



ARKANSAS DEPARTMENT OF EDUCATION

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

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Earle School District	
Mailing Address (Street, P.O. Box, City/Zip) P. O. Box 637 Earle, AR 72331	Starting Date 06/10/14
Name, title and phone number of authorized contact person: Rickey Nicks, Superintendent	Ending Date 07/01/17
Amount of funds requested: \$2,522,598	Number of schools to be served: 1

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

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

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to: Rick Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Earle High School		7-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: **Earle High School**

LEA #: **18-02-007**

Context

1. Grade levels (e.g., 9-12): **7-12**
2. Total Enrollment: **303**
3. % Free/Reduced Lunch: **100%**
4. % Special Education Students: **12.5%**
5. % English Language Learners: **-0-**
6. Home Languages of English Language Learners (list up to 3 most frequent:)

1.
N/A
- 2.
- 3.

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

As of the census of 2010, the population of the town was 2,414 people, 1,074 households, and 727 families residing in the city. The population density was 932.9 people per square mile. There were 1,247 housing units at an average density of 383.2/sq. miles. The racial makeup of the city was 16.74% White, 82.02% Black or African American, 0.04% Native American, 0.37% Asian, 0.04% from other races, and 0.79% from two or more races. The median income for a household in the city was \$20,417 (up only \$73 from the 2000 census).

Out of all families in Earle, 42.2% with related children under 18 years and 57.3% with related children under 5 years are below the poverty level. Out of families with female householder, no husband present, with related children under children under 18, 60.6%; and with related children under 5, 100% are below the poverty level.

In Earle, violent crime, on a scale from 1 (low crime) to 10, is 2. Violent crime is composed of four offenses: murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault. The US average is 4. The property crime, on a scale from 1 (low) to 10, is 6. Property crime includes the offenses of burglary, larceny-theft, motor vehicle theft, and arson. The object of the theft-type offenses is the taking of money or property, but there is no force or threat of force against the victims. The US average is 4.

On May 2, 2008, WMC-TV reported that a tornado, which was reported to be large and very dangerous, affected the Earle area causing major damage in parts of the town and some injuries. There were also reports of people missing or unaccounted for at the time. Homes were destroyed; businesses, and the high school were also damaged. The tornado was later confirmed on the same day as an EF3 on the Enhanced Fujita Scale with winds near 150 to 160 mph. The town is still struggling to overcome the damage done to the school, businesses, and land.

The Earle School District is located in the small, rural town of Earle in Crittenden County. Earle is home of the Crittendon County Museum which is a Restored Missouri Pacific train depot, listed on the National Register of Historic Places. The museum houses an exhibit on cotton farming, broom-making factory, early churches, schools and doctors. Art exhibits include works by nationally acclaimed Arkansas Delta artist and Earle native son, Carroll Cloar.

The Earle High School is a Title I Schoolwide campus and as of the 2010-2011 school year, they house the 7th – 12th grades. Students attending the school and residing in the area have no opportunities to take part in the academic, cultural, recreational, or social activities which can be found in larger, more populated areas. According to the latest US Census Report (2000), the county which is spread over 610 square miles has a population of 52,022. Other towns located in Crittenden County include Crawfordsville, Marion, Proctor, Turrell, and West Memphis.

Only 69.2% of the persons age 25 or over have graduated from high school and only 12.8% of these persons have a Bachelor's degree or higher. The low educational attainment levels of the residents can be a severe detriment to student success or achievement in education. Students coming from these homes would face additional problems in terms of family members being able to provide advice and counsel to them in regard to success in school and the relationship of this success to family income. One of the most severe problems we have is that a large number of the students enrolled in the school come from families with low incomes.

Many of our students are involved in community church activities such as youth groups and youth choirs; however, Earle faces the same concerns that have always plagued small, rural and impoverished areas. The issues caused by poverty including drug abuse, alcohol abuse, fighting (off campus), and teen pregnancies. Currently teen pregnancies are numbered at three (down from eight in 2012) at the high school. Many of these are 14 and 15 year old girls.

Little or no technology is available in many student's homes. Several of the high school

students carry cell phones, but they are generally older models; prepaid models; and many are i-Pods (that students try to make look like phones). Students do not have access to computers and/or internet services that could provide research opportunities for classroom studies. Often, due to the high unemployment rate (11.6% compared to the national average of 9.10%)in the area, families don't even have basic cable for television because it comes down to having TV or feeding your family. Compared to the rest of the country, Earle's cost of living is 27.00% lower than the U.S. average.

In many ways, students are literally cut off from the outside world except for the access to such through the school. Students need to be exposed to the 21st century technology in order to be ready for the 21st century college and/or workforce experience. Opportunities for team building needs to be provided for students and teachers. Sometimes different families in the community get into arguments and students feel they have to side with their families regardless of the issue.

High school students are a special group of kids. They tend to be a bit self-centered with a "been there; done that" attitude. Students need to be provided multiple opportunities to work with each other in different groups such as cooperative learning groups or some project based learning activities. These students need to be taught how to work together in activities other than athletics. With the implementation of the Common Core State Standards, cooperative learning groups, project based learning activities, and other joint learning ventures create not only team building, but multiple learning opportunities as well.

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
Earle Elementary School	K-6			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Rickey Nicks Superintendent	<ul style="list-style-type: none"> -Principal of Earle High School for 20 years -Biology Teacher - 7 years -Principal Wheatley High School for 3 years -Mid-South Community College Foundation Board -North Central Advisory Committee -ASU Advisory Council -Crittendon Co. Arts Council -AAEA Conferences -National Board Assoc. -ASCD Conferences 	4	27	27

Juanita Bohannon Principal	<ul style="list-style-type: none"> -Principal at Earle High School for 1 year -Certifications include: <ul style="list-style-type: none"> Building Level Administrator 5-12 Curriculum Director Pre-K - 12 Pre-K -4 Teaching Certificate -Native of Earle; attended K-12 at Earle School District; 1995 graduate of EHS -Served as: <ul style="list-style-type: none"> Personnel Policy Chairman Lead Teacher Tutor Tutoring Program Facilitator Tutoring Program Site Coor. SES Site Monitor Site and Program Coordinator for H.Y.P.E. Professional Development Facilitator Mentor for At-Risk Youth Virtual AR-online provider 	1	11	11

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

Administrators are evaluated once a year by the superintendent. Administrators are provided with a pre-conference form before the actual evaluation is conducted.

Administrators are rated on the following scale:

- Excellent (E)
- Satisfactory (S)
- Needs Improvement (N)
- Unsatisfactory (U)
- Not Applicable (NA)

The administrators are evaluated on the following eight competencies:

- Management of Faculty, Staff and Finances Effectively
- Instructional Leadership Qualities
- Effectively Evaluating the Instructional Program and Staff
- Demonstrating Good Communication and Interpersonal Skills with Faculty Members, Staff, Students, and the Community
- Providing Professional Development Based On Needs Assessments
- Processing the Necessary Organizational Skills
- Demonstrating Professional Stitudes and Growth
- Demonstrating Acceptable Personal Characteristics

Within each competency are several descriptors and indicators to determine the ratings. A post-conference report that is completed by the evaluator is provided during the post-conference and must be signed by both the evaluator and the administrator. If it is determined that it should be necessary, an Individual Improvement Plan would be completed and would also be signed by the evaluator and the administrator. Feedback is provided to administrators.

Administrators are required to keep a portfolio. The portfolio must include documentation of meetings attended and any staff development attended. Administrators must also keep any plans they have made and implemented in order to help the school improve. Administrators must review their portfolio with the superintendent during the evaluation process. This component has just recently been added to requirements for administrators, yet is an important aspect of the total evaluation system.

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

Classroom Walk Through's (CWT's) are performed on a daily basis by the principal. A CWT is a 5-7 minute quick assessment of a classroom at a certain point in time (beginning, middle, or end which is noted on the form. The CWT's are done on a rotating basis typically by the principal. At this point, the principal is taking the classes to be approved to perform CWT's. The external provider and personnel from Crowley's Ridge Educational Cooperative (CRESC) are also conducting CWT's on a weekly basis. CWT's will continue to be conducted by the External Provider, Transition Specialist, CRESC personnel, and the principal (when he receives approval). This data set will provide the administration a set of data from which to determine professional development needs of teachers on an individual and group basis.

One of the criteria of a CWT is designed to determine whether or not an objective is posted and if so, if it is written in student-friendly terms. The data that is collected on the CWT's can show trends and be used to determine areas of potential professional development need or improvement for teachers on both an individual and group level. They also provide vital data to determine whether teachers are using research based instructional strategies and if so, which type. The evaluator can identify how students are grouped (whole group, small group, pairs), grouping formats of students and the student actions. A CWT determines what types of instructional materials are being used, the levels of student work (based on Bloom's Taxonomy), and whether or not students are engaged in the learning. The CWT is also used to determine if a teacher is responding to specific needs of learners through differentiation of their instruction.

Teachers receive two formal evaluations each year. Before the evaluations, teachers are provided with a pre-conference report. On the pre-conference report, teachers are asked to provide the objective(s) to be taught and the method(s) they will be using. They also list materials they will be using during the lesson. If there are any prior activities relevant to the lesson or special characteristics of the lesson they want the principal to know ahead of time, they can provide that information as well.

The new principal will fully implement the TESS system for evaluating purposes effective Fall, 2014.

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

The high school has been providing Supplemental Education Services (SES) after school. These services are provided by Title I rules and regulations and are paid for using allocated Title I funds.

The high school had been implementing a Rise and Move program for several years. The Rise and Move program is a peer tutoring program that takes place usually during the summer months. In order to be a tutor, a student must maintain a 3.0 gradepoint level. Students are paid to tutor their peers or younger students. Due to dwindling funds, this program had to be phased out. However, in the summer of 2013, the district offered summer school program for K-12 students and peer tutors were used in this program.

The district has partnered with the Jobs for Arkansas' Graduates (JAG) which is designed to assist career and technical students whose ability to successfully graduate from high school and obtain meaningful employment is in jeopardy. The National JAG's mission is to assist at-risk and disadvantaged youths in graduating from high school (or receiving a GED and/or marketable skills) and thereafter finding and keeping quality jobs through a state-supported school-to-work transition program. There are five primary performance goals of the School-to-Career and Dropout Prevention Applications:

- 1) 90% graduation/GED rate;
- 2) 80% overall success rate at the end of 12 months after graduation, with participants either employed in a job leading to a career, in the military, or enrolled in a postsecondary education or training, or a combination of work and postsecondary education;
- 3) 60% of graduates are employed;
- 4) 60% of employed graduates are in full-time jobs leading to careers; and
- 5) 80% of the graduates are employed full-time or are combining work and school.

These goals are to be achieved by the third year of operation. There is a career coach on the Earle High School campus four times a week who works with the 8th - 12th grade students. However, this is the last year of this partnership.

EHS runs a concurrent course program with Mid-South Community College. Some courses included in the program are English and College Algebra. Also included are some technical classes. Students are bussed from the high school to the college to take these courses.

Data Walls have been implemented and are located in the teacher work room (Rm. 119). Weekly embedded PD is provided in this room where teachers can continuously analyze and disaggregate the data. Teachers have worked quite a bit with the Data Walls. There is continued need to utilize this data in planning for lessons and remediation for individual or groups of students.

Ms. Juanita Bohannon, a new principal was hired in the 2013/14 school year. She has been a huge asset this year in helping to get the school turned around. She has completed CWT's and classroom observations on a daily basis, scheduled and attended team meetings, and implemented many changes throughout the school.

The school has partnered with an external provider and these consultants have been on campus each week. The consultants don't just conduct meetings each week, but they are active in the classrooms through observing, modeling, and monitoring. They have served as a positive support system for the new principal.

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	73%	68%	58%	56%	45%
Mathematics	59%	58%	57%	53%	44%
Science	34%	28%	20%	11%	12%
Social Studies					
Writing	73%	68%	58%	56%	45%

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

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English	71%	62%	73%	73%	71%	57%	N/A	N/A	N/A	N/A	50%	100%	20%	12%	10%
Mathematics	80%	44%	69%	57%	51%	46%	N/A	N/A	N/A	N/A	0%	50%	21%	6%	9%
Science	33%	33%	20%	34%	29%	21%	N/A	N/A	N/A	N/A	N/A	0%	6%	0%	7%
Social Studies	N/A														

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	50%	80%	74%	48%	51%	55%			50%	
Mathematics	63%	89%	60%	66%	64%	30%	47%	40%		
Science			43%		9%			9%		
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	87%	83%	83%	64%	74%	62%			24%	
Mathematics	78%	82%	72%	66%	59%	28%	42%	36%		
Science			70%		0%				14%	
Social Studies										
Writing										
Other										

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	81%	95%	83%	67%	74%	65%			44%	
Mathematics	74%	93%	41%	68%	63%	33%	50%	46%		
Science			46%		31%			24%		
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: 291

5. Mobility rate for the 2013-2014 school year: 2%

6. Graduation rate for all students for the 2012-2013 school year: 89.13%_

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

	All Students
2013	89.13%
2012	82.4%
2011	84.8%

Key Questions

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

According to the ASEA report, the TAGG group of Special Education students is scoring the lowest.

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

The African American males continue to experience the lowest graduation rates at Earle High School.

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

Students are experiencing the lowest in 7th and 8th grade math. Algebra I, Algebra II, and Geometry students are also experiencing low scores.

(The TLI assessments are indicating this year that the 11th grade literacy students may be experiencing a decline in test scores.)

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

When selecting a model and an external provider for the Earle High School, the student demographics should be taken into consideration. Very careful consideration should be given to the subgroup population served by the school and the extremely high level of poverty in the district (100% free). It is important that the provider selected has extensive experience working with the subgroup populations and demographics and can meet the needs of such. The district has been working with Educators Consulting Services (ECS) this last year as an external provider and plans to continue to utilize their services. ECS was chosen as the external provider based on interviews with different providers, confirmation of their track record and financial stability. ECS provides weekly on-site support, weekly written reports, classroom modeling and support, team building, and leadership support. Their application and their process is based on the nine standards as outlined by the Arkansas Department of Education that are used on the Scholastic Audits, school improvement plans, and standards review process.

The school feels that an external provider provides the third party, unambiguous, evaluations of a situation. This includes culture, instruction, student engagement, atmosphere, parent involvement, and much more. It is an important aspect to have this entity that will help ensure and monitor the program and it's implemented with integrity and fidelity.

In the research report titled "The Turnaround Challenge" (2007) by Mass Insight, they discuss schools with a large majority of students living in poverty. One of the most pressing issues cited was the need to build capacity. This is indeed a pressing issue at the Earle High School. The systems and processes used to identify, attract, retain, and support quality staff members and leaders are critical to building capacity. Capacity not only refers to people, it also implies the mechanisms used to develop and maintain high-capacity organizations. Earle School District has had issues with attracting and retaining highly qualified teachers. As a response to this issue, the high school and district has hired Teach For America teachers the last three years. The few that we have hired have brought fresh ideas, strategies, and a "fresh breath of air" for the school. It is expected that the school will continue to hire and work to retain more of these teachers. Even though these teachers may only stay for three years, the excitement, new ideas, and knowledge of technology has improved student focus on learning and motivation in these classes.

