability for all parties. It also serves as a roadmap for the engagement, showing not only where we are going but also how they will help us get there.

### **Step 3 – Disciplined execution**

Both rigor and flexibility are built into Generation Ready's methodology. The partner knows that once plans meet reality, they rarely survive unchanged. Unlike others, the execution is dynamic and able to adjust to circumstances, accounting for progress as the development plan unfolds to ensure optimum results within the time allowed. The objective is to support and guide, enabling the school to reach (or even exceed) our goals as quickly and efficiently as possible, through close collaboration and focused support (Bamburg, 1994).

### **Step 4 – Ongoing monitoring and reporting**

The education consultants monitor results regularly, track progress towards goals and adjust the action plan as needed. The mobile-first *ReadyLab*<sup>SM</sup> professional learning suite can also play an important supporting role, offering educators observation, monitoring and reporting tools designed for use on the go.

This fourth and last step is critical because it provides continuing insight about the success of the professional development. Measurement is the source of the evidence-based understanding that grounds our entire process (Joyce, J., 2002). It marks the

## Dollarway High School

difference between a promise and real results – and that’s the only way to get the best outcome.

As the plan is implemented, the education consultant and principal observe and monitor progress and use this information to understand where changes need to be made. The professional development plans are adjusted from this information and the cycle begins again. This systematic, data-driven method self-corrects as the engagement unfolds. This way, we can stay on track and move toward our development goals more quickly.

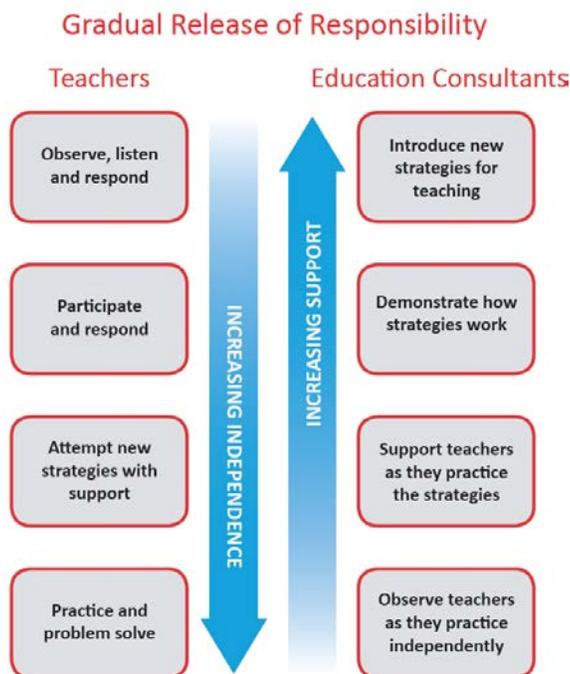
### **How Generation Ready Does the Work**

#### **5. Job-embedded consulting**

Generation Ready education consultants do much more than advise. They work with teachers and leaders in the classroom, as well as in workshops, group/collaborative and individual meetings. They model best practices in class, so teachers can see effective teaching in action with their own students or actions including observations and conferencing for principals.

This job-embedded consulting is central to our professional learning methods (Joyce, J., 1982). This approach allows us to gain deeper insight into teacher and administrator performance as well as greater understanding of student, teacher and principal learning needs. It also gives theory and practice real-world relevance. In-class consulting sets the tone for productive teamwork. Generation Ready’s goal is to empower teachers and school leaders. By creating an inherently collaborative environment, the education consultants become true team members. This partner relationship matures during the course of the year. At the beginning, the education consultant’s role is highly supportive and hands-on. Over time, there is a gradual shift with the educator taking a stronger lead and the consultant supporting through observation and feedback. This process continues until the educator becomes comfortable with trying the strategy independently. Through this process, sustainability is developed and staff will be able to replicate the process without coaching (Csikszentmihalyi, 1997) (Fisher, 2008) (Vygotsky L. , 1978).

## Dollarway High School



The education consultants implement a process that enables a continuous cycle of learning, constantly adjusted based on observation and outcome data (Schmoker, 2006). There are many ways Generation Ready<sup>SM</sup> education consultants work with administrators and teachers to embed their learning. Some of these are explained in the following sections.

### **6. Coaching**

The coaching develops collaboration with teachers who no longer working in isolation but are members of a team of learners themselves, all with a vision for learning more about the students they teach. The principal is often a member of the team or he/she may have a leader who ensures the collaborative team meets on a regular basis and works collaboratively to accomplish the tasks related to improving instruction. Teacher teams will review student work and achievement data as the consultant coach and data coach provides direction for interpreting data and making decisions based upon the data. The team will work together as a professional learning community and apply strategies learned with consultant coach and data coach supporting the learning and development of instructional skills (Allison, 2010) (DuFour, 2004).

### **7. Demonstration Lessons and Co-teaching**

Education consultants are experts at modeling new instructional strategies for teachers to enable them to improve the effectiveness of their instructional practice. These

## Dollarway High School

demonstrations are most effective when they take place with the teacher's students. The consultants will provide support in schools for teachers and principals and assist special education teachers as they work in inclusive classrooms with an active and participatory co-teaching model. (Bamburg, 1994) (Deshler, 2001)

### **8. Study Groups**

Education consultants will initially assess the needs of each team and assist in the development of action plans for each team as they develop the skills necessary to provide leadership support to their peers. These plans develop through the team's review of data, which will be led by the team leaders and data coach who have been trained and are coached by the consultants. Consultants will facilitate study groups and action research projects with groups of teachers (including administrators or team leaders) to understand a specific topic or need (DuFour, 2004). The team will read and discuss new ideas through publications such as books and articles that relate the topic being discussed to the research noted to improve the performance of students in the areas identified by the review of data.

