



ARKANSAS DEPARTMENT OF EDUCATION

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

Harris Elementary School
4424 Hwy 161 N
North Little Rock, AR 72216

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

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Pulaski County Special School District	
Mailing Address (Street, P.O. Box, City/Zip) 925 East Dixon Road Little Rock, AR 72206	Starting Date May, 2014
Name, title and phone number of authorized contact person: Kathy Goff, Coordinator of Federal Programs 501-234-2062	Ending Date June, 2017
Amount of funds requested: \$2,524,575.00	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 February 11, 2014 (Date).

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

Date: 02/11/14

Date: 02/11/14

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
Harris Elementary School	051185000916	Pre K-5	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				

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

The District believes we have the capacity to serve the other priority schools through continuing efforts that have been put in place over the past three (3) years in one of the schools; and by implementing a complete restructuring scheduled to occur during the 14/15 school year in the other priority school.

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: Harris Elementary School

LEA #: 6003102

Context

1. Grade levels (e.g., 9-12): Pk-5
2. Total Enrollment: 233
3. % Free/Reduced Lunch: 97%
4. % Special Education Students: 14%
5. % English Language Learners: 1.7%
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. Spanish
 - 2.
 - 3.

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

Harris Elementary School is part of the second largest school district in Arkansas, Pulaski County Special School District (PCSSD). PCSSD is among the 500 largest school districts in the United States (Wikipedia). Harris Elementary is located in the McAlmont community of North Little Rock. With that being said, our small community school of approximately 233 students PreK-5th grade can easily get lost in the mix.

The total population of the area is 1,873, and it only encompasses 1.6 sq. mi. of land. There are approximately 776 housing units in the community at a density of 454.9/sq. mi. The racial demographics of this community are 78.59% Black or African American, 17.62% White, 3.47% Hispanic, and .32% other. The data shows a huge generational gap due to the fact that a majority of their population is in two groups; below age 19 and above age 55, and a majority of the population that make up the in between difference are females. Most of the residents of McAlmont were born and raised within this community. According to Geoplex.USA, 35% of the population graduated high school and only 4% have received a bachelor's degree as of Census

2000. The per capita income for McAlmont is approximately \$11,737. According to City-Data.com, 42.8% of the McAlmont population in 2009 was below the poverty level, and 60% of the children were in poverty. Females with no husband present were 75% of the family types in poverty. From this data, it is apparent that there are several factors and barriers facing this small community.

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
Jacksonville Middle School	6-8			
Jacksonville High School	9-12			

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

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Dr. Darnell Bell-Principal	Building Admin P-08, MS. Soc. Studies 05-08, Elem 01-06	1	1	1
Larry Scaife, Dean of Students	Secondary Physical Education 7-12, Graduate Secondary 7-12, Secondary Principal 7-12	6	6	6

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

The Deputy Superintendent for Learning Services or Director of Elementary Education will use the PCSSD Appraisal of Principals instrument to evaluate administrators. Each administrator will be evaluated at least once a year. Each administrator shall submit a Professional Growth Plan to his/her evaluator each year. Prior to the initial evaluation, the Director or Deputy Superintendent will meet with each administrator to discuss time and day for the evaluation.

During the evaluation conference, strengths and weaknesses in job performance will be discussed. Individual Improvement Plans will be written by the administrator in cooperation with the evaluator within 5 days of conference if any item/s on the evaluation form are marked "area of concern" or unsatisfactory. See the links below for the two page principal performance evaluation tool:

<http://www.pcssd.org/dept/forms/PPF1.pdf>
<http://www.pcssd.org/dept/forms/PPF2.pdf>

Evaluation procedures are as follows:
Pulaski County Special School District
Little Rock, Arkansas
Code: GCOC
Board of Education Policies
Evaluation of Certified Staff

Administrators:

The Superintendent will establish and supervise an evaluation system for administrative personnel. He will report to the Board annually on the performance of all administrators and make recommendations on their continued employment or tenure. The procedures and instruments for administrator evaluation will be developed by the Superintendent in consultation with appropriate representatives and approved by the Board.

Beginning the 14-15 school year, administrators will be evaluated using the Arkansas Leader Excellence and Development System (LEADS) by immediate supervisor (Director of Elementary Education). The following categories represent the various performance levels in the Arkansas Principal Evaluation System: Exemplary, Proficient, Progressing, and Not Meeting Standards. The purpose to the levels of performance is to advance professional growth of principals to ensure improved student learning.

Administrators will be placed in one of the levels of leadership performance categories: novice, inquiry, and intensive. The Novice Category is for individuals who are new to the district, the principalship, or have transitioned from assistant principal to principal or working under an Alternative Licensure Completion Plan (ALCP). The Inquiry Category is for principals who model life-long learning and consistently

demonstrate progressing, proficient, and/or exemplary performance on standards and functions in the Arkansas Principal Evaluation Rubric. The Intensive Category is for principals who receive a rating of not-meeting standards on the Summative Evaluation Rubric according to the following guidelines: not meeting standards on two or more functions in Standard Two and /or on the majority of functions in any of the standards.