Another insight from "The Turnaround Challenge" is the need for human capital as a critical input for school turnaround. Having people committed to the work and providing ongoing support for these individuals is critical at all levels – in the classroom, with external partners (ECS), with districts and SEAs. Three years ago saw the hiring of a new superintendent who has a lot of vision and insight for the district. In the fall of 2013, a new principal was hired. Ms. Bohannon is a native of Earle, Arkansas, went to school here, and came back after attaining a teaching degree to teach in the district. She has just completed her administration certification and is bringing about much needed change at the high school. She has conducted numerous CWT's and classroom observations, started to implement that change through her leadership in conducting regular staff development meetings, leadership team meetings, scheduling and attending math and literacy team meetings, demanding that lesson plans be turned in every week.

While there have been several changes implemented in the last year, there are many more changes that must be made in order to implement sustained changes that will change the instructional and learning culture. There are instructional changes that must be made, teacher and student attendance must be increased, expectations must be raised and student and teacher attitudes must be improved. School turnaround is a relatively new school improvement strategy; therefore, it requires new organizational structures.

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?

Earle School District is located in a small, town in Crittenden County. It is considered an agricultural area in a rural location. The external provider should have experience in working with schools that have high poverty and rural education issues. They must understand the issues that high poverty schools face in the area of culture, behaviors, community, parents, and sometimes, apathy from students parents, and teachers.

The students at Earle High School are very capable. What they need is a new direction that helps them see the need for continued education regardless of their current situations or the path they may take (continued education for career purposes or going to in the workforce). Students need to feel that there are opportunities for them and that they can achieve. It becomes the task of the high school personnel to ensure that students have a positive environment where students can be successful. Students don't only have to be taught; their learning must be monitored and many need to be nurtured. Living in an impoverished environment affects the mind, body, and soul.

The external provider must understand that with a school that has been on academic distress for several years it is sometimes difficult to overcome the feeling of apathy or helplessness. This applies to leadership, teachers, community members, parents, and also includes the students. The provider must be willing to work with all parties involved in the turnaround project in order to help implement and sustain the necessary changes.

We expect the external provider to not only provide support for teachers and administrators, but to also provide support for students. The external provider will attend team meetings, provide support for the new administrator, help to disaggregate data, observe, model, and monitor in the classrooms.

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.

Scholastic Audit conducted 11/25/12 to 11/30/12. **It should be noted that the building leader was changed in the spring after this Scholastic Audit was obtained. Therefore, negative comments toward school leadership were not based on the current principal.**

STANDARD 1: Curriculum

ADE FINDINGS: Earle High School does not have a fully aligned curriculum. The written curriculum maps are not fully aligned with the student learning expectations found in the Arkansas Academic Content Standards and Student Learning Expectations and Common Core state Standards for all content area. Implemented curriculum maps are at various levels of completion. Curriculum maps for literacy and mathematics were developed by the district using The Learning Institute. Most teachers have not been formally trained on the use of the district’s curriculum maps or documents. Existing curriculum documents for mathematics include content, skills/framework/assessments, resources, essential questions and vocabulary. The student learning expectations in curriculum maps are written as age and developmentally appropriate for the requirements for each grade level. Fine arts and physical education teachers use the Arkansas Curriculum Frameworks as their curriculum documents. Mastery of learning is seldom intentionally promoted in all classrooms. Most teachers do not use high-probability instructional strategies or high levels of questioning. The implemented curriculum is not rigorous, engaging, or age and developmentally appropriate in all classrooms. Multiculturalism is not embedded into the curriculum documents and seldom in the implemented curriculum in the classrooms.

DISTRICT ACTIONS: 1.1b; 1.1c; 1.1d; 1.1f; 1.1g

The high school continues to work with The Learning Institute (TLI) located in Hot Springs, AR. While the TLI helps provide alignment of the curriculum in core content areas, more work is needed in helping teachers write their own curriculum and not view the pacing guides as the curriculum. A district curriculum committee will be established in order to review curriculum, provide assistance, and feedback. The district has provided professional development (PD) in writing curriculum, aligning curriculum, and writing curriculum units over the last two years. This PD has been provided with the whole group of teachers. Further PD will be provided, but in smaller groups of teachers so they can work as teams to write curriculum aligned with the Common Core State Standards (CCSS). The school leadership will monitor curriculum via the district curriculum committee. Data from the TLI and results of Benchmark assessments will be used to write curriculum as well in order to meet the needs of the students. The curriculum documents must include higher order thinking, problem solving, essential questions, and

intellectual engagement of students and teachers must move beyond the teacher and text driven classroom with many worksheets to fill the time. Curriculum documents must be turned in by August 1, 2014 and will be reviewed for corrections and feedback.

STANDARD 2: Academic Performance

ADE FINDINGS: Classroom assessments of student learning are not frequent or rigorous. Most are not aligned with the Arkansas Academic Content Standards. TLI assessments that are aligned with the CCSS are administered and results are posted in teacher workroom. Each classroom teacher mentors a group of 10-20 students during the remediation/mentor period. Specific students have not been identified beyond the TLI assessments. Results are not purposefully incorporated into remediation plans. Teachers seldom collaborate in the design of authentic assessments that are aligned to CCSS. Even though common planning time has been provided by school leadership, this time is not monitored or evaluated for effective use of planning lessons, assessments, or common rubrics. Most assessments are text-book driven and are the same for each student. Minimal consideration is given to individual learning styles. Little feedback is provided to students. Few classrooms clearly communicate performance standards and/or student learning objectives. Students cannot consistently communicate the academic expectations for proficiency in each class. Some classrooms display exemplar work. Few of the works on display clarify the differences in performance levels. Disaggregated data are not constantly analyzed by school staff to determine gaps in the curriculum.

DISTRICT ACTIONS: 2.1a; 2.1b; 2.1c; 2.1d; 2.1e;2.1f; 2.1h

Teachers were provided PD in formative and summative assessments in August 2013. However, teachers will be given additional training on designing open-ended questions which encourage problem-solving and higher-order thinking skills with appropriate task-specific rubrics and writing prompts. School leadership will provide ongoing data analysis to the level necessary to make instructional modifications for individual students. Results of data will be used to improve student performance, improve instructional strategies, revise curriculum, and obtain information on student progress. Instructional strategies must be modified when what is taught does not produce the desired results for all students. Staff development will be provided to address the design and use of assessments that are standards-based, relevant, authentic, and aligned with the CCSS. Task should be designed that provide student choices or allow them to show what they know in a different manner from the usual paper/pencils tasks. Authentic assessments will be reviewed and refined frequently. Teachers must come to see assessments as a means to determine their own performance. School leadership must monitor the effective use of classroom assessment techniques requiring higher-order thinking and problem-solving skills for all students and must provide specific, effective feedback to teachers. Rubrics will be implemented that are task specific and provide opportunities to master the student learning expectations. More formal disaggregation of data has taken place with all teachers. Data wall charts are displayed in the teacher work room to be used in small group and content area PD. Teachers are being shown how to take the data and plan their lessons, remediation, etc., based on the data.

STANDARD 3: Instruction

ADE FINDINGS:

Most teachers use whole-group, textbook driven lectures. Most questions asked require responses at the knowledge and comprehension level of Bloom's Taxonomy. Most teachers cannot state an instructional strategy beyond lecture-based instruction. Most classroom activities do not require students to problem-solve or use higher-order thinking skills. No differentiation is provided. Some teachers make real-world connections. Some teachers use bell ringers; many of the bell ringers lasted 10-20 minutes. Most learning objectives include action verbs on the lower levels of Bloom's Taxonomy. Most students cannot explain what they were learning or why the content is important to know. Some teachers checked several strategies listed on the lesson plans, but they were not observed in the actual lessons. Few teachers align instruction to provide differentiation, multiple intelligences, or learning styles. Classroom walkthroughs and informal observations that impact teaching and learning do not occur on a regular basis. Most students are not cognitively engaged in the learning process. Some teachers utilize guest speakers and field trips to help make real-world connections. Most teachers do not have an Individual Growth Plan. Technology is not utilized to expand learning beyond the classroom. Instructional resources are not sufficient to effectively deliver the curriculum. Most classrooms utilize the white board, textbooks, and worksheets as the main instructional resources. A few teachers allow students to interact with technology. Student work is not analyzed collaboratively to identify specific student learning needs. Professional Learning Communities are not implemented in all areas. Homework is not utilized to extend student academic achievement. There is a district homework policy, although many teachers and parents are not familiar with the policy.

DISTRICT ACTIONS: 3.1a; 3.1b; 3.1c; 3.1d; 3.1e; 3.1f; 3.1g; 3.1h

More CWT's and classroom observations are being conducted on a regular basis in order to monitor teaching and learning. The external provider consultant, the principal, and the math facilitator are conducting literacy and math team meetings weekly. Job-embedded professional development is being conducted in the workroom where data wall information is displayed based on benchmark results and TLI data so teachers have constant access to the information. A daily remediation/mentor period is being implemented so teachers can focus on needs of small groups or individual students. At this time, a focus of remediation is on vocabulary, which has been identified as one of the weakest areas for our students. School leadership is providing more feedback and support to teachers from classroom walkthroughs that address the implemented strategies from lesson plans. School leadership is working to evaluate the effective use of technology in the classrooms. This information is being utilized to determine technology needs of students and teachers. Lesson plans are being monitored for implementation of higher order thinking skills and then these are being checked for in the actual lesson implementation. More efficient use of common planning times are being used to analyze student work and see how this impacts teaching. This more effective use of time and feedback will be continued so teachers become more adept at analyzing student work, writing rubrics, and other formative assessments. All first year teachers now have Professional Growth Plans and these are being monitored by school leadership.

STANDARD 4: Learning Environment

ADE FINDINGS: The leadership has created some experiences (e.g., leadership team, common planning time) that foster the belief that all children can learn at high levels. These experiences are seldom used by staff to maximize instructional practices that will enhance student performance. Professional learning communities are designated in the ACSIP to meet during common plan times, but few meetings have been conducted during common plan periods. Many parents and students indicate that they do not believe the school provides an atmosphere where every student can succeed or provides students with the skills necessary for college or real-world experiences. Some students were observed sleeping or texting during the instructional time; few teachers addressed this behavior. Few teachers hold high academic or behavioral standards for all students. Bell-to-bell instruction is not common in most classrooms. Most teachers do not consistently utilize research-based instructional practices or differentiate instruction to address the diverse learning needs of all students. Questioning techniques, when used, were at the lower levels of Bloom's taxonomy in most classrooms. Few opportunities are provided for students to engage in collaboration with their peers to complete educational tasks. Student engagement is low, and off-task behaviors were observed in many classrooms. The period designated for teacher mentoring of students is primarily used for remediation in the form of vocabulary development or assignment/homework completion. Most staff indicated that the mission statement was last revised eight years ago. Few staff members can articulate the mission statement. Mission and Vision statements are posted in most classrooms. The local school board does not have a policy linking teacher efficacy to student achievement. Few teachers recognize or accept their role in student achievement. School leadership has begun to assign staff based on their individual strengths to maximize opportunities for students. The district has adopted policies to address parent/school involvement. Student report cards do not include explanations of student performance beyond computer generated statements or progress on the goals of individual student education plans. The learning environment does not reflect a culture that is nurturing for all students. Students were observed sleeping, talking, reading magazines, using cell phones, and engaging in other off-task behaviors during instruction. Most teachers ignored these behaviors. The remediation/mentor period is used primarily for remediation in the form of vocabulary development, class-work completion, homework assistance, sitting quietly, or student time to visit with friends. Lecture is the primary form of instructional delivery. The school has limited strategies to communicate with parents. Most communication with parent is discipline related. A parent-teacher organization has been organized, but is not presently active. The school's Web site provides limited resources to assist parents. Most links are not functional or have not been updated. The district did use Edline, but the program was not operational at the time of the audit. Few staff members have established a culture that minimizes the impact of physical, cultural, and socio-economic factors on learning. Lesson plan format not actually followed through in classrooms. Classroom instruction time should not be used to complete homework. Bell ringers should exceed five minutes.

DISTRICT ACTIONS: 4.1b; 4.1c; 4.1d; 4.1e; 4.1f; 4.1g; 4.1h; 4.1i; 4.1j; 4.1k

School leadership must transform the environment into a place where students feel valued and celebrations, ceremonies, and rituals are not just based on extracurricular achievements. To increase academic achievement, the school leadership is working on expanding student recognition and rewards program to include more frequent and inclusive presentations of awards. Work is taking place that to increase academic

achievement to include incentives for increased student attendance, decreases in tardiness, decreases in office referrals, and gains on formative assessments. Recognition will be available to all students and competition will be kept within each individual student rather than against others. School leadership, leadership teams, all teachers, and staff must be located in strategic places throughout the school to acknowledge the accomplishments of all students. The recognitions will include "A" Honor Roll, "A.B" Honor Roll, students leaders, and most improved academically and behaviorally. Accomplishments will also be acknowledged through local media, newsletters, and the school's Website. The Parent Involvement coordinator is working to expand community partnerships to area churches and businesses. Formal recognition opportunities will take the form of banquets to showcase special projects, talents, and accomplishments. CWT's are being conducted on a regular basis in order to be sure a variety of instructional strategies are being implemented as indicated on the Weekly Lesson Plan. PD will be provided for teachers in the areas of Differentiated Instruction and Multiple Intelligences. Common planning times are now being used to conduct PLC meetings each week. Literacy and Math teams meet once each week. School leadership is working to remove all barriers that limit learning opportunities for all students. Remediation/mentoring time is being refined to become an extension of instruction for struggling students.