### **9. Measurement and Assessment**

Every Generation Ready<sup>SM</sup> engagement is developed from specific data, both at the beginning to understand existing challenges, capabilities and goals, and throughout to monitor and gauge progress. The measurement of progress is two-fold. We look at changes in practice and we look at changes in student performance. From this perspective, we can monitor the progress of teachers and principals and determine if students are progressing toward established goals as well.

The Generation Ready<sup>SM</sup> process focuses on addressing adult behaviors with the ultimate goal of increased student achievement.

For students we use a combination of formative and summative assessments. The formative assessments are embedded in the instructional process. Summative assessments may be taken from an identified source or may be teacher made with assistance from the consultant to ensure that students are on track for the state exams. We ensure that every consultant recommendation and action is driven by actual need. (Stiggings, 2005) (Carr, 2001).

Assessment indicators used for student achievement include state test scores and longitudinal student data reflecting gains or losses in each area over time. Generation Ready determines growth and needs through work with collaborative teams who examine student work to determine evidence of student learning, effective use of the tools and resources available to them (such as rubrics), and suggest revisions in teaching methodology to differentiate instruction to meet individual student needs. The consultant works with teachers to solve problems using both formative and summative

## Dollarway High School

assessment data. The consultant works with teachers to develop effective formative and summative assessments that are reflective of the standards that are reflective of those used on state assessments. Generation Ready consultants participate in meetings, facilitate discussions and provide professional development (often modeling) for teachers to improve instruction and meet the requirements to be effective.

### **10. Embedded best practices, content and technology**

Generation Ready's education consultants are supported by the *ReadyPath<sup>SM</sup>* technology platform. *ReadyPath<sup>SM</sup>* actively links professional development to established best practices and instructional content. This intelligent digital framework supports and complements the expertise and experience of our education consultants. Generation Ready engagements are also supported by rich resources from the Learn Library which is part of *ReadyPath<sup>SM</sup>* and developed by our own education consultants using their personal knowledge of what works in the classroom. The more than 300 modules in the Learn Library contain clear achievement rubrics, lesson plans and exemplars of student work including video of effective teaching practices in action. This Library serves to individualize training of teachers who need specific experience and provides observations for which the principal may practice and receive feedback from the consultant.

### **11. Adaptable by design to speed your progress**

Generation Ready<sup>SM</sup> understands that results depend on being responsive to changing circumstances. The education consultants' partner with you to formulate professional development plans (for the school as a whole and for individual teachers) based on initial information gathered including assessment data. As the plan is implemented, the education consultant and principal observe and monitor progress and use this information to understand where changes need to be made. The professional development plans are adjusted and the cycle begins again. This systematic, data-driven method self-corrects as the engagement unfolds (English, 2000). This way, you can stay on track and move toward your development goals more quickly.

### **12. Flexibility to match your requirements**

Generation Ready<sup>SM</sup> Professional Learning Services engagements are flexible, configured according to your specific goals and needs. We'll work with you to find the right solution, which can include:

- On-site consulting
- Job-embedded learning
- Intensive, targeted improvement through Institutes
- Study groups and workshops

## Dollarway High School

- Planning sessions
- Curriculum and task development support
- Guided visitations within and among schools
- Access to digital tools and content during the engagement
- Technology products for ongoing learning and talent management

### **Content Expertise**

In addition to expertise in professional development, Generation Ready<sup>SM</sup> education consultants have the specific subject matter knowledge required to meet your goals (Cooper, 1987). This broad knowledge base combined with subject mastery helps us match the right consultants to each Professional Learning Services engagement (English, 2000).

### Leader effectiveness

School and district leaders set the tone of the educational environment. Without the support of a competent leader, improving student achievement is extraordinarily difficult – if not impossible. Generation Ready<sup>SM</sup> incorporates our Six Essential Practices of Effective Schools into leadership professional development. We partner to foster a culture of learning and help principals become better team leaders who can strike the right balance of encouragement and authority. In addition, by using *ReadyLab*<sup>SM</sup> leaders and consultants can work with teachers to improve practice for state and district teacher effectiveness requirements and the leader can improve their practices to meet the leadership requirements for leader effectiveness (State rubrics may be imported to *ReadyLab*<sup>SM</sup> as needed). (Lambert, 2003) (Marzano R. W., 2005).

### Teacher effectiveness

At Generation Ready, we're focused on empowering teachers in the ways they need most, through targeted, professional development that builds expertise around what constitutes powerful instruction. Our Professional Learning Services for teachers offers both developments in teacher effectiveness and the development of content knowledge with pedagogy to deliver this content to students. The teacher effectiveness rubrics available through *ReadyLab*<sup>SM</sup> bring teachers along a continuum of excellence to meet the state and district requirements. In addition, the coverage of multiple content areas includes, but is not limited to, literacy, mathematics, diverse learners and technology. (Good, 2000) (Stronge, 2007).