The Principal Evaluation Process includes the following steps: Step 1: Orientation, Step 2: Principal Evaluation Rubric for Self- Assessment, Principal Staff Leadership Survey, and Principal Evaluation Rubric for Superintendent Initial Assessment, Step 3: Initial Meeting with Superintendent/Designee, Step 4: Principal Professional Growth Plan, Step 5: Formative Assessment Conferences, and Step 6: Summative Evaluation.

Formative Assessment Evaluation Conferences for administrators will be determined by the leadership categories he/she is placed. Novice Category: the superintendent/designee conducts conference minimally four times annually. Inquiry Category: The superintendent/designee conducts a conference with principal minimally twice annually. Even if it is not the year for the principal's Summative Evaluation, Formative Assessments and Conferences should be completed every year. Intensive Category: The superintendent/designee conducts monthly Formative Assessment conferences with the principal, which may result in a modification to the principal's Intensive Improvement Plan.

All administrators in the PCSSD were trained and required to meet proficiency in the Danielson Framework using Teachscape software beginning January 2013. All administrators who evaluate teachers and are employed by September 1, 2013 must complete the certification test by December 31, 2013.

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

Teachers may be evaluated by the building principal, or an assistant principal following Article VII of the district's Teacher Evaluation Procedures and Rights. Each teacher shall submit a Professional Growth Plan to the principal each year.

Pre and Post Observation Conferences will be scheduled and held along with the teacher evaluation. Individual Improvement Plans (IIP) will be written within 5 days of the post observation conference if any items on the evaluation form are marked "Area of Concern" or "Unsatisfactory".

Probationary teachers shall have two scheduled formal evaluations and one unscheduled evaluation annually. Tenured teachers with less than 10 years shall have one scheduled formal and one unscheduled formal annually. Tenured teachers with ten or more years' experience in the district shall have one scheduled formal evaluation annually.

PCSSD has a five page teacher evaluation tool - see links below:

<http://www.pcssd.org/dept/forms/TEFP1.pdf>

<http://www.pcssd.org/dept/forms/TEFP2.pdf>

<http://www.pcssd.org/dept/forms/TEFP3.pdf>

<http://www.pcssd.org/dept/forms/TEFP4.pdf>

<http://www.pcssd.org/dept/forms/TEFP5.pdf>

The Board recognizes the necessity of a continuing evaluation procedure for the entire staff. In addition the Board recognizes that for an evaluation procedure to reach maximum effectiveness, it must be understood and endorsed by the teaching staff as well as the administration. It also must be clearly expressed and designed to protect the rights of the individual teacher, while granting the District the opportunity to ascertain the performance of its employees based on agreed upon criteria.

1. Evaluations should be a cooperative and continuous process undertaken to improve the quality of instruction and to facilitate the professional growth of the individual.
2. The District evaluation system is consistent with this attitude and seeks improved educational outcomes through emphasis on the quality of the teaching act.
3. The District recognizes that the main purpose of an evaluation system is to enhance the quality of instruction.
4. To achieve this purpose, the appraisal system will include the following:
 - a. The preparation of a professional growth plan to improve and to expand teaching competencies.
 - b. A meaningful pre-observation conference to relate expectations.
 - c. An appropriate observation to gather data.
 - d. A post conference to discuss job performance and to prepare improvement plan if needed.
 - e. A comprehensive staff development program designed to meet the professional needs of all employees.

Pulaski County Special School District
Little Rock, Arkansas
Code: GCOC
Board of Education Policies

Professional Development Plan

1. A Professional Development Plan shall be written by each professional staff member and submitted to the evaluator for discussion and/or approval by October 1, each school year.
2. The plan shall focus on improving, maintaining, and expanding teaching competencies and shall have the following:
 - a. Specific performance objectives.
 - b. An action plan describing time lines, activities, processes, materials, and personnel involved.
 - c. Activities and topics relevant to the needs of the individual and the District.

Pre-observation Conference for Scheduled Observation

1. A pre-observation conference involving the observer and teacher shall be held no more than three (3) days before any announced observation.
2. At this time the following information will be discussed:
 - a. Explanation of lesson to be observed.
 - b. Characteristics of the class.
 - c. Specific items on which the teacher wants feedback and/or the observer plans to place emphasis.
 - d. Time and day for the scheduled observation.

The Observation

1. Evaluations require scheduled and unscheduled observations by one or more administrative personnel.
2. The number of observations will vary according to the number of years of teaching experience in the District.
3. The observers will be one or more of the administrative personnel listed in the "Evaluator" section of this Policy.
4. The choice of observers may vary with the subject or area being observed and will be determined by the building principal.
5. Assistance may be obtained from any one of the listed groups or any combination of that group by an invitation from the principal.
6. The principal has the final responsibility for faculty evaluation.
7. The observer should be prepared for each visit by reviewing information which might help to note the teacher's progress.
 - a. The observer should arrive before the lesson begins and seat her/him where she/he is unobtrusive.
 - b. At times it may be helpful to have a view of the students' faces.
 - c. The observer should not participate actively in the lesson.
 - d. The observer must be alert to behaviors; the interaction of teacher to pupil, of pupil to teacher, and of pupil to pupil.