STANDARD 5: Student, Family, and Community

ADE FINDINGS: 5.1a; 5.1b; 5.1c; 5.1d

The school does not actively provide continuous and sustained assistance and involvement from parents and community in the learning and planning process. The local school board has a policy which addresses school, home, and community relations. A parent involvement plan is posted on the school Web site. Many opportunities for family and community involvement are available (e.g., Open House, Parent Night once a month, Career Action Plan conferences, mandatory parent seminars in August, planning meeting with parents to help students graduate, financial aid workshop, Advanced Placement Parent Night, Senior Parent Information Night, and National Lights Out after school Rally). Few parents attend these functions. Many parents and students reported they had not received communication as to the date and time of some of these events. The school has a parent coordinator. The Parent Center is located in the central office and is open three days a week from 4:00 to 5:30 p.m. A variety of resources are available for checkout and computers are available for use. A sign-in sheet is available; few signatures on are the sign-in sheets. Few parents are involved in the athletic booster club or assist with a back-to-school supplies drive. A newsletter is disseminated every other month. The staff is not utilizing the parents to assist, support, or extend learning. A volunteer survey and parent/guardian information sheet are distributed and collected from parents by the parent coordinator at the beginning of the year. A sixth grade transition day is conducted and students are taken on a tour of the building. Parents and students are given pertinent information. Parent involvement programs/initiatives and student service learning projects are not evaluated to determine the impact on removing barriers to learning for all students. All students do not have access to a rigorous curriculum. (reference page seven of student handbook). Few teachers differentiate instruction to meet the needs of individual students and lack the rigor and relevance to challenge students to think above the application level of Bloom's taxonomy. A plan for remediation of skills for students at risk if not achieving proficiency is in the ACSIP. Few teachers consistently offer point-in-time remedial activities to improve deficiencies serving as barriers to the students. Most of the remediation focuses on vocabulary. At the time of the audit, approximately three students

were participating in the Credit Recovery Program. Students work collaboratively with the counselor and parents to develop a career action plan, which leads to their individual graduation plan. Research-based instructional strategies are not purposefully planned and utilized in most classrooms. Few classrooms use technology for instruction. Technology consists of a few Smart Boards, a portable computer lab with dated software, a few Liquid Crystal Display projectors, and some overhead projectors. Teachers have not received adequate training to integrate and implement technology as an instructional tool for best instructional practice in most classrooms. PD opportunities are rarely job-embedded, ongoing, or informed by research. The A+ and Compass software listed in the ACSIP are not being consistently utilized to impact student achievement. Some extra curricular activities for students include athletics, Beta Club, Spanish Club, Future Business Leaders of America, Family Career and Community Leaders of America, Jr. History Club, and Debate Team.

DISTRICT ACTIONS: At the beginning of the 2013/14 school year data from professional development surveys was taken to provide more requested, job-embedded professional development. In addition, meetings are held each week and job-embedded PD is provided for teachers on an individual or small group basis based on CWT's, principal observations, and/or teacher request. The district has provided ten iPads for use in classrooms. Work is taking place through PD, modeling, and monitoring to get teachers to move beyond the lecture, low-level questioning, worksheets, and other teacher-centered activities as the only strategy being used to more challenging and rigorous strategies based on current research. Instructional activities must provide opportunities for students to think critically and creatively. School leadership should implement procedures to evaluate the extent to which these interventions meet the goals of improving student achievement. Data is continuously being collected, analyzed, posted in the teacher workroom, discussed during PLC meetings, and used for PD and staff meetings. The school is working to increase technological opportunities for students, but funding is limited.

STANDARD 6: Professional Growth, Development, and Evaluation

ADE FINDINGS: 6.1a; 6.1b; 6.1c; 6.1d; 6.1e; 6.1f; 6.2a; 6.2b; 6.2c; 6.2d; 6.2e; 6.2f Planning and support for the long-term professional growth needs of instructional and leadership staff members do not occur on a consistent basis. Many of the PD offerings are set by the district and delivered to the entire staff. The 60 hours of PD are based on district-required PD or teacher preference, perceived "as needed" by teachers or principal and do not reflect the instructional or leadership priorities needed to fully implement the ACSIP. Follow-up is not conducted for most PD activities to determine the degree to which the activity impacts teaching and learning. The district has not developed a formal process to identify the professional development needs of all staff members to build instructional capacity through ongoing, job-embedded PD. Teachers have not submitted Professional Growth Plans. PGP's do not require teachers to set goals related to improving their own professional performance or the academic achievement of students. The leadership team meets periodically to discuss school priorities. Documentation of all PD activities was not provided. Modeling by the literacy and math coaches (as listed in the ACSIP) has not occurred in the classrooms. No teachers have been evaluated during this academic year. Some teachers evaluated last year have not received any feedback from those evaluations.

DISTRICT ACTIONS: PD offerings are aligned to the ACSIP plan. Some of these

occurred before school started and continue during the weekly team, PLC, and content area meetings. Sign-in sheets are kept for all PD. PD for the fall of 2013 was based on the results of PD surveys completed by teachers, student achievement data, and teacher observation data. All teachers have been provided copies of the ACSIP and have met in team meetings to discuss their role. Common planning times have been established to make PD and team meetings more meaningful. A coordinated formal process that includes the use of the results of surveys and needs assessments, student achievement data, the teacher evaluation process, and the ACSIP for long-term planning of PD is being created in order to be fully implemented by the 2014/15 school year. The district policy on PD needs to be updated by the end of the 2013/14 school year and implemented for the 2014/15 school year. The TESS system of evaluations based on Tier 1, Tier 2, and Tier 3 will be fully implemented by the 2014/15 school year. The use of the system will help align the process of observing, evaluating, and providing feedback to teachers. Feedback will occur with this system and will be correlated with the Professional Growth Plans. Teams will meet to establish the PD needs of the high school (not district wide PD).

STANDARD 7: Leadership

ADE FINDINGS: Leadership does not share sustained vision, mission, or belief statements. The mission statement is not included on the school's Web site. A mission statement is posted in some classrooms. Most stakeholders (teachers, parents, students) could not identify the school's mission and/or vision statement. School leadership rarely utilizes the mission, beliefs, or vision of the school as the guiding principle in all decision making regarding teaching and learning. Collaboration with teachers and instructional facilitators to increase student achievement using research-based high probability strategies does not occur on a regular basis. Leadership decisions are rarely focused on overall improvement of student scores. The principal is seldom perceived by the staff as the instructional leader of the school. Classroom instruction is seldom monitored by the principal. Many classrooms utilize bell ringers to begin the period but they take as long as 20-25 minutes. A remediation period is offered in the master schedule; in some classes this time is not used productively. The 2012-13 ACSIP was written with assistance from the school ACSIP committee. The school's mission focuses on developing students with advanced technology; there is minimal technology available to students. The Internet service is sometimes unreliable for students and teachers to access. Some teachers and students reported they do not feel safe in the school. Most exterior entryways are left unlocked throughout the school day. The principal is not aware of what budgetary resources are available or allocated to the high school for the implementation and maintenance of a safe learning environment. The secretary and principal monitor the surveillance system cameras located in doorways, hallways, and on the exterior of some buildings. Crisis and emergency procedures are posted in most classrooms. Policies are in place to support continuous improvement of a safe learning environment; these policies are not fully implemented. Leadership does not provide a process for the development or implementation of policies. The local school board of education policy manual is not accessible on the Website for stakeholders. Many staff members expressed concern over the lack of communication between administration and staff members concerning policy development and/or decision-making guidelines. School leadership provides no intentional, systematic process to analyze student achievement data for the purpose of meeting a diverse student population. The leadership seldom demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency. The principal does not consistently implement district policies. The principal does not engage staff members, teachers, and/or students in the discussions concerning student academic

performance. The principal does not address student performance in the faculty meetings on a consistent basis. Some teachers reported the principal does not conduct or monitor instruction through classroom observations and provide face-to-face feedback. The principal reported he has completed few classroom walkthroughs recently. The principal has not conducted any formal evaluations for this school year at the time of the Scholastic Audit. Some teachers reported the principal is disengaged and apathetic towards the idea of improved student academic performance. The principal provides minimal organizational direction and does not establish distributed leadership in the school.

DISTRICT ACTIONS: 7.1a; 7.1b; 7.1c; 7.1d; 7.1e; 7.1f; 7.1g; 7.1h; 7.1i; 7.1j; 7.1k

It should be noted that the principal who was employed at the time of this Scholastic Audit was replaced in the fall of 2013.

The principal must become the authentic instructional leader of the school. Student achievement for each student is now a primary goal for the school. The current principal is conducting CWT's each week. Leadership teams, PLC teams, and content area teams are meeting on a weekly basis to ensure that all faculty and staff are involved in the decision making process for the school. Professional Growth Plans have been completed for all nine of the first year teachers and will be completed for all teachers by the end of February 2014. The PGP's will be monitored throughout the school year. The new principal is providing job-embedded PD based on needs identified by teachers and the administration. Data is constantly being analyzed and discussed in the team meetings. Faculty and staff input is being gathered regarding policies and procedures. The new principal is communicating with all stakeholders a set of high expectations for teachers and students. Consistent communication is being provided through weekly meetings and PD offerings, and, the principal is consistently in the classrooms performing CWT's and observations in order to increase accountability.

STANDARD 8: School Organization and Fiscal Resources

ADE FINDINGS: The district/school makes limited use of stakeholders (e.g., teachers, classified staff, parent, and community leaders) in a collaborative process to plan or initiate budgetary actions to enhance high student and staff performance. Earle High School is not organized to maximize all available resources. Course offerings in the master schedule seldom provide students access to a curriculum that is rigorous or challenging. All funds are administered at the district level. Fifty-two minute class periods are built into the master schedule. High-probability, research-based instructional strategies are not implemented in many classes. Many students are disengaged during the instructional time. Formative and varied authentic teacher-created assessments designed to measure student growth are not used in many classrooms. School leadership seldom monitors or evaluates the use of instructional time to ensure alignment with the school's mission. Bell-to-bell instruction is not the norm in most classrooms, and interruptions are frequent due to intercom announcements. The school does not have a systematic process to adjust revenue or review actions in the ACSIP that support the changing needs of students. Changes are made based on results from state assessments. Expenditures are monitored by district leadership throughout the year to ensure compliance with appropriate accounting procedures and state and federal grant requirements.

DISTRICT ACTIONS: 8.1a; 8.1b; 8.1c; 8.1d; 8.1e; 8.1f; 8.2a; 8.2b; 8.2c; 8.2d

High expectations for student achievement in all areas must be consistently verbalized by all staff members and observable in all classrooms. Work continues to ensure all students

are engaged in meaningful work for the entire class period through continuous CWT's, observations, and PD. Leadership and the external provider is frequently monitoring teacher's instructional strategies. Announcements have been kept to a minimum and occur outside of instructional the majority of the time. The new principal is working with the superintendent to determine expenditures and budgetary requirements allotted to the high school.

STANDARD 9: Comprehensive and Effective Planning

ADE FINDINGS: A collaborative process involving all stakeholders (e.g., administrators, faculty, students, parents, and community members) was not used to develop the current mission statement. The current mission and vision statements were developed eight years ago by the ACSIP committee. The mission has been revisited each year by the ACSIP committee for minor revisions. Data review and analysis are limited to summaries of student performance on state assessments for literacy and mathematics. The majority of the goals and action components included in the ACSIP are stated in general terms (e.g., To Improve Student Performance in Reading Content on Multiple Choice an Open Responses). The ACSIP does not give specific time frames for analyzing data. Interventions, action components, and research in the ACSIP do not reflect the intentional use of available student performance and perceptual data to plan for systemic change. Few specifics were mentioned to raise the scores of the subpopulation of students with disabilities. The principal is listed as the person to be responsible for monitoring student progress in 172 out of the 206 action components. Earle High School does not consistently review current research. Some of the cited research is more than ten years old. Data analysis is seldom used to identify the overall strengths and limitations of the school or as a means to clearly respond to students' needs. Action components in the ACSIP reflect more emphasis on programs and activities and less attention to explicit research-based teaching and learning strategies designed to address the unique learning needs of all students. Although the Earle High School lesson plan design includes a checklist of high-probability instructional strategies and Bloom's taxonomy, few classrooms demonstrate the daily instructional practice of teachers. The combined actions for each priority present a scattered approach to improving student achievement rather than a focused, research-based plan. School leadership does not have a formal, systematic process for evaluating, monitoring, or revising the effectiveness of the ACSIP on an ongoing basis.

DISTRICT ACTIONS: 9.1a; 9.2a; 9.2b; 9.3a; 9.3b; 9.3c; 9.4a; 9.4a' 9.4b; 9.5a; 9.5c; 9.5d; 9.6a; 9.6b; 9.6c; 9.6d

Team meetings, PLC meetings, and content area meetings are conducted each week. This year was spent creating and implementing leadership teams by the new administration. By the fall of 2014, students, parents, and community members will be added to the leadership teams. These participants will not be asked to attend every week, but will be asked to attend once a month to provide their input and be updated by what may have been discussed at previous meetings. Student assessment data from the TLI and previous Benchmark assessments are being monitored and discussed each week. An intentional plan for updating the Mission Statement and the ACSIP has been established and is being addressed in the weekly meetings. A new ACSIP committee is being established in order to address areas of weakness, update the ACSIP data, and conduct current research-based strategies. More consistent feedback is being provided through the principal observations, CWT's and evaluations. Progress reviews for the

ACSIP are being established and a process for establishing the effectiveness of the plan is being reviewed.

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 support the new building administrator in their efforts to build capacity, establish routines and procedures, increase the effectiveness of teachers and the academic achievement of students. Both the superintendent and the external provider have served as mentors for the new principal. One of the external provider consultants has served as a principal and is helping establish timelines for everything that must be accomplished this year and over the next two to three years.

Earle High School has begun to implement a specific plan of improvement that includes building administration and staff capacity, and increased accountability of everyone involved. This plan is found through IMO's, the PIP, and the ACSIP plan. The school will support the model by providing the following changes:

- 1) The school day has already been increased to 7:45 a.m. to 3:30 p.m. in 2012 (an increase of 25 minutes from the 2010/2011 school year.
- 2) Providing leadership classes to the new principal in addition to an on-site mentor.
- 3) Require the implementation of the TESS evaluation system to be fully implemented by Fall of 2014.
- 4) Require an increased number of CWT's with effective feedback to faculty and staff.
- 5) Ensure that all staff attends summer training in establishing, conducting, and continuing PLC's.
- 6) Provide on-going, job-embedded and relevant professional development that is based on on-going data and teacher needs, as identified by CWT's, observations, and evaluations.
- 7) Establish increased expectation for students and staff.
- 8) Hold all parties accountable for improvement.
- 9) The local School Board has adopted a resolution to approve the transformation model.
- 10) Provide training to the school board, faculty, staff, parents, and community members regarding this SIG grant and the expectations from each party.

By design the 1003g Transformation Model specifically addresses school improvement, building level administration, staff capacity, and accountability at all levels. The model includes support and training in a top-down fashion beginning with the school board and district leadership, building leadership, all teachers and support staff, students, and parents and community; hence all stakeholders. Everyone will be involved in this process and held accountable for the results.

The school and district understands the seriousness of establishing a new dynamic at the high school in order for all students to become academic achievers and life-long learners. All stakeholders must be held accountable at the highest level. The plan outlined in the 1003g application includes not just an instructional shift, but a learning shift and cultural shift as well.

This plan includes development of a leadership team consisting of: the State Leadership personnel (SIS), the External Provider, Crowleys Ridge Educational Coop staff, and here to fore untapped resources of parent and community learders in addition to the traditional leadership team consisting of school personnel. This team will come together to look at all aspects of the past, present, and future condition in Earle that have effected students ability to learn and succeed.

The plan for the Earle High School will include intensive on-going, job-embedded staff development, partnerships between Educators Consulting Services, Crowley's Ridge Educational Cooperative, high school staff, ADE, parent and community resources. All partners will come together to plan and work toward a goal of increasing the academic achievement of the students of Earle High School.