### Literacy

In a very real sense, literacy is the starting point for student achievement. When students are able to comprehend fully the complex texts they encounter across the

## Dollarway High School

curriculum, they are on the way to becoming lifelong learners. We enable teachers to raise student achievement in literacy while simultaneously addressing diverse cultural, linguistic, social and emotional needs (Hattie, J., 2003) (Marzano R. P., 2001) (Weaver, 1998). Our education consultant will support you in developing:

- Effective teaching in writing and reading aligned to state learning standards and/or the Common Core
- Aligning curriculum, instruction and assessment with state learning standards and/or the Common Core
- Systematic progress monitoring of student reading and writing over time
- Developing the reading-writing connection
- Strengthening high school literacy teaching and learning in multiple content areas
- Changing practice in literacy using instructional rounds to inform practice
- Making literacy standards accessible to students with disabilities

### Mathematics

There is a nationwide shift in mathematics from teaching breadth of content towards ensuring that students have greater depth of understanding. Students are expected to meet and exceed rigorous standards at the appropriate grade level by the end of each year. Generation Ready<sup>SM</sup> mathematics engagements help educators to build their own content knowledge and pedagogy around mathematics instruction to meet this challenge (Cooper, 1987). Our education consultant will support schools with:

- Effective mathematics instruction aligned to individual state learning standards and/or the Common Core
- Quality mathematics instruction: Using the eight mathematical practices and the six instructional shifts aligned to individual state learning standards and/or the Common Core
- Building blocks of learning: Creating units of study and/or performance tasks for use within the mathematics block/period
- Paving the road to systemically gathering, analyzing and monitoring student mathematics progress over time
- Unpacking the critical focus areas for individual state learning standards and/or the Common Core style: Number sense, operations, algebra, fractions, measurement, data and geometry
- Differentiated instruction: Creating pathways for diverse learners in mathematics
- Walkthroughs or rounds: Changing practice in mathematics instruction
- Building and delivering rigor into daily lessons in mathematics

## Dollarway High School

### Diverse learners

Meeting the educational needs of diverse learners, or those with disabilities, takes special teaching skills (Fielding, 2007). We offer specialized teaching strategies to address a broad range of teacher skills related to these areas.

- Creating pathways for diverse learners in mathematics
- Building supervisors' and teachers' understanding of math content and instruction
- What makes co-teaching work: Building and maintaining effective teacher teams and models
- Creating successful inclusion classrooms
- Making literacy standards accessible to students with disabilities
- Making math standards accessible to students with disabilities
- Supporting instruction across the curriculum all learners

### Extended Learning Time

Research shows that students often benefit more high-quality learning time and these students exhibit higher academic achievement than their peers (Darling-Hammond, 2000). This trend holds in schools across the country where quality learning time has been successfully and creatively extended, resulting in significant student performance gains, especially in low-income communities. Extended school-wide learning time enables schools to provide students with more individualized instruction, more time for honing core academic skills, and more enrichment activities that make learning relevant and engaging. It also provides critical time for teachers to collaborate to improve instruction aligned to the Common Core State Standards. Schools must agree on the means of expanding learning time. The time increase can happen during the school day, before/after the traditional school day schedule, during weekend hours, during scheduled school vacations and/or summer programming and must provide additional instruction or educational programs for all students. Schools should:

- Support a shared commitment to and partnership with the district and school to ensure that all students leave our P-12 education system college and career ready
- Demonstrate a plan for quality, engaging, academically-focused programming designed to support individual student needs and enhance teacher training/development in accelerating academic performance
- Take full advantage of re-designing the school day, week and/or year to provide increased learning and collaborative opportunities for students and their teachers
- Follow all applicable federal and state health, safety and civil rights laws and expectations for operating inclusive, appropriate programming in schools

## Dollarway High School

- Supplement, not supplant, existing academic requirements with enriched learning experiences and activities
- Commit to using data to inform programmatic and instructional decision-making while meeting outcomes-based performance benchmarks.
- Use school-wide teacher corps, district administration, and consultants from both Parent's for Public Schools and Generation Ready as critical partners in developing the vision, and implementing a true transformation of the school schedule.

As stated earlier, our Professional Learning Services are unique: these are an end-to-end approach that yields sustainable results. Rather than providing “quick fixes,” we engage deeply and systematically in a practical way that integrates learning theory into daily practice with a focus on practical application. The Generation Ready system is time-tested and proven to produce results. It includes brain-based learning and both evidence- and research-based approaches with elements that complement and reinforce one another.

### Parent and Community Involvement and Engagement

Quality public schools are possible when every stakeholder understands the school improvement goals of the school and is a partner in creating the type of learning climate that sustains those improvement goals. Generation Ready<sup>SM</sup> will partner with Parents for Public Schools to help Dollarway High School develop and maintain meaningful relationships with parents and the community by creating a work plan that prioritizes authentic community and family engagement activities.

### Reporting Progress

As evidenced in the following section entitled “Results”, Generation Ready<sup>SM</sup> has the ability to improve performance in the lowest performing schools. In addition, we have the financial resources and stability to promote these services where applicable as shown in the Program Operations section of this document.

We obsess over improvement in student performance. One way we evaluated ourselves is to see that student performance has improved. We track the progress of students across the course of the engagement. Performance assessments are designed to enable teachers to see what students actually know. Both formal and informal assessments are used to monitor student progress toward goals that have been established. We also track the performance of teachers through our observation tools provided in *ReadyLab*<sup>SM</sup> and assist principals and teachers in performance as they review the results of their state effectiveness model also provided in *ReadyLab*<sup>SM</sup>.

## Dollarway High School

The Essential Practice Rubric may be used to evaluate the project. Underneath each Essential Practice Indicator is a description of the indicator from Developing to Highly Effective. The rubric containing these descriptions and is used by consultants as a guiding tool to implement actions plans and drive daily support. The goal is to assess where individuals and groups are on the rubric and then design multi-tiered and differentiated support to move the school, groups of teachers, and individuals along the continuum of improvement toward highly effective. Consultants work with teachers and school leaders is also continually assessed. We want to know where they are on the rubric and how they will design action steps and support to continue improving. Education Consultants utilize data gathering tools from *ReadyLab<sup>SM</sup>* to gather data on classroom practice. The process of collaboratively gathering data builds the common language and expectations with leadership and teachers regarding quality instruction and effective ways to support it. The items in the classroom observation tools provide a granular level of skills associated with the descriptions for Essential Practices. Those skills are used to discuss practice expectations, collaboratively set goals, and plan actions to support.