- e. The observer shall take notes to document accurately chronological events, physical arrangements, use of resources, teaching methods, and other relevant criteria.
- f. The length of the observation will be no less than thirty (30) minutes.

The Post Observation Conference

1. Within five (5) days a post observation conference will be held to discuss strengths and weaknesses in job performance, confirm data collected, and provide assistance to the teacher. Should the teacher or evaluator be absent and unable to meet the five (5) day timeline, a conference date will be selected upon their return.
2. At this time a copy of the evaluation form will be given to the teacher.
3. If any part of the evaluation is questioned by the teacher, he/she may submit a written response within twenty (20) days to be attached to the file copy of the evaluation.
4. Teacher deficiencies identified by the observer must be specified.
5. A time will be set for a future conference to identify specific steps for an Individual Improvement Plan.

Pulaski County Special School District
Little Rock, Arkansas
Code: GCOC
Board of Education Policies

Individual Improvement Plans

1. Individual Improvement Plans are to be written by the teacher in cooperation with the evaluator within five (5) days of the post observation conference, only if any items on the evaluation form are marked "area of concern" or "unsatisfactory."
2. One (1) Individual Improvement Plan will be written for each competency marked —Area of Concernll or —Unsatisfactoryll.
3. This plan is in addition to or as a supplement to the Professional Growth Plan written at the beginning of each school year.

Comprehensive Staff Development Program

1. A comprehensive staff development program designed to focus on the essential teaching competencies will be available to teachers.
2. Professional Growth Plans and Individual Improvement Plans shall provide criteria for the development of specific staff development programs.
3. Local staff development programs will be the primary resource providing assistance to the achievement of professional growth plan objectives.

Evaluated Teacher

1. The minimum number of formal evaluations shall be as follows:
 - a. Probationary and temporary teachers shall have two (2) scheduled formal evaluations.
 - i. Probationary teachers should not have an unscheduled formal evaluation before the first scheduled formal evaluation.
 - ii. The first observation and evaluation shall be completed by the ninth (9th) week of school.

- iii. The second observation and evaluation shall be completed by the seventeenth (17th) week of school.
 - iv. In addition, these teachers shall have one (1) unscheduled formal evaluation which may be performed at any appropriate time during the school year.
 - b. Tenured teachers with less than ten (10) years of experience shall have one (1) scheduled formal evaluation by February 1 of each school year.
 - c. Tenured teachers with less than ten (10) years of experience shall have one (1) unscheduled formal evaluation conducted at any appropriate time during the school year prior to May 1.
 - d. Teachers with ten (10) or more years of District teaching experience shall have one (1) scheduled formal evaluation at any time during the year prior to May 1.
2. The principal, appropriate director, or other designee determined by the principal will conduct a minimum of one (1) scheduled formal evaluation for each teacher in each supplemental contract area using the Appraisal for Supplemental Performance.
 3. The teacher shall have the right to attach narrative statements to any evaluation or other material placed in the employee's personnel file.

Evaluators

1. The following administrators may perform evaluations within the District: deans, assistant principals, coordinators, principals, directors of instruction, assistant superintendents, deputy superintendents, and/or superintendent.
2. Administrators responsible for the performance of itinerant staff members shall jointly evaluate such staff members according to guidelines.
3. No later than October 1, the building principal or immediate supervisor shall acquaint all teachers to be evaluated under his/her supervision with the evaluation procedures, standards and instruments.
4. The principal or immediate supervisor shall advise the evaluated teacher as to who will observe and evaluate the teacher's performance. No evaluation may take place until such orientation has been completed.
5. At the conclusion of the final scheduled observation and evaluation, a completed copy of the evaluation and all attachments will be given to the teacher, one (1) copy retained by the evaluator for the principal's files and one (1) copy filed in the teacher's personnel file at the Central Office.

Additional Guidelines

1. The teacher shall not be required to sign a blank or incomplete evaluation form.
2. The evaluation shall be used to improve teacher performance, make employment decisions and shall not be used as a form of reprisal or discipline.
3. Performance Evaluations shall be considered confidential.
4. As a part of this Policy, the evaluation form for certified employees may not be altered by adding or deleting any of the following:
 - a. Descriptors
 - b. Definition of Descriptors
 - c. Criterion
5. The evaluation will be based upon verifiable information or direct observation.

6. Additional scheduled or unscheduled evaluations or observations which may be desired by either the evaluated teacher or evaluator shall follow the guidelines established in this Policy.

7. The principal's notes regarding a teacher's evaluation, kept in his/her office, and the teacher's official file in the Human Resources Division shall be open for the inspection of the teacher.

8. The teacher shall have the right to respond in writing to the content of the evaluation and supporting materials.

a. Such response shall be attached to the evaluation in all pertinent files including the principal's file and the personnel file.

b. Any written response shall be submitted within twenty (20) days of the date of the post observation conference.