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

The Earle School district has a high poverty population as evidenced by the 100% free lunch count. Poverty in this area is generational and leads to many issues for the student population; however, with the unemployment rate being so high, a lot of the population has been affected. The area is largely agricultural with just a few people owning most of the land. Many of our students suffer from poor nutrition, poor health, poor dental health, and poor living environments. Many students in this district are being raised by someone other than a parent.

Earle has no cultural or enrichment opportunities to speak of for students except for church activities. The students must be taken to Little Rock or Memphis, or somewhere else in the state to experience any type of real cultural experience or build any type of background experiences in so many areas. The students often have limited access to technology at home. Some students may have a older cell phones or a computer, but families can't afford to pay for internet access.

Through funding of the 1003g grant, additional personnel will include a full time technology coordinator to be housed on-site and help with all the new technology and the maintenance and issues that come with new technology. According to research, some students who are not successful in the traditional classroom may experience success through an alternative curriculum. The current Credit Recovery Program is being implemented using A+ Learning software, but needs someone to direct the program. Through A+, students will have an opportunity to retake a course or courses they have previously failed. By recovering credit, students will be more likely to graduate on time. The two primary indicators of on-track graduation indicators are course completions and credit accumulations. The technology coordinator will also manage the Credit Recovery Program.

The transformation model will include job-embedded, relevant, data-based, professional development designed to increase student academic achievement and teacher effectiveness. Teachers will receive intensive training on how to analyze data and not stop there, but how to use that data to drive their instruction and assessments. This data will be embedded into the ACSIP plan as directed in the Scholastic Audit recommendations and will include TLI data in addition to Arkansas state assessment data. The development of a Professional Learning Community will ensure instructional decisions are data driven. Teachers will receive intensive training and modeling in the classrooms on differentiated instruction, learning styles, and instructional strategies (as indicated by the CWT data set) by outside consultants.

Professional development will be provided in Common Core Content Standards with a focus on actually implementing the Common Core State Standards with fidelity. A model of continuous support professional development will be implemented so that teachers will be introduced to a strategy, have the strategy modeled for them, and then apply the strategy in their own classrooms under supervision. This model will occur over and over again for the teaching staff until they become comfortable and proficient with the strategies.

Professional development will be provided on project-based learning (PBL). PBL is a comprehensive instructional approach to engage students in sustained, cooperative

investigation (Bransford & Stein, 1993). Within its framework students collaborate, working together to make sense of what is going on. The two essential components of PBL are 1) A driving question or problem that serves to organize and drive activities, which taken as a whole amount to a meaningful project; and, 2) Culminating product(s) or multiple representations as a series of artifacts, personal communication, or consequential tasks that meaningfully addresses the driving question. (Brown & Campione, 1994) Through the implementation of PBL, students will be afforded opportunities to have increased input into their learning as well as cooperative and collaborative opportunities. Students will become more actively engaged in the learning process.

Fifteen percent of 1003g funds will be used to purchase iPads and Kindles for student use and laptops for teacher use in the classrooms. The Scholastic Audit cited the lack of available technology for student use and for teacher use. Smart Boards will be added to classrooms that do not currently have them. On-going PD will be provided for teachers and students in order for them to become proficient in the use of the technology. The iPads can be used in any content area classes, but during the first year of the grant, will be used primarily in English language Arts and math classes. In years 2 and 3, additional classroom sets will be purchased that other classes can have full access and utilization.

The school will hire a literacy facilitator, a math facilitator, a literacy interventionist, and a math interventionist. The literacy facilitator will be responsible for modeling and monitoring in the English language arts classrooms. Both the literacy and math facilitators will also be responsible for helping to disaggregate data with teachers, discussing the data, and helping teachers use the data to drive their instruction. They will also be responsible for ensuring that the literacy and math TLI assessments are administered and scored on a timely basis. Interventionists will be responsible for working with individual or small groups of students to provide interventions during the school day. Interventions will be targeted only on the areas that students have shown a weakness for on previous assessments. Once a student is proficient in a certain area, it will be determined if they need to continue to work with the interventionist or if they have experienced enough success to be terminated from services. Assessments will be given in order to determine whether or not students have gained enough proficiency to be released from services.

Response to Intervention training will be provided to ALL teachers so they will learn what to do when the students don't understand or fully comprehend a concept. Teachers will attend a three-day Professional Development training during the summer. Over the course of the three-year grant funding, the entire staff will attend PLC training in order that all of the staff will come to truly understand the importance of working as a team and what happens when just one or two team members refuse to do their part.

A licensed social worker will be hired to work with students who have been placed in the in-school suspension program, have a high degree of absenteeism, or exhibit continual behavior problems. The social worker will work with students and/or their families to link them with necessary social services as well as alternative coping skills. This person will also conduct small group sessions on teen suicide, anger management, avoidance of high risk behavior, resilience strategies, and goal setting. The social worker will work with the Parent Involvement Coordinator to conduct home visits for those students who are truant or are performing poorly in school. The social worker will also keep updated records on student absences or tardies.

National Board Certification support will be offered for up to three teachers per year who may indicate a desire to pursue additional certification. The National Board Certification support will also be an incentive in the recruitment of new teachers.

PLC meetings will take place on a weekly basis. Data will be the driving force behind all decisions made at the high school. Teachers will be taught how to disaggregate the data on a deep level and to look for and analyze the root cause of trends that are being seen over time. This continues to be an area of concern that needs to be addressed with the staff. At this point in time, the staff does not take any initiative to determine the causes of low academic achievement, nor does a lot of the staff as a whole seem to accept any of the responsibility for low academic achievement. This is a large part of the teaching culture that must be changed.

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).

Results from the End of Course Algebra, Geometry, Biology, and Literacy Benchmark assessments were used to determine academic needs of the students were used to aid in selection of appropriate intervention model. ACT results (15.9 composite in 2012), remediation rates (94.4%) in 2012, attendance rates (96.8%), and graduation rates have also been taken into consideration. (The 2013 ACT results and remediation rates have not yet been released.)

The high school has implemented the services of The Learning Institute (TLI) located in Hot Springs. The TLI provides formative assessments on a regular basis throughout the school year in content areas. The results are input into the TLI data base and they provide a multitude of reports based on that data. Staff from the high school are trained at the TLI in Hot Springs on how to create a pacing guide for instruction, determine the number and timeline of assessments, and how to input data from the assessments. The staff is also trained in how to score the open response sections of the assessments. The TLI scores the multiple choice items and when the open response and writing scores are input, they are combined to provide the data sets. This data has been used to help determine what areas of need are greatest and to determine students who are in danger of not passing or moving on to the next grade.

Professional development surveys from the staff were collected from those teachers who would participate. The five areas asked about were: 1) Resources; 2) Instruction; 3) Technology; 4) Time; and, 5) Other [where they could identify other things.] The highest three chosen (in order) were Technology Training, Instruction in Math and Literacy, and Resources.

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?

Earle High School has not been involved with improvement issues such as America's Choice. Only internal initiatives have been attempted with little success. The restructuring plan included the hiring of a new high school principal during the 2010-2011 school year.

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

All stakeholders have been involved in the selection and planning of initiatives outlined in this grant proposal and are excited about the possibilities. The hiring of a new superintendent three years ago and a new principal in the fall of 2013 has created a renewed level of interest and excitement with the staff and community.

3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?

The LEA is currently on their third ADE School Improvement Specialist and has just been informed that they are being reassigned again to a fourth specialist. Yes, the LEA has supported the SIS efforts.

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

N/A

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

The district has just hired a new high school principal who is a native of Earle and went through the school system from K-12. A curriculum coordinator is on staff who has been in the district for over 20 years. A parent involvement coordinator is on staff who is native to the area and has been on staff for over 20 years. Three years ago, for the first time, the high school has hired young, Teach for America teachers and has been very pleased with the results.

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.

Earle has advertised for teaching vacancies and has utilized a number of Teach for America staff members during the last three years who have brought a new perspective to Earle High School as these staff members are typically younger than most of the existing staff.

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

Earle SD has in past school years successfully used 1003a funds, 21st CCLC funds and has made the most of current federal and State Categorical funds to enhance the educational practices in the district.

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

Earle will use carryover Title I and NSLA funds to supplement 1003g funding.

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

N/A

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

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

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

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

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

Transformation

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

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

N/A

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

All the stakeholders have been informed and included in planning the initiatives of this grant proposal. Staff meetings have been held, a perceptual data survey was administered to students, a parent/community meeting was held, school board members were notified of the grant application and it was approved by them. The district has hired a new principal in the first semester of the 2013/14 school year and a new superintendent in February of 2010 has created a positive atmosphere of change already. (It should be noted that this is the third principal in four years at the high school.)

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

N/A

Turnaround

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

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

N/A

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

N/A

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

N/A

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:

N/A

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

N/A

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

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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

N/A

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

N/A

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

N/A

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 initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
External Provider: Consulting, job-embedded professional development, leadership in school improvement, technical assistance	N	Y	External Provider: Consulting, job-embedded professional development, leadership in school improvement, technical assistance	ECS has worked with several schools this year as an external provider and is experiencing success in those schools. They are helping schools establish a PLC community by providing professional development and modeling in the classrooms based on data analysis. ECS has also worked in the state as an SES provider for the past 6-years with tremendous documented successes. ECS has worked with Marvell High School and successfully helped them meet their AMO's, increase student achievement, and mentor teachers and administrators.
Crowley's Ridge Educational Co-op	N	Y	Professional development, data, support	The co-op has a long-standing history of providing assistance and support to schools through professional development, networking with other schools, and strong support in school initiatives.
The National Guard	N	Y	Student Support	The National Guard provides career support and counseling primarily to the male students.

Dream Big (University of Arkansas at Fayetteville)	N	Y	Student Support	Dream B.I.G. (Believing in Girls) is a student-led girl empowerment mentoring initiative that has been serving 6th-grade to 12th-grade girls from the Marvell-Elaine School District of Phillips County in the Arkansas Delta. U of A students serve as mentors to engage with the high population of teenage girls living in conditions of poverty, abuse, neglect, high teenage pregnancy rates, high drop-out rates, and lack of motivation to pursue higher education

Turnaround

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

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

Restart

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

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

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

Step 3: Determine Best-Fit Model and Partners

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

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
✓ Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
✓ Students experience low-achievement in only select subject		✓		
School Capacity				
✓ Strong existing (2 yrs or less) or readily available turnaround	✓	✓	✓	
✓ Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
✓ Capacity to negotiate with external partners/provides			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	

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

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

Best Fit Ranking of Intervention Models

A. Best Fit: Transformation

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: EMO

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

The Transformation Model

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

The LEA hired a new principal in the fall of 2013. This came upon the heels of the last Scholastic Audit and the many negative remarks about the leadership of the high school.

Therefore the LEA is within the guidelines of hiring a new principal within the last two years. The new principal has already started to establish high expectations for students and teachers. She has created leadership teams that meet every week, established PLC teams that meet weekly, and content area teams that meet weekly as well. Ms. Bohannon is a native of Earle, Arkansas and attended school here from K-12. She knows the parents, the businesses, and other community members. She has taken on the task of working with weak teachers and if necessary, documenting actions that may reflect in suspension or termination of teachers.

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

The LEA leader will have the flexibility to rearrange teaching staff, retrain that staff, and hire new staff as necessary. The new leader understands that in order to make the substantial changes that must be made, it will be necessary to implement some drastic measures. There are a few teachers who are very close to retirement, which will help in making some of the necessary changes.

The leadership will have the support and perspective of the ECS consultants. These consultants have had years of experience and will bring a new perspective to the district and new ideas including performance management, classroom management techniques, increased accountability, etc. The principal will be afforded the opportunities to implement new ideas, plan for professional development based on data and teacher needs, and build a stronger staff and student body. In addition, the principal will have support in Classroom Walkthrough data. Both ECS consultants and the educational co-op employees have been certified to conduct CWT's. Through this extensive support, the quality of instruction will increase as data is used to provide future professional development or make the necessary changes in instruction to improve student learning.

At this point in time, the LEA would rather retrain and mentor the staff by providing them with opportunities to achieve based on job-embedded professional development, personal improvement plans or their own growth plans. All the staff needs to be trained in analyzing data and taking that data and tying it to student needs, instruction, the ACSIP plan, etc. The entire staff needs to be trained in Common Core State Standards, curriculum alignment (vertical and horizontal) and most of the staff still needs to be trained on how to implement Professional Learning Communities. There will also be an attendance incentive for teachers and an academic incentive established as well.

The LEA intends to continue the Professional Learning Community training and create an atmosphere over the course of the next three years in order to bring about changes in instruction, meeting the needs of all learners, team building, cultural understanding, and community awareness. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and on-going technology needs.

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

Since the hiring of a new superintendent three years ago and a new high school principal, changes in the fall of 2013 have been slowly coming about. Now is the time to implement a change process that will bring about the changes needed for our students to have the opportunity to increase their academic achievements. Increasing the academic achievements of the student population is helping them to lay the foundation for the rest of their lives. It should not be taken lightly. The district has an administration that is open to implementing changes and that in itself brings a new perspective to the district.

Limitations to the transformation model could be that you may still be dealing with the same people you have been dealing with in the past. However, once new people have been hired and some personnel shifts have been completed, it is expected that there will be a different attitude. This is another reason to have an external provider in the mix as these consultants are not bound by any local politics or previous attitudes that may hinder others. The leadership for change and the support necessary to help make it happen are now in place to help implement substantial changes for the high school.

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

The principal will have greater flexibility in hiring, budgeting, and the use of time in order to support the new innovations including new technology (Elmos, iPads, laptop computers) required in order for the transformation to be successful. The principal will be given more latitude to work with the external provider in order to design the type of environment that will be conducive to student achievement. Greater flexibility will include time, space, personnel, technology, and materials and supplies needed to develop the academic achievement programs, new innovative student support programs, new technology programs, parent involvement programs, etc.

When teachers and instructional leaders attend the Professional Learning Community Summit, it is expected they will come to recognize that all decisions are based on data and student needs. All decisions made regarding the master schedule, planning periods, staffing, etc., will be made based on student needs, student achievement, and creating a learning environment where all children can learn. The external provider will help in providing assistance for a new master schedule and determining what classes may need to be double blocked,

improvement plans for staff, and implementing a curriculum that includes rigor and relevance for the students. Included will be preparation and implementation of the new Common Core State Standards.

Other changes that must take place over time are going to be changes in policy. Some policy changes that must occur will have to do with staff absence policy. This will include sick leave, doctor's notes, etc. Some policy that allowed teachers to be paid regardless of how much time was missed has been changed. The personnel policy committee is already aware that this is an area of concern and it is on the agenda to be addressed before school is dismissed this year so it will be policy for the 2014/15 school year.

The school day was extended beginning the fall of 2011. The new school day runs from 7:45 until 3:30 beginning in the Fall 2011 (in increase of 33 minutes from the 2010/11 school day).

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 leader by approving new policies that support hiring highly qualified teachers; the implementation of research-based instructional strategies based on the needs of the students; and, the collection of data that supports the replacement or removal of staff. Board policies need to be established that establishes higher expectations of teachers. Teachers will be evaluated more regularly with formal evaluation measures (TESS) in addition to the CWT's. The new principal is insisting on lesson plans being turned in and has begun to write teachers up for not doing so. The district level leadership supports these efforts to hold teachers more accountable.