### **End of the Year Report**

At the end of each year, our partners evaluate the results of the project in a document provided to the district and school. The report outlines goals and recommendations for continued actions to develop the process as the school/district goes forward. The report is organized by Essential Practice categories. These include sections with supporting data reports as outlined below. The format of the final report is customized to meet the needs and requirements of the district/school. These findings and recommendations are provided for collaboration with the teams from each school and can be used to further the growth of each school's project. The following outline is the format for which the evaluation report is written.

1. Executive Summary
2. Culture and Climate that Promotes Learning: Current Practice and Recommendations
3. Rigorous Standards-based Curriculum: Current Practice and Recommendations
4. School-wide Assessment Framework: Current Practice and Recommendations
5. Effective Instruction in Every Classroom: Current Practice and Recommendations
6. Organizational Structures that Promote Learning: Current Practice and Recommendations
7. Strong Home, School, and Community Engagement: Current Practice and Recommendations

## Dollarway High School

### 8. Conclusion and Final Recommendations

We recommend that the Evaluation Report be used to generate a “Strategic Action Plan” and/or “Professional Development Plan” to develop the next steps needed for continuous improvement. The Education Consultant team will collaborate with the district, schools and school leadership to create the plan for the school and for individuals within the school.

#### **The LEA Will Evaluate the Success of our Partners by Reviewing Results**

The consultants bring a global perspective to their work as they help schools incorporate best practices from around the world. Many Generation Ready<sup>SM</sup> consultants have worked in educational communities outside the United States - in Australia, New Zealand, and Canada. For professional development services to have a positive impact on student achievement, consultants need to have the expertise to lead others in the process of change. Generation Ready<sup>SM</sup> consultants have this expertise. The consultants are selected based on their extensive experience in school improvement and curriculum expertise. The consultants have are familiar with the Common Core State Standards, Dollarway School District and Dollarway High School. Consultants working on this project are selected because of their experience that includes:

- *Well qualified with extensive teaching experience* - All our consultants have at least ten years successful teaching experience at the elementary level. All consultants working as coaches are well qualified academically with a Master’s degree (or higher) in Education or in the area of Language Arts.
- *A strong theoretical, content, and pedagogical knowledge* - As part of the selection process consultants need to provide evidence of leadership in the area of literacy teaching and learning. Many consultants have worked at the national or state level in literacy curriculum development.
- *The ability to collect, analyze and effectively use data to bring about change* - The ability to use data effectively to drive professional development is a feature of our consultants’ work in schools.
- *The ability to plan their time strategically and document their work in a professional manner* - The consultants are experienced in communicating effectively with schools staff in planning for the effective use of time consultants’ work with teachers in a range of contexts, i.e. works with lab sites/groups of teachers. We believe in a gradual release of responsibility - consultants demonstrate effective strategies for teachers and guide them in using these strategies for themselves. All consultants complete concise, informative reports in an appropriate timeframe.

## Dollarway High School

- *The ability to establish positive relationships and partnerships* - As part of our selection process consultants need to have demonstrated they have had a leadership role in literacy education. Most have been administrators and/or curriculum leaders and staff developers. They know how to work collaboratively with all members of the school community on instructional issues
- *The ability to identify and challenge practices and ideology that create barriers to learning* - The consultants understand best practice in literacy instruction and are thoroughly familiar with standards-based teaching and assessment. They use data as a starting point and plan strategic change for schools, grades, and individual teachers. Their knowledge of latest curricula and instructional reforms allow them to identify barriers to learning and plan to overcome them.

Through ongoing side-by-side support, we build knowledge of best practices and research in teaching and learning, including formative and summative assessments, differentiated instruction, and academic intervention services. All consultants have a sound understanding of standards-based teaching, learning and assessment especially assisting schools and districts with the implementation of Common Core State Standards. Many consultants have worked previously at a national, state or district level in development of curriculum and understand standards are not the curriculum. They have the skills to model, co-teach and observe lessons, and provide feedback. Generation Ready<sup>SM</sup> has extensive experience providing professional development that improves teacher effectiveness, increases knowledge about the common core state standards (CCSS) and instructional practices, and helps districts and schools meet their goals. During recent years we have:

- Conducted hundreds of CCSS workshops and institutes for principals, coaches and teachers and provided over 70,000 hours of job-embedded coaching support in urban and rural schools implementing the CCSS for leaders and teachers, ranging from unpacking the Standards, to reviewing and revising curricula and creating units of study to developing performance tasks K-12
- Supported districts with a blended approach of on-site workshops, job-embedded consultancy, and virtual professional learning to build the internal capacity needed to prepare for CCSS Implementation
- Developed unique CCSS digital units of study that provide districts with online resources for school-based professional development in literacy and math
- Developed a comprehensive program of professional development support that leads from introducing the Standards, to aligning curriculum to the Standards, to developing performance tasks, to looking at and reflecting on student work to integrating the Standards into instruction in literacy and math

## Dollarway High School

- Conducted hundreds of onsite rubric-based evaluations in all aspects of school quality review criteria and teacher effectiveness best practices
- Led an extensive pilot study in text complexity in 19 New York City middle and high schools
- Led an extensive pilot study in writing for K-2 schools in Mississippi

Generation Ready<sup>SM</sup> has a long history of success providing workshops and job-embedded support for some of the country's most challenged districts, including those with above-average poverty, linguistic minorities, and special education populations. A snapshot (a few of our clients) of Generation Ready's experience includes:

- Erwin Elementary School (Jefferson County, AL) met all of the AYP goals after contracting services with JBHM (Now Generation Ready<sup>SM</sup>). Principal, Mike Barlow states, "When you hire JBHM (Now Generation Ready<sup>SM</sup>), you expect to see results and that's exactly what you get."
- Quitman Junior High School was recognized by the Mississippi Board of Education as an Exemplary Inclusion Program Recipient in 2009 after working with JBHM consultants to develop a full inclusion program for students with disabilities
- Wynne Intermediate, who had not met AYP for the IEP subgroup for 5 years, was recognized as an achieving school by the state of Arkansas after receiving special education services provided by JBHM (Now Generation Ready<sup>SM</sup>)
- New York City Public Schools (NY) - Since 1992 we have worked with over 700 New York City schools, PreK-12, over half of these engagements have been in literacy
- Sacramento City Unified School District (CA) – Since Summer 2013 we have provided workshops and job-embedded professional development for administrators, teacher leaders and training specialists in CCSS Mathematics
- East Brunswick School District (NJ) - Since 2009 we have worked with all schools in the district to improve literacy, math and special education instruction
- Dutchess County BOCES (NY) – Since 2011 we have worked with educators in schools to improve literacy and math instruction
- Geneva School District (NY) – Since 2009 we have evaluated schools and provided CCSS professional development
- Mamaroneck School District (NY) – Since 2010 we have worked with educators in schools to improve literacy and math instruction
- Franklin Township Public Schools (NJ) – Since 2009 we have worked with schools in Franklin Township, specifically related to math instruction and CCSS

Generation Ready's work with these districts has resulted in:

## Dollarway High School

- Sustained capacity at both the school level and district level with environments where all stakeholders are working together towards a shared vision that demands raised expectations and marked improvement for students' progress.
- Increased knowledge about the CCSS and integration of the standards and practices into the curriculum and classroom practices
- Ongoing assessment systems to provide feedback for students, teachers and administrators
- Integrated differentiated instruction and flexible use of a range of teaching strategies to address the diverse needs of students
- School-wide and individual student goals that reflect literacy assessment information

Generation Ready's Professional Learning Services focus on targeted areas of support from content area support in each subject and with CCSS and training with job-embedded coaching to principal and teacher effectiveness. In each situation, our primary intent is to build sustainable capacity so that the district and school have systems in place to support continuous improvement for growth in all areas of need.

### Works Cited

- Allison, E. B. (2010). *Data teams: The big picture*. Engleton, CO: Lead + Learn Press.
- Aronson, J. Z. (1998). *Improving student achievement by extending school: Is it just a matter of time?* San Francisco: WestEd.
- Bamburg, J. (1994). *Raising Expectations To Improve Student Learning*. Oak Brook, Illinois: North Central Regional Educational Laboratory.
- Brookhart, S. (2010). *Formative assessment strategies for every classroom*. Alexandria, VA, USA: Association of Supervision and Curriculum Development.
- Cain, R. N. (2005). *12 Brain/mind Learning Principles in Action: The Fieldbook for Making Connections, Teaching, and the Human Brain*. Thousand Oaks, CA: Corwin Press.
- Carr, J. F. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cooper, G. &. (1987). Effects of schema acquisition and rule automation on Mathematical problem-solving transfer. *Journal of Educational Psychology* , 347-362.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York: BasicBooks, a division of HarperCollins Publishers, Inc.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives* , 1-44.

## Dollarway High School

- Deshler, D. S. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice* , 96-108.
- DuFour, R. (2004). Schools as learning communities. *Educational Leadership* , 6-11.
- Edmonds, R. (1979). Some schools work and more can. *Social Policy* , 9 (5), 28-32.
- English, F. (2000). *Deciding what to teach and test: Developing, aligning, and auditing the curriculum*,. Corwin Press.
- Fielding, L. K. (2007). *Annual growth for all students, catch-up growth for those who are behind*. The New Foundation Press.
- Fisher, D. &. (2008). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. *Educational Leadership* .
- Good, T. L. (2000). *Looking in classrooms (8th Ed.)*. White Plains, NY: Longman, Inc.
- Lambert, L. (2003). *Leadership Capacity for Lasting School Improvement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Lezotte, L. W. (1991). *Coorelates of effective schools: The first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Love, N. S. (2008). *The data coach's guide to improving learning for all students*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. P. (2001). *Classroom instruction that works: Research based strategies for increasing student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R. W. (2005). *School leadership that works: From research to results*. Alexandria, Va: Association of Supervision and Curriculum Development.
- Rosenshine, B. (2010). *Principals of instruction*. Brussels, Belgim: International Academy of Education and the International Bureau of Education.
- Stiggings, R. (2005). *Student-Involved assessment for learning*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Stronge, J. (2007). *Qualities of Effective Teachers, 2nd edition*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Vygotsky, L. (1978). *Mind and society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Weaver, C. (1998). *Practicing what we know: Informed Reading Instruction*. (C. Weaver, Ed.) Urbana, Illinois, USA: National Council of Teachers of English.
- Wiggings, G. &. (2005). *Understanding by design (2nd. ed.)*. Alexandria, VA, USA: Association of Supervision and Curriculum Development.
- Wong, H. a. (1998). *How to Be an Effective Teacher the First Days of Schoo*. Harry K. Wong Publications, Inc.

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.

Pre-Implementation	
May	Pre-Implementation – Advertise, interview and hire Principal and Data Coach
June	Review with the school Leadership team (including the newly hired principal and data coach) the SIG project and other available data and documents; Review previous test scores; Plan staff retreat.