Use of Computerized Evaluation Form

1. During the post observation conference the principal will have available for discussion one (1) printed copy of the completed computerized evaluation form.

2. At the end of the post observation conference, any changes made to the computerized evaluation form during the conference will be immediately made on the computer and one (1) copy of the corrected form will be printed.

a. All previous copies of the evaluation form will be destroyed in the presence of the teacher and administrator.

b. The final, corrected copy will be signed and dated by both the teacher and the administrator on page one and the final remaining pages will each be initialed and dated by both parties.

c. The corrected, signed and dated evaluation form will be copied and distributed as follows:

i. One (1) copy to the principal

ii. One (1) copy to the teacher

iii. One (1) copy to the teacher's official personnel file at Central Office

Revised: 6/8/10

PULASKI COUNTY SPECIAL SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN

NAME _____ SCHOOL _____ DATE _____

TEACHING ASSIGNMENT _____

I. Professional Development Goal

II. This Professional Development Plan will focus on the following area(s):

Content (K-12);

Instructional strategies;

Assessment; Advocacy/leadership;

Systemic change process;

Standards, frameworks, and curriculum alignment;

Supervision;

Mentoring/coaching;

Education technology;

- o Principles of learning/developmental stages;
- o Cognitive research;

Beginning the 2014-15 school year, all teachers will be evaluated using the Arkansas Teacher Excellence and Support System (TESS) by the Building Level Administrator. However, during the 2013-14 school year (Pilot year), all administrators in the PCSSD school district are required to evaluate one-third of their instructional staff using the TESS evaluation model.

During the 2013- 14 school year, all teachers must complete 24 hours of training on the Danielson Framework by May 31, 2014. Teachers will be evaluated on four domains related to Charlotte Danielson's Framework for Teaching. The four domains are Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. In each domain, teachers will be scored a performance rating of Unsatisfactory, Basic, Proficient, and Distinguished.

Teachers will be placed in one of three Teacher Tracks, which are Track 1: Probationary/Novice, Track 2: Interim Teacher Appraisal Process, and Track 3: Intensive Support Status. Probationary teacher means a teacher who has not completed three (3) successive years of employment in the school district in which the teacher currently employed. A first year teacher will be considered both a novice and probationary teacher. Track placement is determined by summative ratings.

Under Track 1: Probationary/Novice, teachers will be placed in this track for up to three years. Length will be determined by district policy and evaluator. Year one of this track for teachers will consist of Professional Growth Plan developed, formative assessment (evaluation) focus on targeted growth areas, and summative evaluation on all components. Year two will consist of Professional Growth Plan developed, formative assessment (evaluation) focus on targeted growth areas, and summative evaluation on all components. Year three will consist of Professional Growth Plan developed, formative assessment (evaluation) focus on targeted growth areas, and summative evaluation on all components.

Under Track 2: Interim Teachers' observations will consist of a Summative Evaluation (2A), and Interim Appraisal Process (2B). Teachers will receive a summative evaluation on all components once every three years and observations can/will focus on targeted growth areas. Also, observations will focus on targeted areas of professional growth plan. A modified evaluation will be based on specific components of the rubric included in the Professional Growth Plan over the two years.

Under Track 3: Intensive Support Status, teachers may remain in Track 3 for 2 semesters. Two additional semesters may be added if improvement is observed. Multiple conferences between teacher and evaluator will be held. Multiple formal and informal observations will be conducted, and a summative evaluation on all components.

Depending on each teacher's summative evaluations, a teacher can move or continue in each Track based on their final performance rating.

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

There is little evidence of reform or improvement efforts at Harris Elementary School prior to the Scholastic Audit of 2012. Challenges relating to the turnover in administration and lack of effective principal leadership made it difficult to identify systems that worked and did not work. Lack of a consistent instructional leader led to apathy on the teachers' part. Implementation of strategies and reforms were not completed with fidelity due to absence of accountability from the varying principals. From 2009 until 2012, the school has had a new principal each year with two different principals in the 2011-2012 school year. The current principal was hired in July of 2012.

In February of 2012, Harris Elementary underwent a Scholastic Audit which revealed many areas of concern. The Scholastic Audit showed little or no development and implementation across all 9 standards. Six Next Steps were recommended by the Audit team. 1. The Leadership Team was expanded with increased shared decision making and meetings were scheduled with specific focus and outcomes established as evidenced by sign in sheets, agendas, and minutes. 2. The Leadership Team involved all stakeholders in revisiting the mission statement. 3. To create a more welcoming facility, signs were posted directing visitors to report to the office and the front foyer was decorated with student friendly science manipulatives and parent seating. Parental involvement materials were also available in the front foyer. Security issues were also addressed with the locking of outside gates and multiple side doors. An emphasis on the cleanliness of the facilities was conducted with a checklist for the custodial staff. PCSSD painted the main building hallway during the summer of 2012 to improve the appearance of Harris Elementary. 4. To provide teachers with immediate feedback to support changes in the classroom instructional practices, the Leadership Team began with a study of Marzano's Classroom Instruction That Works. Classroom Walkthroughs were conducted by the State Improvement Specialist to provide data to enhance student learning. 5. A concerted effort was made to convey high expectations of each student by the administration, faculty, and staff. A change in curriculum to Common Core State Standards increased the rigor and relevance of the lessons and improved the expectations for high success. 6. A daily schedule was developed by school leadership for the instructional facilitators to be in the classrooms modeling best-practice instructional strategies and providing coaching cycles to the teachers.