All teachers will be required to attend the Professional Learning Community Summit (Focus on Teaching and Learning) to be held in Hot Springs, AR over the next three years. The PLC concept will be studied and implemented over the course of the next three years. The Professional Learning Community concept will be strongly supported once the staff has received training and begins to fully understand the concept. The district supports the on-going training in the PLC concept and understands that the on-going, job-embedded professional development is key to the success of this model. If real change is to happen, it must begin with the teachers and it must be instructional in nature. The new leader will be supported by having appropriate professional development provided for herself and the staff that will support the transformational model. Through the professional development and consultation, the leader and teachers will learn how to build capacity. Accountability for teachers will increase by Classroom Walkthroughs actually being administered, formal evaluations (TESS) actually being administered, regular feedback to teachers, team meetings, and increased attendance of teachers.

The HS Principal will be required to attend the Educators Consulting Services Leadership training model, designed to effect changes in leadership necessary for 21st century leadership skills.

Sustainability will come as a result of improving professional practices, over the long term, by confronting the pervasive culture of low expectations, by implementing a more systemic approach to educating the children of this high school, and providing with the classroom and technological skills necessary for the 21st century. The external provider consultants will provide weekly exit meetings in order to keep the leadership and district informed about the results of CWT's, observations, modeling, monitoring, etc. The district is aware of and willing to make changes that will positively affect the academic achievement of the students and increase involvement of parents and community.

The district will also commit to empower the school leadership to implement a collaborative planning and implementation process within the building and support them throughout the process.

The principal will have assistance in conducting CWT's, disaggregation of data, and observational information in order to determine instructional changes that must be made in order to meet the needs of the students. Response to Intervention training will be provided in order to meet the needs of students who are not functioning on grade level. Teachers will have help in completing lesson plans with the appropriate Rtl information, differentiated instruction, Common Core State Standards, and TESS.

The school board has been informed of the transformation model and fully supports the efforts. The superintendent and board are ready to provide the principal with the time, technology, and any necessary training needed to aid in the implementation of this model.

The Turnaround Model

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

If the district chose the Turnaround Model, the LEA would have a difficult time trying to replace 50% of the teachers. The district is located in a rural, low achieving area. In order to find enough teachers in the Turnaround Model, the LEA would have to resort to outside resources such as using the help of the ADE, colleges from around the state, Teach For America, and any other available resources. It would also be necessary to develop an intensive recruiting campaign on a state and national level in an effort to find enough 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 has hired a new principal well into the fall semester of 2013. The new leader will be expected to attend the PLC training and other professional development training that will be provided to the staff. The principal will be required to attend the ECS Leadership training model.

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

The LEA would provide high quality professional development in the hope that it would attract new teachers. The LEA intends to implement the Professional Learning Community training and create an atmosphere over the course of the next three years in order to bring about changes in instruction, meeting the needs of all learners, team building, cultural understanding, and community awareness. In addition, the LEA would continue to seek potential grant funds to support high quality teaching including materials, supplies, and technology. There will also be an attendance incentive for teachers and an academic incentive as well.

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

The District would create a Committee that would establish criteria for determining what we would be looking for in new staff. This criteria would then be tied to interviews to all previous staff as they were reinterviewed to see if they would be rehired or not. Teachers who were not rehired would be notified before contracts were issued according to state/district guidelines. In addition, this criteria would then be applied to current teachers as well.

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

N/A

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

N/A

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

It is felt that the school could retain the five new employees who were hired in these improvement efforts (literacy facilitator, literacy and math interventionists, social worker, and technology/credit recovery coordinator). Funding for these positions could come from Title I funds or NSLA funding at that time.

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?

The district would rely on external providers, school improvement specialists, and intensive professional development if the turnaround model were to be selected.

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

The district would need to establish on-site, school-level improvement teams that would include external providers, administration, teaching staff, transition specialist, parents, students, and community members. This team would work with the district to ensure that restructuring options would reflect the strengths and weaknesses of the school. The district would also work to ensure that all necessary resources are available in order to help all students gain academic achievement.

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?

There would be a need to establish a school improvement team that would be responsible for studying and determining the strategies included in the turnaround model. They would be responsible for sharing an understanding of the processes of establishing practices and policies of the model with the rest of the school. The team would be charged with the responsibility of creating a letter to summarize the key points of the model with the entire staff, students, and parents.

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?

N/A

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

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

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

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

School Closure Model

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

N/A

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

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

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

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

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

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

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

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

Step 4: Define Roles and Develop Contracts

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

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	The Earle School District will depend on the SEA to supply continuous technical support in the implementation of the 1003g grant. The LEA will also continue to seek professional development opportunities from the SEA that are appropriate for the high school such as Literacy Lab.
Local Education Agency	The LEA will provide technical assistance with professional development scheduling; helping to provide data as needed for instruction and assessments; scheduling of appropriate meetings (PLC, AIP, content area, etc.).
Internal Partner (LEA staff)	Provide the necessary staff, time, and resources to ensure the success of the implementation of the Transformation Model.
Lead Partner	The high school will not be taken over by outside management.
Support Partner	Educators Consulting Services will serve as the external provider and the transformation specialist. They will provide the on-going support, professional development, modeling, and facilitation necessary for the implementation of the Transformation Model
Support Partner	Crowleys Ridge Educational Service Cooperative- will provide professional development and assist in administration of CWT's.
Principal	Juanita Bohannon- Principal: Will provide strong leadership for staff, students, and parents. Participate in training and team meetings with external provider, ADE, and CRESC.
School Staff	There will be increased accountability for all staff that ranges from attendance to achievement. The staff will commit to the partnership of becoming a genuine PLC dedicated to the mission of helping all students increase their academic proficiency. This commitment will include attendance at professional development,
Parents and Community	Through the efforts of the full-time parent coordinator, parents will help create and support an environment that students look forward to coming to and where they expect to achieve. Parents will support the roles of the school and the teachers toward increasing academic achievement by increased participation in their child's education and school activities and ensuring the attendance of their child.

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.

Performance Expectation of the Transformation Model To Be Implemented:

Technical assistance (on-site) and job-embedded consultation will be provided to Earle High School for approximately 90 days from Consultants from Educators Consulting Services. ECS was approved as based on the alignment of their services to the nine standards of the Arkansas Department of Education Scholastic Audit. ECS was chosen as the External Provider based on conversations with principals and other schools located in the Delta area. ECS has helped implement a successful program at the Marvell School District and has just begun providing modeled lessons for math teachers in the Helena/West Helena high school. We will be working with ECS as an external provider as they have already been tremendously helpful in getting the school back on track in many areas (such as the master schedule, course description guide, CWT's, policies, etc.) Before school begins in the fall of 2014, ECS will review the master schedule again and determine whether it is viable for the upcoming year and whether any core classes should be double blocked in order to meet the needs of the struggling learners and/or the transition into Common Core State Standards. This need will be based on the 2013 administration of the Arkansas Benchmark Assessments and End of Course Assessments.

As the external provider, ECS will coach and mentor the instructional leaders through assisted Classroom Walk Through's (both completion and disaggregation of the instruments), instructional planning and mentoring, and facilitating professional development. The principal will be required to set aside a minimum of 30-45 minutes a day to conduct CWT's. The consultant will oversee the ACSIP plan at the building level to determine if the plan is being implemented and monitored. As evidenced by the ECS exit form, the ECS external provider consultants will essentially become an oversight committee ensuring the ACSIP plan is being implemented, trend data is being used, committees are meeting, principals are conducting walk throughs and using this data set, etc. The external provider will be on the high school campus every week and will exit with the principal and the superintendent weekly. The principal will be required to attend the ECS Leadership training model; an 8-day training that helps build the capacity to function as a leader in the 21st Century.

Once teachers have mastered the new technology over a three year course of time, they could mentor any new teachers to the district that might not be familiar with that particular technology. Instructional facilitators will learn how to conduct their own departmental meetings. After all of the staff have attended Professional Learning Community Summits and had facilitator guidance for those on-site meetings, they will learn how to conduct PLC meetings with fidelity. There is a huge potential for growth at this school. The External Provider will help conduct CWT's if needed, facilitate content

area meetings until new facilitators feel comfortable taking charge of them, oversee data wall, help disaggregate achievement data from The Learning Institute and Benchmark assessments, etc., and will debrief weekly with the principal and superintendent. Quarterly reports will be provided to the district school board.

The school will work with Crowley's Ridge Educational Cooperative Specialists will help analyze data and provide job-embedded professional development. The total number of students would be divided by the total number of all certified staff. Each certified staff member will be responsible for moving their students' card on data wall every quarter based on interim assessment data received from The Learning Institute. This will be monitored by the facilitators, the external provider, and the principal. The school will continue to provide Family Nights for parents and the community. However, through the funding of this grant, the school will be able to provide snacks and transportation for the parents and students. A school bus will be available to provide transportation for students along with their parents on these nights. This will increase the number of participants in the activities. These meetings will be held quarterly and surveys will be provided to students and their parents to determine their level of participation, satisfaction, and other input. Staff will work with ECS, CRESC and the TLI to examine the curriculum and use the data in making a smoother transition to the Common Core Standards.

The school has experienced quite a bit of leadership change over the last year; therefore, it is a good time to continue to move forward with the changes that have made positive implications for the staff and ultimately the students. The principal will be required to conduct daily CWT's for a minimum of 30-45 minutes a day. Part of the CWT observation will be to determine whether or not rituals and routines have been established and a required level of classroom management has been attained. Additional PD and support will be provided if the acceptable level of classroom management has not been attained. This will be monitored by the External Provider, ADE, and CRESC personnel. The principal will attend leadership team meetings that will be conducted weekly and disseminate the information to the entire staff. The principal will be a key person in monitoring the implementation of the ACSIP plan as well.

CRESC will provide any appropriate professional development for the transformation model. They will provide on-site assistance for CWT's and classroom observations. The CRESC also will be available for leadership meetings that will be held. Another area of support will be in the area of technology. They can help provide technological training and support for the new technology coordinator.

Training for teachers in how to appropriately implement Project-based learning (PBL) in the classrooms. PBL is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline. The PBL will be an integral instructional strategy that is used with the implementation of the Common Core State Standards. (The school received low marks for student engagement on the last Scholastic Audit.)

The new technology (iPads and Kindles) will become an important instructional component as well. Students will actually use this technology in their regular classroom instruction as well as their PBL activities. Training for teachers and students will be provided as most of our teaching and student body are not familiar with this technology (or just have minimal knowledge of it).

The school will hire a highly qualified literacy and math facilitator. The school has tried to use personnel on staff to fill this position, but these efforts failed. It is felt that it will be more beneficial if someone from outside the district is hired to fill this position. The facilitators will be responsible for observing, monitoring, and modeling in the classrooms. In addition, they will be responsible for making sure the TLI assessments are taken at the times that have been set and that the open response items are scored in a timely manner. They will provide feedback to the students on these interim assessments and inform teachers how this data can be used to drive instruction. The school will also hire a literacy and math interventionist. Teachers in these positions will be responsible for working with individual or small groups of students to provide interventions during the school day. Interventions will be targeted only on the areas that students have shown weakness for on previous assessments. Once a student is proficient in a certain area, it will be determined if they need to continue to work with the interventionist or if they have experienced enough success to be terminated from services. Assessments will be given in order to determine whether or not students have gained enough proficiency to be released from services.

A social worker will be hired to meet needs of students that cannot be met by a part-time nurse or the counselor. The social worker will work to help provide for students needs; whether it be physical, emotional, personal, or other. The social worker will work directly with programs that can provide further assistance for students such as, food, clothing, electricity, etc. There are many programs that could aide the families of the Earle students, but they need someone to help with this. The Social Worker will work directly with the Parent Involvement Coordinator and make home visits to parents who either can't or won't attend parent meetings, discuss students are consistently absent or tardy, poor classroom performance, and/or discipline issues. The Social Worker will keep records of all absences and tardies of students.

A technology coordinator/credit recovery manager will be hired to manage all of the new technology that is being added to the high school. The technology coordinator will be responsible for monitoring the needs of classroom teachers as they utilize the new technology. They will be required to be on site and available to the classroom teachers and provide on-going job-embedded PD to the staff on the use of new technology. In addition, the technology coordinator will be responsible for managing the credit recovery program.

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

Educators Consulting Services will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). ECS will serve as an external provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. As an external provider, they will be responsible for working with leadership as they work to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. ECS will assist in monitoring curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards. The external provider will provide assistance in monitoring the ACSIP as well.

The external provider will work with the staff before school starts and during the each year to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community. Job-embedded, research-based professional development will be provided before school starts and during the year. The PD will primarily be provided by ECS and CRESC as needed. The external provider will meet with the principal and leadership team to confer about professional development based on assessment data, personal improvement plans, professional needs, etc. ECS will provide assistance with new personnel such as instructional facilitators (literacy, math), social worker, technology support, etc. They will facilitate staff meetings and departmental meetings with the instructional facilitators. Weekly reports will be provided by the external provider to administrative leadership.

The Crowley Ridge Educational Service Cooperative specialists will work with the school leader and ECS in conducting CWT's . (While the CRESC personnel can't commit to being on-site every week, they can generally come on at least a monthly basis.) This will provide a third part to administering CWT's and contribute to this overall data set.

A technology coordinator/credit recovery manager will be hired to manage all of the new technology that is being added to the high school. The technology coordinator will must have an extensive background in the iPad, Kindle, and laptop technology in order to help the program be successful. This person will also be responsible for the credit recovery program in making sure that the program is running adequately, keeping up with who is using it and if they are working on a regular basis, etc. The technology coordinator will be supervised by the principal and will be a member of the leadership team. They will be required to provide monthly reports to administrative leadership.

As previously discussed, in rural Earle, Arkansas, students have the problem of not having access to the most current, most competitive technologies and contents that will define the operations, skills, and careers in the twenty first century. Through updating the technology, the the iPads and Kindles will engage the students of the digital generation in a way that the current practices and technology used in the classroom cannot because the students are not intellectually stimulated in the classroom due to the draw of video games and television. The iPads and Kindles will allow students to access content on the Internet for research and through educational applications as well as generate their own content in community-based formats. The interface of the mobile

device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar.

Earle High School will utilize the iPads and Kindles as instructional tools to enhance the standards-based curriculum and to allow the students access to various texts, media content, and educational software applications. The current technology at Earle desperately needs to be updated and improved (as cited in the last Scholastic Audit). As a school, we need to build the competencies in technologies that will be crucial to student success now and in the future. The goal will be for students to be able to manipulate the most current technology according to NET Standards to build critical thinking and collaboration skills in literacy, math, science, and social science; to access, analyze, and evaluate a plethora of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. Classrooms will be equipped with HP Officejet Pro printers which uses the Air Print software that connects the iPad to the printer via a WiFi network. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training for up to 16 participants. The program will be monitored by the high school technology coordinator, the high school principal, and the outside consultants.