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	Three day training for leadership team as a data analysis team who will review data and assess actions to determine effectiveness, Staff Retreat, Parent/Community Meetings, Self Evaluation, District Improvement Team Meeting
August	Collect observation data; compare to achievement data; write project plan – Self Evaluation
September	Job-embedded coaching and training – principal effectiveness, teacher effectiveness, data analysis, communication, management, documentation, Student & Teacher incentives; Parent Training, ,Teacher Extended Days (3), District Improvement Team Monitoring
October	Continue coaching; report progress to district and state monthly, Begin execution of School Improvement Plan; Celebration, Teacher Extended Days (4), District Improvement Team Monitoring
November	Continue implementation of improvement plan; review information for data analysis with leadership/data team; Examine assessments for alignment to state assessment (or PARCC/Smarter Balanced); Use assessment data to build professional development plan for each teacher as needed, develop structure and begin PLCs. Teacher Extended Days (4), District Improvement Team Monitoring
December	Checkpoint 1 – Evaluate Progress and Submit a Mid-year report; continue implementation of plan; continue data analysis of formative and summative assessments, Celebration, Teacher Extended Days (4), District Improvement Team Monitoring
January	Revise plan; Ensure Response to Intervention model/team is working appropriately; 2 day follow-up training for leadership team; plan remainder of the year, Teacher Extended Days (2), Extended Day for Students, District Improvement Team Monitoring
February	Continue coaching on planning and delivering engaging lessons with research-based, best practices instructional strategies, Teacher Extended Days (3), Extended Day for Students, District Improvement Team Monitoring
March	Checkpoint 2 – Input from Staff and re-establish focus; Analyze data from cumulative assessments; revise plan as needed for assessments, Celebration, Teacher Extended Days (3), Extended Day for Students,, District Improvement Team Monitoring
April	Create calendar in <i>ReadyLab</i> and review by teachers; Monitor classroom reviews; Final building walkthrough benchmark to identify growth, Extended Day for Teachers (3), District Improvement Team Monitoring
May	Checkpoint 3 - Develop and present End of Project Report; Celebration , Extended, District Improvement Team Monitoring

June	Review Assessment data; Compare EOC data to goals; Develop comparative analysis, Assessment of Summer School Needs for students, District Improvement Team Monitoring
July	Checkpoint 4 – Write and present the comparative analysis to superintendent (or designee) and school board; Training for Year 2 , Summer School , District Improvement Team Monitoring

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	Training for leadership team using data from analysis and the comparative data to establish goals for year 2.
August	Develop plan from Leadership Team data, comparative data and new observations in collaboration with consultant(s).
September	Continue Observations with Job-embedded coaching and training – principal effectiveness, teacher effectiveness, data analysis, communication, management, documentation; Student & Teacher Incentives
October	Continue coaching; report progress to district and state monthly, Continue with PD plans for school and teachers; Continue implementation of improvement plan; Celebration
November	Review formative data analysis with leadership/data team; Determine preparation activities for state assessment (or PARCC); Continue to use assessment data to build professional development plan for each teacher as needed, develop structure and begin PLCs.
December	Checkpoint 1 – Evaluate Progress and Submit a Mid-year report; continue implementation of plan; continue data analysis of formative and summative assessments; Celebration
January	Revise plan; Ensure Response to Intervention model/team is working appropriately; follow-up 2 day training for leadership team; plan remainder of the year
February	Checkpoint 2 – Input from Staff and re-establish focus; Analyze data from cumulative assessments and progress monitoring; Make recommendations to teachers for changes; Revise plan as needed for assessments
March	Continue coaching on planning and delivering engaging lessons with research-based, best instructional strategies; Celebration
April	Checkpoint 3 – Final building walkthrough benchmark to identify growth; Monitor classroom reviews.
May	Develop and present End of Project Report; Celebration
June	Review Assessment data; Compare EOC data to goals; Develop comparative analysis
July	Checkpoint 4 – Write and present the comparative analysis to superintendent (or designee) and school board; Training for Year 3

2016-2017 School Year

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

2016-2017 School Year	
July	Training for leadership team using data from analysis and the comparative data to establish goals for year 2., District Improvement Team Meeting, Self Evaluation
August	Develop plan from Leadership Team data, comparative data and new observations in collaboration with consultant(s). District Improvement Team Meeting, Self Evaluation
September	Continue Observations with Job-embedded coaching and training – principal effectiveness, teacher effectiveness, data analysis, communication, management, documentation, Student & Teacher Incentives. District Improvement Team Meeting, Self Evaluation
October	Continue coaching; report progress to district and state monthly, Continue with PD plans for school and teachers; Continue implementation of improvement plan; Celebration. District Improvement Team Meeting, Self Evaluation, Plan Report to the Public, Report to the Public, Parent/Community Night
November	Review formative data analysis with leadership/data team; Determine preparation activities for state assessment (or PARCC); Continue to use assessment data to build professional development plan for each teacher as needed, develop structure and begin PLCs. District Improvement Team Meeting, Self Evaluation
December	Checkpoint 1 – Evaluate Progress and Submit a Mid-year report; continue implementation of plan; continue data analysis of formative and summative assessments; Celebration, District Improvement Team Meeting, Self Evaluation
January	Revise plan; Ensure Response to Intervention model/team is working appropriately; follow-up 2 day training for leadership team; plan remainder of the year. District Improvement Team Meeting, Self Evaluation
February	Checkpoint 2 – Input from Staff and re-establish focus; Analyze data from cumulative assessments and progress monitoring; Make recommendations to teachers for changes; Revise plan as needed for assessments , District Improvement Team Meeting, Self Evaluation
March	Continue coaching on planning and delivering engaging lessons with research-based, best instructional strategies; Celebration, District Improvement Team Meeting, Self Evaluation
April	Checkpoint 3 - Final building walkthrough benchmark to identify growth; Monitor classroom reviews, Self Evaluation, District Improvement Team Meeting
May	Develop and present End of Project Report; Celebration , District Improvement Team Meeting, Self Evaluation
June	Review Assessment data; Compare EOC data to goals; Develop comparative analysis
July	Checkpoint 4 - Write and present the comparative analysis to superintendent (or designee) and school board; Training for Year 3