The summer of 2012, the ESEA waiver changed the status of Harris Elementary School from School Improvement Year 3 to Priority School. With the waiver, the School Improvement Specialist (SIS) changed, an external provider was selected by the district for our building, Indistar system was required as an improvement management tool, and a new principal was hired for the building. The SIS for our building has changed five times since 2012 and with each change a new set of expectations has been given. Arkansas Leadership Academy (ALA) was selected as the external provider; the capacity builder has been the same individual since 2012. The requirements and the proper use of the Indistar system have also changed with the change of the SIS. The

new principal is currently completing his second year in the building.

A Priority Improvement Plan (PIP) to continue to address reform and improvement efforts was created by the Leadership Team with support from the ALA Capacity Builder and the SIS. The PIP is included in the current ACSIP. The Turnaround Principles were the foundation on which the PIP was developed. Several reforms and initiatives are ongoing with each principle in mind.

Provide Strong Leadership

- Mission, vision, and shared core beliefs created with stakeholders
- Leadership team & PLC meetings formalized
- Leadership team monitors school-level student data
- Leadership capacity building-ALA Institutes
- DKT: Data book study
- Our Iceberg is Melting, book study & action plans per grade level
- All teams have written statements of purpose and by laws for their operation.
- A team structure is officially incorporated into the school governance policy
- All teams prepare agendas for their meetings.
- A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

Ensure Effective Teachers

- Professional development provided by Instructional Facilitators for individual teachers includes an emphasis on indicators of effective teaching.
- All teachers develop weekly lesson plans based on aligned units of instruction
- All teachers clearly state the lesson's topic, theme, and objectives.

Redesign School Day, Week or Year to Provide Additional Time for Student Learning and Teacher Collaboration

- Fourth and Fifth grade students rotate through different teachers for instruction in core content areas: Reading, English/Writing, Mathematics, Science
- Master Schedule was designed to allow for teacher grade level collaboration through the week

Strengthen School's Instructional Program

- Targeted PD for lesson planning and objective alignment
- District created curriculum maps that align to CCSS both vertically and horizontally
- Math Journals were implemented to increase student success with problem solving
- District PD on instructional strategies in math and literacy

Use Data to Inform Instruction

- Data Analysis tool and system created and implemented
- TLI Data used for reteach
- All teachers re-teach based on post-test result
- The Leadership Team monitors school-level student learning data
- Instructional Teams use student learning data to identify students in need of instructional support or enhancement
- Interventionist work with students in need of supplemental support

Establish School Environment that Improves Safety

- Classroom rules and procedures posted
- Administration keeps a log to track discipline issues
- Discipline Management Plan (DMP) schoolwide
- Additional staff supervising during transitional times

Engage Families and Communities

- Back-to-School Bash
- Harris Alumni partnerships
- Business Partnerships
- St. Luke Partnership
- Fall Fest
- Parent Mentors
- Parent/Business members on planning teams
- All teachers maintain a file or log of communication with parents
- All teachers systematically report to parents the student's mastery of specific standards-based objectives
- Increase the Family Nights from 2 to 3 in addition to the required teacher parent conferences

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	58.02%	55.84%	48%	46.59%	47.33%
Mathematics	50.62%	40.26%	45.67%	46.59%	44%
Science	20%	11%	19%	10%	10%
Social Studies					
Writing					

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

Test Year: 11-13

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	80.6 7%	69%	53%	63.6 7%	61%	44.3 3%	33.3 3%	40%	100 %	0%	0%	0%	31.6 7%	27.6 7%	8.33 %
Mathematics	80.6 7%	74.3 3%	64%	52%	39.6 7%	47.6 7%	66.6 6%	40%	100 %	0%	0%	0%	23.3 3%	24%	14%
Science	75%	20%	33%	17%	10%	50%	0%	0%	50%	0%	0%	0%	0%	0%	0%
Social Studies															

3. Student analysis from the past 3 years - enter the percentage of students at each

grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2013

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	68%	75%	45%							
Mathematics	74%	61%	27%							
Science			20%							
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	63%	44%	70%							
Mathematics	59%	38%	33%							
Science			11%							
Social Studies										
Writing										
Other										

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	22%	63%	52%							
Mathematics	39%	66%	63%							
Science			19%							
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2013-2014 school year: Third quarter avg: (2012-2013) 93.21%

5. Mobility rate for the 2013-2014 school year: 9.26%

6. Graduation rate for all students for the 2012-2013 school year: N/A_

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

	All Students
2013	
2012	
2011	

Key Questions

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

Three sub-populations at Harris Elementary school are experiencing low achievement over the last three years. These populations are Black, non-Hispanic students, Hispanic students, and Students with Disabilities.