A Literacy Facilitator and literacy and math interventionists will be integral team members as they learn their roles over the next few years. They will be supervised by the principal and mentored by the External Provider Consultants (who have extensive backgrounds in literacy and math) as they learn their responsibilities. They will receive training from CRESC on potential intervention strategies as well. The principal will be responsible for monitoring the work of these personnel.

The LEA will implement a Career Action Planning (CAP) program that will be monitored by the school counselor and the principal. The CAP program will begin with 7th graders as they enter the high school building. All teachers will become mentor teachers and be involved in this program as well. They will receive training from the counselor in the early fall. Field trip monies will be set aside to provide opportunities for this group of students to be allowed to take field trips in order to meet community members or go to their place of business,

The social worker will work with families and students to help meet their individual needs. The SW will help families complete applications for assistance. The SW will work in conjunction with the Parent Involvement Coordinator to make home visits and involve parents in meaningful ways. The social worker will come under the supervision of the principal and will receive support from consultants as well and will be a member of the leadership team.

The principal, leadership teams, and external provider will work with the ADE school improvement specialists. The school already works closely with this person in monitoring accountability on a weekly basis. The weekly meetings will continue based on the guidelines and expectations as already established.

It is the intent of the LEA to provide an inviting environment for students, teachers, parents, and community. An environment where learning takes place each and every

day. An environment where the students can't wait to get to class; can't wait to meet with their academic mentors; can't wait to share successes with other students and families. An environment where every student can experience increased academic success and enter college or the workforce with the prerequisite skills to be successful. Through the funding of the 1003g grant funds, the Earle High School can implement this successful learning environment for all students.

Step 5: Forge Working Relationships

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

The parent involvement coordinator will host a parent/community meeting at the beginning of school each year. They will introduce all of the partners including the External Provider, Crowleys Ridge Educational Service Cooperative specialists, all new personnel, teachers, parents, and community members. The Professional Learning Community concept will be explained to everyone attending and materials will be passed out for parents and community members to take home. The principal will introduce the transformation model and outline how the plan will be implemented over time and the timeline for the plan.

The CAP academic mentoring program will be introduced to everyone and parents will be provided information about their child's mentor. An opportunity will be provided at this time for parents to ask questions about any of the new programs. In addition, the parents will be informed about the Family Math, Science and Literacy nights, and other activities that are planned throughout the upcoming months.

Parents and community members will have opportunities to have experiences with the new iPad interactive classrooms with iPads, Kindles, and the Smartboards. It will be important for everyone in the community to not only see the new technology that students will be utilizing for learning, but to experience the changes that have come to schools since most of us were students. Teachers and students will be at the meeting so that they can show parents the different ways the iPads and Kindles can be used in each content area.

During the year, all consultants, specialists, and leadership will conduct meetings as professional development or training is provided. It will be important for all team members to meet and work collaboratively in order for the model to be successful. All the teachers and staff must be included in planning, professional development, ACSIP, and implementation in order for true transformation to take place.

The LEA will request that over the course of three years, all staff members attend a Professional Learning Community Summit. As a result of this training, it is expected that all staff will come to realize that they must work collaboratively to analyze data and determine the best course of instruction for each student if each student is to be successful. PLC meetings will be conducted on-site on a weekly basis. Data will be analyzed, root cause analysis will be conducted, and the data will be managed based on this data.

The LEA will be responsible for making sure that all partners have contact information for each other and for setting up the initial contact of all partners. Some communication to supporting partners may at times be conducted through electronic means. All professional development will be determined based on the needs of the staff and provided by either the external provider or the educational cooperative. Staff and consultants will have stronger working relationships as modeling, continuous support,

and on-going training is provided. A real sense of “community” will be developed in a positive way

The LEA will maintain an on-going relationship with the Apple technology staff as the iPad technology is implemented in the classrooms. The new instructional technology coordinator will be responsible for maintaining this contact and for reporting to the LEA leadership on a monthly basis. A classroom set of Kindles will be provided to each English/Language Arts teacher to use in the teaching of literature to include classics, poetry, narrative, and non-fiction (many classics can be downloaded for free).

Relationships with and between the staff will become stronger as they meet in their PLC team meetings. All teachers will come to see the importance of meeting and discussing student data in order to meet the academic needs of each student. In turn, teachers can use student data in their academic mentor meetings with their assigned students. Students will come to have stronger relationships with these teachers as they see them in the light of being genuinely concerned with their academic success and how they are indeed there to support them.

Student relationships will become stronger as they work in teams on project-based learning assignments. Students will come to see that project-based learning mimics what is actually expected in life-long learning – whether it is school or work-based. Students will work together in pairs, teams, and sometimes on an individual basis as they complete their projects for different content areas.

A mentor program will be established where teachers are assigned approximately 10-12 students. The mentors will meet once a month with their students. Mentors will talk with students about their grades, their behavior (if that is an issue), what part of school are they liking (or not liking) and why, what can the school do to help you more, etc. If mentors feel that any student needs additional services such as counseling, social services, clothing, food, etc., they will refer them to the appropriate personnel. Snacks will be provided for the mentor meetings. Students and teachers can forge closer relationships when they come to view each other in a setting other than instructional.

The school will work closely with the National Guard to assist our young men and women to consider job opportunities. The National Guard provides programs and speakers throughout the year.

The school is working to establish a partnership with the Dream B.I.G. (Believing in Girls)program. The Dream B.I.G. is a student-led girl empowerment mentoring initiative that has been serving 6th-grade to 12th-grade girls from the Marvell-Elaine School District of Phillips County in the Arkansas Delta. U of A students serve as mentors to engage with the high population of teenage girls living in conditions of poverty, abuse, neglect, high teenage pregnancy rates, high drop-out rates, and lack of motivation to pursue higher education at the University of Arkansas.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role
Juanita Bohanon	Principal			
Felecia Watson	Counselor			
Linda Maples	Curriculum Coordinator			
Mike Hosman	Math Facilitator			
Claudia Forrest	Parent Involvement Coordinator and Dean of Girls			
Albert Coleman	Head Football Coach and Dean of Boys			
Emily Cassiey	Social Studies			
Briah Gardner	Business			

Meetings

Location	Date		Location	Date
Earle	February 3 & 7			
Earle	February 10 & 14			
Earle	February 17 & 21			
Earle	February 24			

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 1003g grant funds are used primarily as startup funding to jump-start the transition into a high school which will continue to show marked improvement after the three (3) year grant funding has ceased. It should be noted that almost 35% (\$884,910) of the funding is purchased services cost which by its design will not be necessary after the grant funding period. As an example the ECS cost for an External Provider will not be necessary after the grant-funding period since the purpose of this positions is to build internal capacity to sustain the programs and practices that have been provided as a result of the 1003g grant funds. The added professional development activities will also not be necessary when internal capacity is improved. As more of the students become proficient on benchmark exams, the scope of the after-school tutoring programs will be reduced. Many of the field trips will be curtailed or funded with district or federal funds.

Additionally, almost eight (8) percent (\$200,900) of the 1003g grant funds were utilized for materials/supplies purchases. Most of these purchases have a normal use life that exceeds the three year grant funding period, with repairs and/or replacement being funded out of existing district or federal funds. Lastly, the equipment purchases of almost 2% (\$50,000) will also outlast the grant funding period and will not necessarily be required to be sustained other than normal repairs or minimal replacement which will be done with district or federal funds.

The above-mentioned budget items make-up over 45% of the expended funds from this grant. The remaining 55% consists mostly of the salaries/benefits of additional staff hired to enhance the success possibilities of the programs and practices implemented by grant funds. The staff positions hired as a result of the grant funds will be evaluated both during and after the grant funding period has ended. Some of the positions (duties) will be reassigned to existing staff members, while some of the staff positions will be maintained with federal funds (Title I) and/or state categorical funds (NSLA). It will be determined both during and after the grant-funding period which positions are necessary to continue the progress being made as a result of the programs/practices, which were a part of this process.

The LEA will measure the capacity building through the increased academic achievement of students (based on TLI results and annual Benchmark/EOC assessments); participation and implementation of PLC meetings; project-based learning

implementation, completion, and assessment; increased use of technology within the classroom setting to promote total participation techniques; and the increased support and attendance of the parents and community at monthly meetings and activities. All of this will be documented, shared, and analyzed in order to continue in the improvement process. Documentation of funding will be added to the current ACSIP plan in addition to interventions actions being made relevant by this funding.

The primary purpose of the 1003g grant funds will be to build internal capacity of the district administration, staff, and community by providing appropriate professional development and supervision, and by holding all parties accountable for improvement in the achievement of Earle High School students now and in the future.

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

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

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

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

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

Goal #2: To implement a high yield instructional program including research based strategies which will engage students in their classroom activities for maximum learning

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Implement the ECS Continuous Support Model utilizing Marzano's High Yield Strategies for Classroom Instruction	1. There will be a 25% increase in utilization of Marzano's High Yield Strategies as evidenced by Classroom Walkthrough (CWT) data	1. The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans	September 1, 2014	May 30, 2015 (ongoing)	ECS External Provider, Juanita Bohannon, HS Principal, Math, Literacy, CRESC Consultants
2. Implement instructional strategies designed to improve student engagement in the classroom	2. There will be a 25% increase in student engagement as evidenced by Classroom Walkthrough (CWT) data	2. The results of Classroom Walkthrough data will be available to document success in this program; Lesson Plans	September 1, 2014	May 30, 2015 (ongoing)	ECS External Provider, Juanita Bohannon, HS Principal, ECS Staff, CRESC Consultants
3. Implement a meaningful professional development program designed to improve classroom instruction	3. There will be a 10% increase in the number of hours of professional development opportunities offered to the staff at Earle HS	3. Professional Development Sign-in logs and PD evaluations	September 1, 2014	May 30, 2015 (ongoing)	Juanita Bohannon, HS Principal, HS Technology Coordinator
4. Implement a program to increase the access and use of technology in the classroom including: iPads, Kindles, computers, and computer software	4. There will be a 25% increase in the use of technology for classroom instruction in Earle HS	4. Teacher lesson plans and CWT data will document the increase of technology used in instruction	September 1, 2014	May 30, 2015	

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: To improve parent/community support and involvement in the education of the students in Earle High School

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Parent/Community Involvement program in Earle High School	1. There will be a 10% increase in parent attendance at each quarterly parent teacher conference at the high school	1. Parent sign-in logs from each parent teacher conference	October 15, 2014	April 15, 2015 (ongoing)	Juanita Bohannon, HS Principal. District Parent Coordinator
2. Increase the utilization of the parent center in Earle High School	1. There will be a 50% increase in parental and community member involvement in school day activities at the high school	1. Parent sign-in logs at in Principal's Office	September 1, 2014	May 30, 2015 (ongoing)	
3. Implement improved Family Math, Literacy, Science, and Technology Nights monthly with more parent notification and involvement	2. There will be an increase of 50% in the use of the parent center by high school parents 3. There will be a 10% increase in attendance at each Family Night activity	2. Parent sign-in logs at Parent Center 3. Parent sign-in logs from Family Nights.	September 1, 2014 September 1, 2014 (monthly)	May 30, 2015 (ongoing) May 30, 2015 (ongoing)	Juanita Bohannon, HS Principal. District Parent Coordinator, Math Coach, Literacy Coach Juanita Bohannon, HS Principal. District Parent Coordinator,

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: To increase student achievement in all subgroups on multiple assessment opportunities especially on the ACTAP (PARCC) and

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Continue to implement The Learning Institute (TLI) data analysis and assessment program.	1. There will be a 5% increase on each of the TLI quarterly Interim Assessments.	A data wall will document the quarterly progress of students in Earle High School based on TLI assessments and Benchmark assessments	September 1, 2014	May 30, 2015 (ongoing quarterly)	ECS, Juanita Bohannon, HS Principal, HS Literacy and Math Facilitators,
2. Fully Implement a Professional Learning Community program in Earle HS based on student data	2-4. There will be a 10% increase in the number of students moving upward from each performance category (Below Basic to Basic; Basic to Proficient; and Proficient to Advanced) on the EOC Algebra, Geometry, Biology, and Literacy	Results of the EOC Algebra, Geometry, Biology, and Literacy exams	October 1, 2014	June 30, 2015 (ongoing annually)	ECS, Staff, ADE SIS, Juanita Bohannon, Principal, Literacy and Math Facilitators
3. Implement a strong Response to Intervention (RTI) program in Earle HS					
4. Provide effective remediation and a before and/or after-school tutoring programs in the HS.			September 1, 2014	May 30, 2015 (ongoing)	ECS, Juanita Bohannon, HS Principal
5. Provide increased classroom instruction using technology.	5. There will be a 10% increase in assignments using technology software	Teacher lesson plans will show a assignments noting increased technology usage			Juanita Bohannon, HS Principal, Math and Literacy Facilitators, Teachers, Tech Coordinator

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

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

Goal #5: To increase the graduation rate in Earle High School

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
1. Implement an aggressive program designed to increase the graduation rate at Earle High School 1a Provide outside guest speakers to encourage graduation and continuing education 1b Provide HS Students with educational related field trips to encourage post high school endeavors 1c Provide HS Students with enhanced guidance to document the advantages of high school graduation 1d Provide HS Students with credit recovery opportunities to enhance graduation rates	There will be an increase of 10% per year in the graduation rate in Earle High School. The graduation rate will be above 90% by the end of this grant funding period	APSCN data will reflect the results of this objective	May 2013 (ongoing)	May 2015 (ongoing)	ECS, Juanita Bohannon, HS Principal, Tech/Credit Recovery Coordinator

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

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

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

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.

The LEA feels they have carefully considered past lessons as they have planned for the high school transformation model. The LEA has been working with ECS during the 2013/2014 school year as an external provider and has been very pleased with the changes that have occurred during their consultation. It is the decision of the LEA and the district to continue working with ECS as we move forward in making positive changes at the school. ECS has helped make excellence progress in the Marvell School District as the external provider in helping them make AMO's for the last two years. In addition, they have just begun work at the Helena/West Helena School District by providing modeled lessons in the math classrooms. Both of these schools are located in the Delta and the school feels like ECS knows how to best work with our school.

ECS will meet weekly with the LEA leadership and quarterly with district leadership (or more often if requested). Educators Consulting Services will serve as an External Provider for the high school for approximately 90 days each year of the grant and will provide exit forms for each visit as documentation. As an External Provider, they will be responsible for working with leadership as they endeavor to implement the Transformation model. ECS will help the principal conduct CWT's on a weekly basis in order to provide a complete set of data. This will provide the principal with someone to compare and discuss what they are seeing in the classrooms. This data set will be used as the consultant helps to determine the professional development needs of individual teachers and groups of teachers. The consultant will assist the principal in making sure the ACSIP is implemented and updated with fidelity on a continual basis as written. ECS will monitor the curriculum and help the leadership as they provide opportunities for the staff to implement the PLC concept and Common Core Standards. The ECS consultant will provide PLC and other school board training as well.