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
Beginning August and monthly More if necessary	Curriculum and Instruction/Professional Development	June Haynie	Asst. Supt.
		Arnold Robertson	Principal
		Mr. Bearden	Consultant
Beginning August and monthly More if necessary	Special Education	Arnold Robertson	Principal
		Barbara Boyce	Sp. Ed. Supervisor
		Vicki Hicks	SP. Ed. Teacher
		Freddie Harris	Counselor
July 8, Jan. 6, Meet as needed	Robert Morehead Middle School	Yolanda Prim	Principal - RMMS
		Arnold Robertson	Principal
		Andrea Mixon	MS Counselor
		Freddie Harris	HS Counselor
July, September 11, 2013 January 22, 2014	Human Resources/ Testing/Student Support Services	Dornetta Hobbs	District Director
		Freddie Harris	Counselor
		Arnold Robertson	Principal
		Paula Raya	Attendance
July, December	Transportation	Ruth Bogy	Director of Transp
		Billy Williams	Transp. Supervisor
		Earnest Moore	Security
August 27, 2013 and as needed	504	Ruth Bogy	District 504 Coordinator
		Arnold Robertson	Principal
		Ellis Berry	Asst. Principal
		Lee Hardman	Dean of Students
July, August, Jan, and as needed	Food Service	Ellis Berry	Asst. Prin.
		Lee Hardman	Dean of Students
		Leonetta Gammel	Food Service Director
		Arnold Robertson	Principal

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

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

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

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

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

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

## SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: **Dollarway**

Priority School **Dollarway High**

Total 3-Year Budget **\$1,499,5513.68**

*(includes \$1,269,111.53 + (10%) \$126,911.15 + (less than 15%) \$103,491.00)*

### **Pre-Implementation:**

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

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

**COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN**

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

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

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

<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning team and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

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

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

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
X Select a new principal	\$5,000		\$2,500.00	\$2,500.00
X Assign effective teachers and leaders to lowest achieving schools				
X Recruit, place and retain staff	\$2,000.00	1,500.00	\$1,500.00	\$1,500.00
X Select new staff				
X Replace staff deemed ineffective				
Negotiate collective bargaining agreements				
Support for staff being reassigned				
Retaining surplus staff				
X Create partnerships to support transformation model	\$25,000.00	\$5,000.00	\$5,000.00	\$5,000.00
X Change decision-making policies and mechanisms around infusion of human capital				
Adopt a new governance structure				
X High-quality, job-embedded professional development <small>1500x5+Parent 15000</small>	\$4,500.00	\$22,500.00	12,000.00	7,500.00
X Implementing data collection and analysis structures				
X Increase learning team (extended day, week, and/or year)				
X Student supports (emotional, social, and community-based)				
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Teacher Incentives		\$25,000.00	\$25,000.00	\$25,000.00
X Student Incentives		\$20,000.00	\$20,000.00	\$20,000.00
<input type="checkbox"/> Extended day for teachers		\$45,937.50	\$45,937.50	\$45,937.50
LEA-activities designed to support implementation of the transformation model				
X Recruit, hire, and retain highly qualified staff –				
* State Improvement Director		\$100,000.00	\$100,000.00	\$100,000.00
* Data Coach		\$56,430.47	\$56,930.17	\$57,430.17
Data Coach Fringes		\$16,929.05	\$17,079.05	\$17,229.05
* Freshman Academy Coordinator		\$60,329.86	\$60,529.86	\$60,829.86

Freshman Academy Coordinator Fringes		\$18,098.95	\$18,158.95	\$18,248.95
X Faculty and Staff Summer Retreat		38,400.00		
X Implementation of the Freshman Academy	5,000.00	3,000.00		
Technology: Computers and printers for 4 core teachers in the Freshman Academy and the Coordinator	\$7,075.00			
4 Computers on Wheels (COWs) 25 laptops each plus charging cart		\$100,000.00		
General office supplies, (i.e ink, writing pads, pens, card stock) Computer software	3,500.00	\$2,500.00	1,500	1,500.00
Supplies, Service Learning Journals for Students, calculators T-I 84 plus				
Refreshments for Family Night activities, workshops/meetings with Parent/Community groups, P/T Conference Days, and after school programs		\$4,200.00	\$4,200.00	\$4,200.00
<b>Total</b>	<b>\$22,075.00</b>	<b>\$519,825.83</b>	<b>\$365,335.53</b>	<b>\$361,875.53</b>
<b>Less than 15% which is allowed Technology:</b> Computers and printers for 4 core teachers in the Freshman Academy and the Coordinator	<b>\$7,075.00</b>	<b>\$</b>		
4 Computers on Wheels (COWs) 25 laptops each plus charging cart \$110,566.00 total		<b>103,491.00</b>		
<b>External Provider 10% of \$1,269,111.19 = \$126,911.15 total</b>		<b>\$42,303.71</b>	<b>\$42,303.71</b>	<b>\$42,303.71</b>
<b>Total including Technolgy and 10% for External Provider</b>	<b>\$29,150.00</b>	<b>\$665,620.54</b>	<b>\$407,639.24</b>	<b>404,179.24</b>

**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
Please refer to budget		
Total		

**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

Budget Summary

The coordination of resources will be critical to the success of the school improvement initiative at Dollarway High School. Some additional funding resources including dollars, from Title I, State, Local and Federal Funds as indicated in the ACSIP plan will be accessed to augment the implementation of the Transformational Model including implementation of an effective evaluation process. Additional staff resources will be redirected; including the intense involvement of District level administrators, the School Leadership Team, central office staff and the academic coaches.