The Black, non-Hispanic students are struggling with achievement in Mathematics and Science (fifth grade only). The 3 year average data (2011, 2012, and 2013) indicates that these students are scoring 46.67% proficiency in Mathematics and 16.67% proficiency in Science. These scores are 27 percentage points below the White, non-Hispanic students in Mathematics and 26 percentage points below in

Science.

The Hispanic students are struggling with achievement in Reading/Language/English and Science. The 3 year average data indicates that these students are scoring 57.6% in Literacy and 16.67% in Science as compared to White, non-Hispanic students who are scoring 67.6% in Literacy and 42.67% in Science.

The students at Harris Elementary School with disabilities have the lowest percentages of proficiency in Reading/Language/English, Mathematics, and Science. The 3 year average data indicates an average score in Reading/Language/English of 22.67%; Mathematics of 20.3%; and Science of 0%. The 3 year average of proficiency for the Combined Population in Reading/Language/English is 53.95%; Mathematics is 45.52%; and Science is 16.67%.

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

N/A

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

For the 2013-2014 school year, Harris Elementary School is in overall priority status. Trend data shows Harris students achieving in literacy for the past 2 years. Math increased 10.36% from priority in 2011-2012 to needs improvement in 2012-2013. The average three year trend data shows low achievement in Science with the Combined Population having proficiency of 16.67%.

Based on a comprehensive needs assessment that reflects an in-depth trend analysis over the past 3 years (2011-2013) from multiple data sources across grades 1-5 spanning all strands of math areas, it was found that the areas of need are measurement multiple choice and open response in all areas. The 2012-2013 data showed 4th grade scored low in geometry multiple choice, and 5th grade scored low in data analysis and probability multiple choice. First and second grade data shows deficits in problem solving.

2012-2013: 3-5 Augmented Benchmark data showed 50.62% of the combined population to be proficient or advanced in Math. 2012-13: 1-2 IOWA data showed 28% proficient or advanced in 1st grade, 30% proficient of advanced in 2nd grade.

Based on a comprehensive needs assessment that reflects an in-depth trend analysis over the past 3 years (2011-2013) from multiple data sources across grades 3-5 spanning all strands of literacy areas, it was found that the areas of need are multiple choice and open response in literary and practical reading, and multiple choice, content, and style domains of writing. First and second data shows deficits in reading comprehension and vocabulary.

2012-2013: 3-5 Augmented Benchmark data showed 58.02% of the combined population to be proficient or advanced in Literacy. 2012-13: 1-2 IOWA data showed 16.28% proficient or advanced in 1st grade, 43% proficient or advanced in 2nd grade.

Based on a needs' assessment that reflects a trend analysis over the past 3 years (2011-2013) from the Augmented Benchmark data reflects that in the multiple choice areas, the lowest achievement has been in the physical science and earth and space science sections. In the open response area, the physical science section has been the lowest.

2012-2013: 5 Augmented Benchmark data showed 20% of the combined population to be proficient or advanced in Science.

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

The characteristics that should be taken into account include a careful examination of the students that are served by the school and the teaching staff that serves them.

The demographics of our students are mainly economically disadvantaged and predominately African-Americans. The high percentages of non-performing students across the sub-groups are indicative of a culture of low expectations from the students and the staff. To create a culture of high expectations for both the students and the teachers, outside consultants will work with the students to build high esteem for themselves and will work with the teachers to develop relationship building skills to enable the teachers to relate to a diverse population.

The achievement data across all populations show a deficient in teacher capacity. All teachers need to develop a skills set in which they are able to use a variety of instructional strategies to raise student achievement in all populations.

The outside consultants and the intervention model to be utilized through this grant must confront the culture of low expectations and help all students achieve success.

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?

Harris Elementary School is part of the second largest school district in Arkansas, Pulaski County Special School District (PCSSD). PCSSD is among the 500 largest school districts in the United States (Wikipedia). Harris Elementary is located in the McAlmont community of North Little Rock. With that being said, our small community school of approximately 233 students PreK-5th grade can easily get lost in the mix.

The total population of the area is 1,873, and it only encompasses 1.6 sq. mi. of land. There are approximately 776 housing units in the community at a density of 454.9/sq. mi. The racial demographics of this community are 78.59% Black or African American, 17.62% White, 3.47% Hispanic, and .32% other. The data shows a huge generational gap due to the fact that a majority of their population is in two groups; below age 19 and above age 55, and a majority of the population that make up the in between difference are females. Most of the residents of McAlmont were born and raised within this community. According to Geoplex. USA, 35% of the population graduated high school and only 4% have received a bachelor's degree as of Census 2000. The per capita income for McAlmont is approximately \$11,737. According to City-Data.com, 42.8% of the McAlmont population in 2009 was below the poverty level, and 60% of the children were is poverty. Females with no husband present were 75% of the family types in poverty. From this data, it is apparent that there are several factors and barriers facing this small community.

Due to the demographics, a provider should have expertise and experience working in this type of area.