The ECS consultant will examine the master schedule for the fall of 2014 as soon as funding is announced in order to determine what changes may need to be made, classes that may need to be double blocked, etc., before school starts. The external provider will assist in creating lesson plans/units of study, facilitate meetings to work collaboratively to analyze lesson plans for authenticity, assist in developing course

syllabi, facilitate meetings to analyze student work, and identify individual student strengths and weaknesses and determine next steps for instruction. This process will be a continuous process that will occur over the course of the entire year. The consultant will facilitate common team meetings in order to plan vertically and horizontally across content areas and grade levels as part of a continuing PLC concept.

The External Provider will work with the staff to establish a Professional Learning Community. They will assist administrators and teachers to ensure the school functions as a learning community where differentiated instructional strategies based on multicultural considerations and learning needs are integrated into the curriculum in order to bring about the reduction and eventual elimination of achievement gaps currently being experienced in the school. Job-embedded, professional development will be a key factor to the necessary changes that must occur in the transformation model. It is through the job-embedded PD that teachers will learn about research-based strategies such as Marzano's high yield strategies, the Harvey and Goudvis "Strategies That Work", Bloom's Taxonomy, Differentiated Instruction, Learning Styles, etc. Once teachers begin to understand the "WHAT" of these strategies, the next step will be modeling of the "HOW" in their classrooms with their students. It is then that they can begin to articulate the "WHY" of instructional strategies and really start to internalize how to make a difference. Other PD training will include RtI, Common Core Standards, Differentiated Instruction, etc. The continued support for CCSS will be imperative to the appropriate implementation and success of the new standards. The LEA realizes that once a school has been cited as being at a certain level of academic improvement, it is no longer possible for teachers to "continue doing as they always have". **The time for definitive change is now.**

The Crowleys Ridge Educational Service Cooperative specialists will work with ECS in conducting CWT's. (While the CRESC personnel can't commit to being on-site every week, they can generally come on at least a monthly basis.) This will provide a third party to administering CWT's and contribute to this overall data set. The CRESC will also be responsible for providing some of the professional development to the staff.

Training in project-based learning will be provided to teachers as this will be a huge, added component of the CCSS. Project-based learning (PBL) is the use of in-depth and rigorous classroom projects to facilitate learning and assess student competence. PBL is an instructional method that provides students with complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction. PBL is focused on questions that drive skills, and reflection that includes teacher facilitation, but not direction. The questions are designed to help students encounter the central concepts and principles and principles of a subject – hands-on. Students form their own investigation of a guiding question, allowing students to develop valuable research skills as students engage in design, problem solving, decision making, and investigative activities.

It is through PBL that students learn from their experiences and take them into account as they apply them to the world outside the classroom utilizing the new technology. PBL skills teaches 21st century skills as well as content. These skills include communication, presentation skills, organization and time management skills,

research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills. PBL is generally done by groups of students working together toward a common goal. However, performance is assessed on an individual basis and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Lastly, PBL provides students opportunities to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

As previously stated, Earle is located in a rural area in the Delta. Many students have computers at home, but their families cannot afford to connect to the internet. Research shows that in the very near future (indeed that time is almost today), there will be no job that is not touched by technology. In order to be successful in today's economy, our students need to have the skills to work with that technology. This plan will not only allow the high school students multiple chances to increase their academic and technological skills, but through this process, they can communicate with students in other states and countries. With the whole concept of "jobs" changing on a daily basis, it will even allow Earle students to create a digital economy right at home in many instances.

The school will establish mobile iPad laboratories to be utilized in any high school classroom. The iPad will not only engage the students, but the teachers as well in this digital generation in a way that current practices and technology used in the classroom cannot because the students are simply not intellectually stimulated. The iPad will allow students to access content on the Internet and through educational applications (apps) as well generate their own content in community-based formats. The interface of the mobile device with its interactive software provides visual, auditory, and kinesthetic support that will engage students in standards-based learning while allowing them to collaborate in more effective ways as well as to research topics, vocabulary, and content with which they are unfamiliar. This technology will allow students to produce project-based learning products to actually show their learning. Students can communicate and extend their classrooms well beyond the walls of Earle High High School. Teachers will be provided with Apple Mac Air Pro laptops in order to fully align lessons to the iPads. Technology will be purchased over the three year span so that all teachers and students will have access to technology.

Earle High School needs to update their technology and allow students and teachers the opportunity to utilize 21st century competencies. Students will be able to operate on a much higher level of Bloom's Taxonomy as they manipulate the most current technology to build critical thinking and collaboration skills in literacy, math, science, and social science; access, analyze, and evaluate an unlimited amount of content, and to generate their own content across the curriculum while broadening and deepening their understanding of their world and interests. The system we will be purchasing will also allow the Smartboards to mirror the screen on the instructor's or student's iPads. Apple will provide training to 16 participants. The LEA is also allowing for a minimum amount of apps to be loaded on each of the iPads for educational purposes. (Many apps can be downloaded for free, but others must be purchased.) The program will be monitored by the high school technology coordinator, the high school principal, and the outside consultants.

With the launch of the Common Core Standards, the Kindle Fires will provide another media for reading complete texts and an instructional tool that can enhance the standards-based curriculum that will allow the students access to various texts, media content, and educational software applications. Many, many classics can be downloaded to the Kindle for free from Amazon.com. Many more can be purchased for a minimum amount.

There are also several textbook companies that allow for downloading their textbooks as well. Textbooks, which are known for being very expensive, and usually outdated by the time they're released can be accessed without buying them through Amazon. Classrooms will be able to take advantage of Amazon's rental system, offering an additional, low-cost option, as well as the ability for instructors to easily utilize their own textbooks in the classroom. Students can currently borrow 10,000 libraries through the rental system and the Android app licenses that are used by the Kindle can be shared between devices. Different genres of text such as narrative, non-fiction, poetry, newspapers, etc., can be downloaded as well. The Kindles will be kept in the English Language Arts classrooms to be utilized for instructional purposes with their classes. Kindles allow for different sizes of text and lighting so students may adjust them for personal needs and has an audio feature for audio reading of a text for special needs students.

With the 1003g grant, thirty laptop computers and two servers will be purchased for teachers to be able to access the iPad and Kindle technology and operate it from their laptops. They will also have the capability to align with the LCD projectors and the Smartboards in order that all technology will be aligned for classroom instruction and total participation techniques.

The LEA will implement a Career Action Plan (CAP) program that will be monitored by the school counselor and the principal. The CAP program will begin with 7th graders as they enter the high school building; but all 7th - 12th grade students will be assigned a mentor through CAP. Each student will be assigned a mentor teacher who will remain their mentor throughout their entire high school experience. Each year the mentors will help students complete a schedule form. Mentors will meet each year with their students to complete and update the year's schedule. This will really become important in the 9th grade when students begin to actually get credits for coursework. The counselor will host a career fair and other career related activities each year. Funds will be allotted for guests, refreshments, supplies, etc. for these activities.

Mentor teachers will receive training from the counselor and ECS consultantas in making sure that students sign up for appropriate classes (Smart Core) and what is actually being offered each semester. As students move into the higher grades, they will be informed of potential college credit for concurrent classes. Students will be informed each year of their Benchmark scores during the time they are completing their schedules. They will be asked to record their school activities, any community activities they have performed, and any awards or honors they have received. These forms will go into student files to show a compilation of information over the students' entire high school experience. As seniors they will also complete a post secondary plan form that includes their future career plans and job forecast and their support systems. Students will meet monthly with their mentor to discuss academic

achievement, behavioral aspects, and/or other personal issues. This type of training will contribute to building capacity at the site level.

Students will be provided with educational related field trips across the state in order to help them become more culturally aware of what this state has to offer. This may include trips to places such as the Clinton Library, Mid-America museum, the Civil Rights Museum, the Parker Homestead, and other historical or cultural enrichment locations across the state. Students will be required to write a reflection paper after each educational related field trip. Students will also be provided with field trips to colleges in order to help them decide on which campus they might like to further their education.

It is believed that this model is meeting the needs of all parties at the High School. RTI is being added for students who are not special needs or 504, but still need extra support to keep from being identified as such. Faculty and staff will receive RTI training (which includes differentiation strategies that are not being implemented at this time) in order to be able to implement. Intensive, job-embedded and data driven, professional development is being provided for teachers, as well as continuous classroom support and team building. Parent support is going to be increased through the implementation of family nights for math, science, and literacy. Student-led parent teachers conferences are going to be added to the schedule and conducted. Project-based learning will be implemented for all grades as the school transitions into the CCSS. Transportation and childcare will be provided for parents to attend the family nights and conferences to eliminate those excuses for not attending. Technology is being updated for students and teachers in a way that it will actually be able to be utilized in order to bring this school into the 21st century and help our students compete in a global economy.

Another point made in the School Turnaround Field Guide was that you should signal change early and build momentum by delivering and communicating “quick wins.” Quick wins might include improving the physical condition of the building, reducing disruptive student behavior (camera system), establishing a new disciplinary plan, establishing common team processes (Professional Learning Community concept) or planning time among teachers, and implementing project-based learning. These wins often come before improvements in student achievement, and they can serve as leading indicators of success. Quick wins are also important in order to build community support for turnaround efforts. Successful turnaround principals and operators, highlight nonacademic measures of school culture, such as rising student attendance, falling numbers of suspensions or expulsions, and upward movement on student and parent perception surveys as leading indicators that the turnaround is gaining commitment and support from parents and the broader community. All of these factors help build capacity for long-term sustainable results.

- **Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);**

The LEA has previously gone through the process of recruiting, screening, and selecting an external provider. The LEA reviewed applications provided to the ADE by

the providers, interviewed, and selected an external provider. The external provider was selected based on their experience with school policies and processes, the experience of their staff, their ability to meet the multiple needs of the school, and successes at other Priority schools. The external provider that was chosen was Educators Consulting Services. They provide services based on the nine standards as outlined by the Arkansas Department of Education. ECS is required to provide weekly reports of their activities including meetings, administrative support, classroom modeling, PD, PLC training, mentoring, etc. In addition, they are required to provide a monthly report to the superintendent and a quarterly report to the school board. These reports will be written as well as verbal.

- **Align other resources with the interventions;**

The LEA will be able to align the resources of the current technology coordinator, the current teaching staff, and the current literacy and math coaches into this program. As stated previously, the LEA purposely chose to hire only two new positions in the hope that they would be able to sustain these personnel in the future. It is the position of the LEA that it is best to train (and in some cases, retrain) and build the capacity of the current staff. In addition, the LEA seeks to build capacity of the community through the implementation of monthly family nights in literacy, math, science, and technology. Through the academic mentoring of each student, all students and staff will come to feel a closer bond and more responsibility towards academic success and graduation.

- **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**

The LEA has already added 25 minutes to their day. It is felt that this additional instructional time will benefit the students as they have more time on task in the classrooms – especially with the implementation of project-based learning as we begin the implementation of the CCSS. If funded, the LEA will take a close look at the length of the day and the scheduling to see if any more modifications need to be made in order to allow the students to be more successful.

- **Sustain the reforms after the funding period ends.**

As previously stated, the LEA has purposely chosen to hire only five new positions: a graduation/credit recovery director and a technology coordinator. The LEA has chosen to provide updated technology to students, training to the teachers in technology, PLC implementation, CCSS, project-based learning, differentiated instruction, learning styles, and other areas that will affect instruction and learning. It is felt that by affecting the instruction and learning, that true capacity will be built. Once the new technology has been purchased including the servers to sustain it, the only continuation costs would be for the two new positions. It is the hope of the district that they would be able to continue to fund these positions after the funding period has ended. Only technology that had been damaged would have to be replaced and it is expected that it would be at a minimal amount each year.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Priority Schools

Same As Above

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



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	Notification of funding. Announce to staff, students, and community. Begin to work on new ACSIP plan and document 1003g actions into plan. Establish and meet with new leadership team.
June	Advertise, interview and begin to hire new staff. Order iPad technology, computers, Smart Boards, Elmos, materials and supplies to get program started. As technology and materials come in, begin installation. Continue work on ACSIP. Recruit/assign teachers to attend PLC Summit . Meet with leadership team. Meet with external provider and transition specialist to set up specific timelines and goals. Begin PD in CCSS and project based learning.

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	Continue to advertise, interview and hire new staff if necessary. Install technology components to be ready for fall. Continue work on ACSIP. Meet with leadership team. Attend PLC conference. Begin disaggregation of assessment data (state benchmark data and TLI) Continue PD in CCSS and Project-based Learning)
August	Meet with leadership team. Meet with external provider ADE SIS to set up specific timelines and goals. Continue to install technology and provide training on new technology. Discuss data wall with staff. Assign students to academic mentors. Continue PD in CCSS and Project-based Learning. Provide RTI training.
September	Continue to provide training on new technology (iPads, Kindles, Elmos. Computers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to announce new programs, "new feel" of school, introduce new personnel, consultants, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Data wall goes up. Assign academic mentors for mentoring program. Continue PD in CCSS and Project-based Learning.
October	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Continue continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Bi-weekly math, science, and literacy team meetings. Academic mentor meetings. Formal evaluations of teachers. Administrator evaluations. Continue PD in CCSS and Project-based Learning for teachers who still need it.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it.
January	Meet with leadership teams. Conduct PLC team meetings. Additional technology training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Conduct student-led parent teacher conferences. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2015/16 school year. Formal evaluations of teachers. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it. Review of ACSIP and document changes that need to be made.

April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Bi-weekly math, science, and literacy team meetings. Continue planning PD for 2014/15. Complete formal evaluations of teachers. Academic mentor meetings. Continue PD in CCSS and Project-based Learning for teachers who still need it.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. CCSS and project-based learning training for 9-12 th . Continue PD in CCSS and Project-based Learning for teachers who still need it. Review 1003g to make any changes or updates as needed.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider and transition specialist. Review of timeline for next school year. Summer school begins. Meet with external provider and transition specialist to plan for next year. CCSS and project-based learning training for 9-12 th
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE SIS, and Educational Cooperative to continue planning for upcoming year. Update ACSIP for upcoming year.

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	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE SIS, and Educational Cooperative to continue planning for upcoming year. CCSS and project-based learning training for 9-12 th as needed.
August	Provide additional training on new technology (iPads, Kindles, Elmos, computers, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to, introduce new personnel, consultants, programs, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Assign any new students to academic mentors. CCSS and project-based learning training for 9-12 th as needed. Revisit RTI training.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th as needed.
October	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training
November	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Formal evaluations of teachers. Weekly math, science, and literacy team meetings. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th as needed.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th .
January	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2017/18 school year. Formal evaluations of teachers. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th for teachers who still need it. Review of ACSIP and document changes that need to be made.

April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Continue planning PD for 2015/16. Academic mentor meetings. Complete formal evaluations of teachers. CCSS and project-based learning training for 9-12 th for teachers who still need it.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. Review 1003g to make any changes or updates as needed.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider. Meet with external provider and ADE specialist to plan for next year. Summer school begins.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year. Begin implementation of 1003g.