The budget form indicates costs that reflect Year One, Year Two and Year Three of the improvement project for Dollarway High School. The turnaround principal will receive a \$5,000 signing bonus from SIG funds during the pre-implementation period or the beginning of Yr. Salaries plus benefits - increasing by \$500 per year includes two positions (Data Coach and Freshman Academy Coordinator) at the high school that would otherwise not be hired if not for the SIG funds. Purchased Services includes the purchase of intense and relevant training, coaching and technical assistance from which 10% of the SIG 1003g funds will be allocated for Generation Ready to provide some of these services, 112 days of school improvement coaching and mentoring from highly qualified specialists additional days of professional development with consultants using the Data Analysis and the use of data to drive instruction and school improvement, the implementation of the Freshman Academy and increased parental involvement. The professional development will be ongoing and job embedded thus giving us access to effective strategies for program development and processes to increase academic achievement and the effectiveness in teaching and learning. Materials and supplies will include books and educational tools for each class to have a classroom library relevant to the subject area and student's interest. The Freshman Academy will house a professional library for faculty and staff. Each Freshman Academy classroom will be equipped with technology tools to enhance instruction and learning. SIG funds will be used to purchase a computer and printer for the Academy Coordinator and Data Coach. SIG funds will also be utilized to purchase computers for each core teacher assigned to the Freshman Academy and to purchase three (3) computers which will be housed in each of the core classrooms for student use for a total of twelve (12). The purchase of technology will not exceed the 15% allowed by SIG 1003 (g) guidelines. SIG funds be used for incentive pay for certified staff who are responsible for students scoring proficient or above thus allowing the high school's designated as making AYP for Yr. 1, Yr.2 and/or Yr. 3 or make at least a 10% growth on the state mandated assessments. The newly hired turnaround principal will receive an additional incentive pay of \$2,500 for Yr. 2 and \$2,500 for Yr. 3 if the school makes AYP. Funds will also be used for student incentives (i.e. calculators, books, flash drives) rewards for improved attendance, behavior and academics every nine (9) weeks.

#### Data Coach

Year 1 \$56,430.17 salary + \$16,929.05 benefits = \$73,359.22

Year 2 \$56,930.17 salary + \$17,079.05 benefits = \$74,009.22

Year 3 \$57,430.17 salary + \$17,229.05 benefits = \$74,659.22

Freshman Academy Coordinator

Year 1 \$60,329.86 salary + \$18,098.95 benefits

Year 2 \$60,529.86 salary + \$18,158.95 benefits

Year 3 \$60,829.86 salary + \$18,248.95 benefits

Extended Day After School Program for Teachers

35 teachers x 1 day a week for 1.5 hours a day = \$35.00 an hour x 1,5 hrs = \$52.50 a day x 25 days = \$1,312.50/teacher

\$1,312.50.00 x35 = \$45,937.50

High-quality, job embedded professional development:

High quality-job job-embedded professional development-

Year 1- Pre-Imp \$4,500,

Year 1- \$

Year 2- &

Arkansas Team Leadership Academy to provide 6 days of intensive training \$7000 yr. 3

Student Supports (emotional, social, and community-based):

Year 1,2, 3 \$4,200 - Parental Involvement/engagement activities; yearly

Year 1, 2, 3 \$20,000.00 - Student Incentives for academics, attendance, and behavior (t-shirts, calculators, supplies, books, flash drives, other allowable items)

Community and Partner meetings

Pre – Imp \$5,000

Year 1 \$2,500

Year 2 \$2,000

Year 3 \$2,000

Summer Faculty Retreat

Year 1 - \$38,400.00 for 48 staff members lodging, meals and supplies \$800 per person x 3 days to include mileage

State Improvement Director

Year 1 \$100,000.00

Year 2 \$100,000.00

Year 3 \$100,000.00

Teacher Incentives based on student growth

Year 1 \$ 25,000.00

Year 2 \$25,000.00

Year 3 \$25,000.00



**Technology:** 4 Computers on Wheels to include 25 laptops each and 4 charging carts to be housed in the core classrooms of the Freshman Academy. Each unit is \$25,872.75  
25,872.75 X4=**\$103,491.00**. The purchase of these will allow each core teacher's students to have daily interaction with technology and the laptops will also serve to allow students easy access for online assessments. The teacher and coordinator computers are necessary for the development of lesson, communication with coordinator, other staff persons, students and parents, record keeping and the integration of technology into the learning environment. The computers will also be used for online professional development opportunities and for data review.

**D. ASSURANCES**

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

By the signature of the Superintendent of **Dollarway**  
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: Dollarway High

LEA #: 3502010

SECTION A, Part 1                      General Information

LEA Contact Information and Certification

SECTION A, Part 2                      Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1                      Needs Assessment

Develop a Profile of the School's Context

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

SECTION B, PART 2                      LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

## Additional Resources

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

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

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

<http://www.centeroninstruction.org>

[http://www.cep-dc.org/index.cfm?fuseaction=document\\_ext.showDocumentByID](http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID) <[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/AdoLitResearchBrief.pdf>

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