Step 3 Reviews of ADE Scholastic Audit and other School Data

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

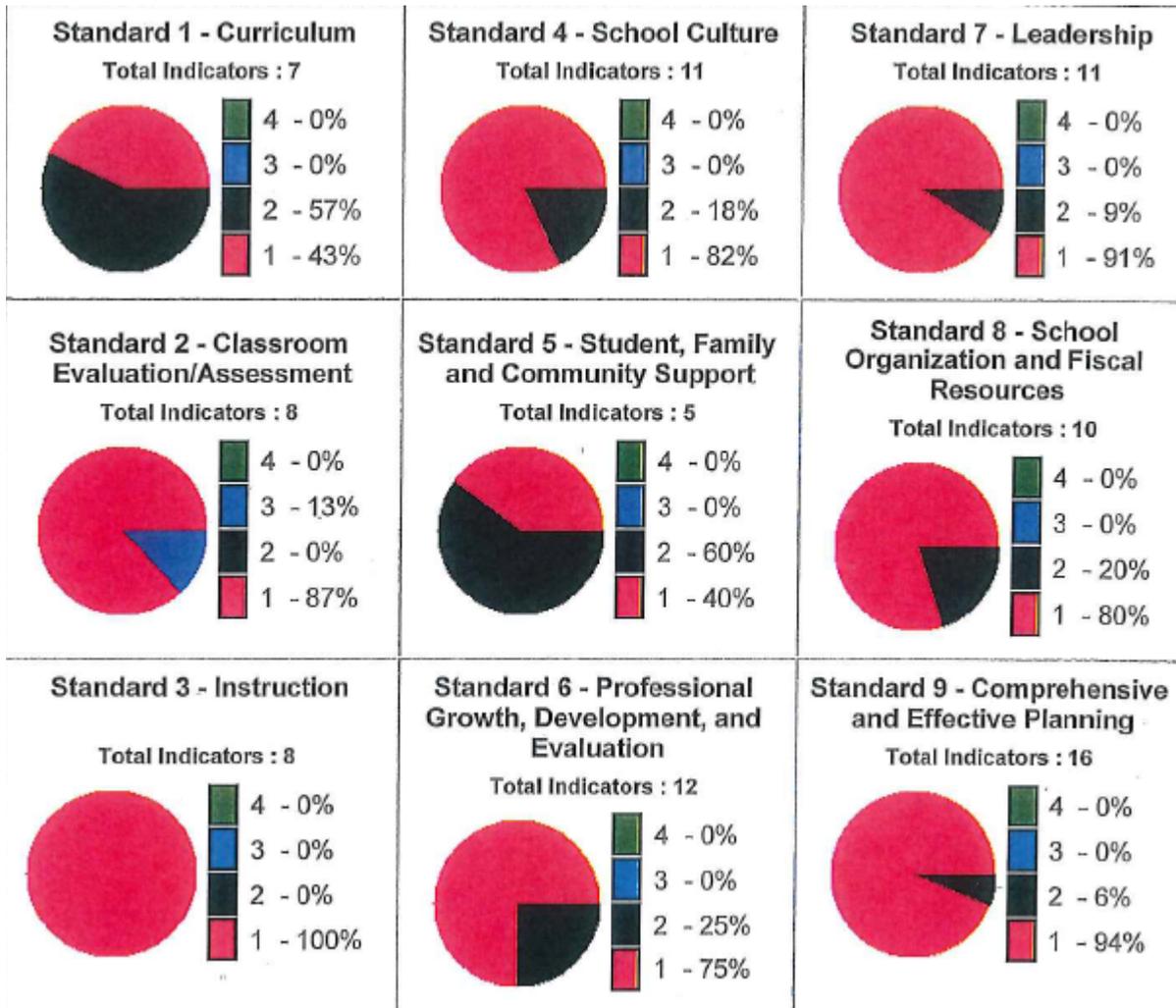
- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

The Arkansas Department of Education (ADE) conducted a scholastic audit of Harris Elementary School during the period of 02/12/2012- 02/17/2012. This school's last performance rating identified its classification as being in School Improvement Year 3.

The scholastic audit team activities included a review of documents collected for the school portfolio and profile: classroom observations (103), and formal interviews and informal discussions with teachers (22), students (136), parents (42) family resource/youth services center director (2), central office personnel (8), support staff members (22), dean of students (1), counselor (1), and principal (1).

The Standards and Indicators for School Improvement rubric was the primary assessment instrument used during the visit. The team also compiled results from perceptive surveys, leadership assessments, and efficiency reviews. All of these results were considered in the development of the report. The Scholastic Audit report was based upon examination of the documents provided in the school portfolio, team experiences, and observations.

Scholastic Audit Findings 2012



Standard 1 – Academic Performance – Curriculum

Findings-

Few teachers infused life skills and career options into their classroom lessons. Few classrooms have posters or displays reflecting career and life opportunities for students. No formal approach exists for communicating, implementing, and evaluating the existing curriculum for impact on student achievement. A challenging and rigorous curriculum is not available to most students. The implemented curriculum in most classrooms seldom provides opportunities for higher-order thinking, problem-solving, and engagement of all students. Most assessments do not require students to think and problem-solve at the analysis, synthesis, and evaluation levels. Teachers seldom tell students why the learning is relevant to real-world applications.