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	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year. Begin implementation of 1003g.
August	Provide additional training on new technology (iPads, Kindles, computers, Elmos, and Smart Boards). Meet with leadership teams. Conduct PLC team meetings. Begin continuous support model of professional development. Continue to analyze data and determine root causes. "Welcome Back to School" program conducted for parents, community, teachers, and students at beginning of school to introduce new personnel, consultants, programs, etc. Parents will go to new classrooms to see and use new technology. Conduct CWTs. Monthly report from external provider. Assign any new students to academic mentors. CCSS assessment training.
September	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings.
October	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings.
November	Meet with leadership teams. Conduct PLC team meetings. Smart Board training. Begin continuous support model of professional development. Continue to analyze data and determine root causes. Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. Formal evaluations of teachers. Evaluations of administrators.
December	Meet with leadership teams. Conduct PLC team meetings. Additional Smart Board training. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider and transition specialist. Weekly math, science, and literacy team meetings. Academic mentor meetings.
January	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
February	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Academic mentor meetings. CCSS and project-based learning training for 9-12 th for teachers who still need it. Evaluations continue.
March	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Begin planning of PD for 2018/19 school year. Formal evaluations of teachers. Academic mentor meetings. Administrator evaluations. CCSS and project-based learning training for 9-12 th for teachers who still need it. Review of ACSIP and document changes that need to be made.

April	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Continue planning PD for 2015/16. Academic mentor meetings. Complete formal evaluations of teachers. CCSS and project-based learning training for 9-12 th for teachers who still need it.
May	Meet with leadership teams. Conduct PLC team meetings. Continue with continuous support model of professional development. Continue to analyze data (TLI). Conduct CWTs. Monthly report from external provider. Weekly math, science, and literacy team meetings. Recruit/assign teachers for PLC Summit in July. Academic mentor meetings. Review 1003g to make any changes or updates as needed.
June	Meet with leadership teams. Conduct PLC team meetings. Analyze data (Benchmark assessments and TLI). Annual summative report from external provider. Meet with external provider and ADE specialist to plan for next year. Summer school begins.
July	Meet with leadership teams. Continue to analyze data (Benchmark assessments and TLI). Attend PLC Summit conference in Hot Springs. Meet with external provider, ADE specialist, and Educational Cooperative to plan for upcoming year. Update ACSIP for upcoming year.

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
February 2 & 7, 2014	Administration, Business, Math, ECS Consultant, Parent Coordinator, Curriculum Coordinator, Counselor	Juanita Bohanon	Administrator
		Felecia Watson	Counselor
		Claudia Forrest	Parent coordinator
		Briah Gardner	Business
		Dr. Mitzi Smith (7 th)	ADE SIS
		Albert Coleman	Dean of Boys
		Emily Cassiey	Social Studies
February 10 & 14, 2014	Administration, Business, Math, ECS Consultant, Parent Coordinator, Curriculum Coordinator, Counselor	Linda Maples	Curriculum Coordinator
		Mike Hosman	Math Facilitator
		Beverly Long	ECS Consultant
		Juanita Bohanon	Administrator
		Felecia Watson	Counselor
		Claudia Forrest	Parent coordinator
		Briah Gardner	Business
February 17 & 21, 2014	Administration, Business, Math, ECS Consultant, Parent Coordinator, Curriculum Coordinator, Counselor, Special Education LEA Coordinator	Dr. Mitzi Smith (14 th)	ADE SIS
		Albert Coleman	Dean of Boys
		Emily Cassiey	Social Studies
		Mike Hosman	Math Facilitator
		Beverly Long	ECS Consultant
		Juanita Bohanon	Administrator
		Felecia Watson	Counselor
February 24, 2014	Administration, Business, Math, ECS Consultant, Parent Coordinator, Curriculum Coordinator, Counselor, Special Education LEA Coordinator	Claudia Forrest	Parent coordinator
		Briah Gardner	Business
		Albert Coleman	Dean of Boys
		Mike Hosman	Math Facilitator
		Beverly Long	ECS Consultant
		Juanita Bohanon	Administrator
		Felecia Watson	Counselor

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

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

- Implement the selected model in each priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's priority schools: and
- Implement intervention activities for each priority school it commits to serve.
- Extends the school year or day.
- Reflects a 15% limit of the grant monies awarded for the purchase and professional development concerning technology expenditures.
- Reflects a 10% limit of the grant monies awarded for the purchase of external provider supplemental services. (Arkansas Flexibility request requires all Priority Schools to have an onsite provider weekly. These funds could be used in addition to services already provided).

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

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-Impl		
<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 time 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"/> Increasing learning time				
<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"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<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 -			
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff		\$400,600	\$401,973	\$407,095
<input type="checkbox"/> Select new staff				
<input type="checkbox"/> Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				

<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input checked="" type="checkbox"/> Create partnerships to support transformation model		\$193,900	\$28,500	\$28,500
<input checked="" type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital		\$7,500	\$2,500	\$2,500
<input type="checkbox"/> Adopt a new governance structure				
<input checked="" type="checkbox"/> High-quality, job-embedded professional development		\$189,500	\$188,000	\$193,000
<input checked="" type="checkbox"/> Implementing data collection and analysis structures		\$31,300	\$14,600	\$12,500
<input type="checkbox"/> Increase learning team (extended day, week, and/or year)				
<input checked="" type="checkbox"/> Student supports (emotional, social, and community-based)		\$92,570	\$85,970	\$64,970
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input checked="" type="checkbox"/> Parent/Community Support and Involvement		\$57,600	\$59,040	\$60,480
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total		\$972,970	\$780,583	\$769,045

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
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

EARLE SCHOOL DISTRICT

EARLE HIGH SCHOOL School Improvement Grant 1003g BUDGET Years 2015-2017				
CATEGORY	Year 1	Year 2	Year 3	Grand Total
<u>Employee Salaries</u>				
IA Personnel Salaries				
1. Technology Coordinator	\$45,000	\$46,125	\$47,250	
2. Social Worker	\$45,000	\$46,125	\$47,250	
3. Literacy Facilitator	\$70,000	\$72,000	\$74,000	
4. Literacy Interventionist	\$50,000	\$52,000	\$54,000	
5. Math Interventionist	\$50,000	\$52,000	\$54,000	
Sub-Total Personnel Salaries	\$260,000	\$268,250	\$276,500	\$804,750
IB. Personnel Stipends				
1. Field trip sponsors: 4 trips/year x 6 teachers x \$200 =	\$4,800	\$4,800	\$4,800	
2. After School Tutoring: 72 two-hour sessions: 4 teachers x \$40/hour x 2 hours x 72 sessions=	\$23,040	\$23,040	\$23,040	
3. Mandatory Professional Development for all staff: 30 teachers x 5 days x \$200/day =	\$30,000	\$30,000	\$30,000	
4. Professional Development/PLC Conference: 20 teachers x 3 days x \$200/day	\$12,000	10 staff \$6,000	5 staff \$3,000	
5. Additional PD Stipends: 30 teachers x 5 days x \$200 =	\$30,000	\$30,000	\$30,000	
Sub-total Personnel Stipends	\$99,840	\$93,840	\$90,840	\$284,520
Total Personnel	\$359,840	\$362,090	\$367,340	\$1,089,270

II. Fringe Benefits				
	Year 1	Year 2	Year 3	
Personnel--Salaries	\$260,000	\$268,250	\$276,500	
Personnel--Stipends	\$99,840	\$93,840	\$90,840	
Total \$ Personnel for Fringe Benefits	\$359,840	\$362,090	\$367,340	
1. FICA (7.65%)				
2. Retirement (14%)				
3. Workmen's Compensation (3.35%)				
4. Health Insurance: 5 x \$140/month =	\$8400	\$8400	\$8400	
Sub-total Fringe Benefits	\$98,360	\$98,923	\$100,235	\$297,518
III. Purchased Services				
A. IMPROVEMENT OF INSTRUCTION				
1. Educators Consulting Services--ECS External Provider (multiple staff)	\$80,000	\$80,000	\$80,000	
2. ADE SIS Personnel	\$100,000	\$100,000	\$100,000	
3. Professional Development: 10 days required and 6 days optional based on needs assessment, CWT data, and PLC meetings: 16 days x \$1250/day	\$20,000	6 days \$7,500	6 days \$7,500	
4. Summer PLC Conference (Registration) 20 teachers x \$420/person =	\$8,400	10 staff \$4,200	5 staff \$2,100	
5. Transportation to Professional Learning Communities Conference – Summer in Hot Springs, AR: (travel, motel, and per diem) 10 persons (carpooling) x (\$130 + \$120) + 10 x \$40 per diem) =	\$2,900	\$2,900	\$2,900	
6. Additional PD activities (Leadership)	\$7,500	\$2,500	\$2,500	
A2. Specific Professional Development				

Technology (training) for:				
1. iPad and Kindle Training: 3 days @ \$1500 = \$4500	\$4,500	Addl Training \$3,000	Addl Training \$3,000	
2. Tuition and expenses for 3 certified staff members to obtain National Board Certification 1 x \$5,000	\$5,000	1 staff \$5,000	1 staff \$5,000	
B. TRANSPORTATION				
1. Student Transportation for After School Tutoring—2 buses x 72 days x \$150/bus	\$21,600	\$21,600	\$21,600	
2. Student Transportation for college site visits (CAP program), cultural activities—Field Trip Rate: 9 trips @\$200/trip	\$1,800	\$1,800	\$1,800	
3. Provide transportation to parents to attend at-school meetings: 1 buses x 9 trips x \$150/trip	\$1,350	\$1,350	\$1,350	
4. Provide Transportation				
C. MEALS				
1. Student Meals—Tutoring Programs				
i. Saturday School: 100 students x 18 days x \$2.00 = \$3,600	\$3,600	\$3,600	\$3,600	
ii. After School Program: 200 students x 72 days x \$1.50 = \$21,600	\$21,600	\$21,600	\$21,600	
iii. Meals for college visits: 20 students x 9 trips x \$3.00=\$540	\$540	\$540	\$540	
2. Refreshments for Family Night Activities, Parent Teacher Conferences, and other after-school activities: 12 nights x \$200	\$2,400	\$2,400	\$2,400	
D. Other Activities				
1. Provide child care for parents with				

pre-school age children: 36 days x 2 persons x \$15/hour	\$1080	\$1080	\$1080	
E. CULTURAL/EDUCATIONAL FIELD TRIPS				
1. (YEAR 1 Summer) Cost to send 100 (11 th and 12 th) grade students to the ROAPS Course Team Building Program at CA Vines 4-H Camp at Ferndale: 80 students x \$ 200	\$16,000			
2. Cultural/Educational Field Trips to increase Academic/Cultural/Building Background Knowledge for students in Earle HS: 1. Parker Homestead (Whitehall) 2. Memphis Zoo (Memphis) 3. Clinton Presidential Museum (LR) 4. Civil Rights Museum (Memphis) 5. Black History Festival (Memphis)				
3. (YEAR 1) Cost for tickets – 200 (9 th -12 th) grade students to 3 of the above sites:	\$4,000			
4. (YEAR 1) Cost for tickets-- 130 (9 th -12 th) grade students to 3 of the above sites:	\$2,600			
5. (Year 1-3) Provide Funds to send selected Female Student to the University of Arkansas—Fayetteville each year for the Dream Big Project: 40 students @ \$200 each:	\$8,000	\$8,000	\$8,000	
6. (Year 1-3) Provide funds to send selected Male 9-12 high school students to an Out of State education based leadership/team building activity: 120/40 each year @ \$200				

each	\$8,000	\$8,000	\$8,000	
7. (YEAR 2) Cost to send 250 (7 th -10 th) grade students to in-state educational sites similar to sites above:		\$10,000		
8. (YEAR 2) Cost to send 80 (11 th – 12 th) grade students to a regional education field trip site:		\$6,000		
Total Purchased Services	\$320,870	\$291,070	\$272,970	\$884,910
<u>IV. Materials & Supplies</u>				
1. Suggested reading books for Common Core State Standards:	\$10,000			
2. Student Incentives for improved attendance, discipline, and/or grades (1 per child--one each semester—all with educational focus including but not limited to: dictionaries, jump drives, calculators, awards, trophies, and/or plaques. 350 x 1 x \$30 =	\$10,500	\$10,500	\$10,500	
3. CCSS Literacy Materials	\$10,000	\$5,000	\$5,000	
4. CCSS Math Materials/Manipulatives	\$10,000	\$5,000	\$5,000	
5. CCSS Science Material	\$5,000	\$5,000	\$5,000	
6. Travel (Jump Drive) for students to store academic work, resumes, interest inventories, etc. 350 x \$24 =	\$8,400			
7. Technology—Purchase iPads for Student use in grades 7-12 th grades: 120 x \$500	\$60,000			
8. Provide funds to purchase necessary applications for the iPads (examples): documents to go; kindle; printcentral, irecorder;				

wordweb, additional math, literacy, and science apps—150 iPads x \$40/iPad	\$6,000	\$3,000	\$3,000	
9. Purchase 3 sets of 30 Kindle Fire for English Language Arts Classrooms (7 th /8 th); (9 th /10 th); and (11 th /12 th) 30 x 3 x 200	\$18,000			
10. Purchase LCD Projectors 6 @ \$400	\$2,400			
11. Purchase Document Cameras for 6 Classrooms: 6 @ \$600	\$3,600			
Total Materials & Supplies	\$143,900	\$28,500	\$28,500	\$200,900
<u>V. Capitol Outlay/Equipment</u>				
1. Purchase 20 LAPTOP computers to be placed in EACH CORE CLASSROOM: 20-computers x \$1000=	\$20,000			
2. Purchase 6 Smart Boards to ensure all six Math and Literacy Classrooms have Smart technology 6@\$5000	\$30,000			
Total Capitol Outlay/Equipment	\$50,000			\$50,000
YEAR 1 TOTAL	\$972,970			
YEAR 2 TOTAL		\$780,583		
YEAR 3 TOTAL			\$769,045	
GRAND TOTAL				\$2,522,598

D. ASSURANCES

STATEMENT OF ASSURANCES

By the signature of the Superintendent of the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each priority school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its priority schools that receive school improvement funds;
3. If it implements a restart model in a priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements. Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:
 1. Number of minutes within the school year;
 2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 3. Dropout rate;
 4. Student attendance rate;
 5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 6. Discipline incidents,
 7. Truants,
 8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 9. Teacher attendance rate.

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

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

SECTION A, Part 1 General Information
 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 Selection of Identified Schools

 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 Selecting the Intervention Model and Partners for a Low-Achieving School

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

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

Reading Research Links

National Reading Panel

Publications

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

Center on Instruction

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

Learning Point Associates

Focus on Adolescent Literacy instruction

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

International Reading Association Adolescent Literacy focus

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

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

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

The Leader in Me by Stephen R. Covey

How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time

www.TheLeaderinMeBook.com

Council of Chief State School Officers Adolescent Literacy toolkit available at

http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at

http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)

Adolescent Literacy toolkit available at

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

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

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

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