Recommendations –

Recommendation 1: Make a deliberate focus on curriculum changes to CCSS.

Recommendation 2: Teachers must move from traditional methods to more rigorous and challenging strategies.

Recommendation 3: Will create a systematic approach to implement high probability strategies.

Implemented Progress –

Recommendation 1: Make a deliberate focus on curriculum changes to CCSS.

The School Leadership Team (SLT) reviews district curriculum and Common Core State Standards implementation. Student achievement data on summative and formative assessments are documented on the school data wall. These data are reviewed by Professional Learning Communities and the School Leadership Team and used to determine next steps in instruction. Teachers have been trained to update the data wall by the literacy and math facilitators in order to take more accountability of student learning.

Common Core State Standards (CCSS) implementation progress is monitored by the Leadership Team of Harris Elementary. Identified support and resources for implementation are provided.

Data walls have been established in the Professional Learning Community (PLC) room. School Leadership Team (SLT) analyzes and reflects on the achievement data. SMART goals are developed to address the identified focus areas. SLT then creates an action plan to address the areas of focus. Following implementation of the action plan the SLT will then assess the effectiveness of the plan and continue or make necessary adjustments.

The SLT continues to monitor and evaluate curriculum. As the CCSS are developed and implemented, the SLT will monitor implementation with fidelity. Data walls will be updated on a continuous basis as students are assessed. Surveys have and will be implemented to determine on-going professional development to improve instruction and to make ongoing curriculum changes.

SLT will work with the Learning Services support staff in analyzing the level of CCSS implementation and make necessary adjustments as needed. Adult learning needs associated with the CCSS implementation will be assessed. Appropriate

professional development or support will be provided as needed for implementation of CCSS with fidelity.

Data walls will be updated following each of The Learning Institute (TLI) assessments. Data Analysis Tool has been created to identify students' strengths and needs after each intermittent assessment. Teachers are required to analyze assessment data to determine standards students have mastered and not mastered. This tool allows for planning of remediation for students not mastering standards and planning with interventionists. Following each new data posting teachers will analyze data and determine need for SMART goals, followed by appropriate action plans.

Recommendation 2: Teachers must move from traditional methods to more rigorous and challenging strategies.

PLCs and common planning times are conducted daily. Vertical team meetings are built in Harris' PLC weekly schedule. Vertical teams rotate throughout the week on a specific day for math, literacy, science, team planning, and whole staff to implement a book talk. The PLCs vertical teams consist of K-1, 2-3, and 4-5. The staff utilized such books as Robert Marzano's *Classroom Instruction That Works* to review high yield strategies and establish instructional foci for the year. Common Core State Standards, formative assessment, and data analysis will be a focus for the vertical team meetings this year since this is the second year of Common Core State Standards to be implemented in grades 3-5. Learning Services has been and will be utilized to provide on-going training to assist teachers in developing more rigorous and challenging strategies.

Book talk on various topics such as climate and high yield strategies has been scheduled for the 2013-2014 school year. For example, *Our Iceberg is Melting* was completed in October 2013. Harris' Deep Knowledge Team is currently focusing on the book *Using Data to Focus Instructional Improvement*.

Recommendation 3: Will create a systematic approach to implement high probability strategies.

Common Core State Standards and/or the Arkansas Frameworks are posted in each classroom. Student-friendly objectives are posted in each classroom and reviewed with students prior to and concluding each lesson. Learning Services staff provided training focused on the development of lesson plans, incorporating the CCSS. The training extended the teachers knowledge of utilizing the district's work on CCSS unit development and formative and summative assessments. The staff training was provided over a two day period to allow for grade level focused discussions. Teachers in K-2 worked on October 15th with 3-5 working on October 16th in 2012. The training was attended and supported by ADE SIS staff, central office staff and ALA Capacity Building

Leader, Instructional Facilitator, Principal, ADE SIS, Central Office Staff and ALA Capacity Building Leader will monitor implementation of strategies with the aggregation of CWT data. Training was implemented on October 15th and 16th to K-5 teachers to help with lesson planning and posting objectives in kid-friendly terms by central office staff. Trainings were conducted all day to help teachers better understand how to use the district's website as a resource to prepare and implement effective lesson plans. CWT's and Focus Walks are conducted and findings are presented to the staff.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 2 – Classroom Evaluation /Assessment

Findings –

Classroom assessments are not always aligned with the student learning expectations outlined in the state standards. Most classroom assessments are textbook-or worksheet-driven and do not always require students to use higher-order thinking, inquiry, or problem-solving skills. Lesson plans do not include daily formative assessments to determine if students have achieved the objectives for the lessons. Most students are unable to articulate the academic expectations in each class and do not know what is required to be proficient or advanced. Daily formative assessments are not utilized in most classrooms to provide point-in –time remediation. Few teachers allow students an opportunity to choose ways in which they demonstrate learning based on multiple intelligences and preferred learning styles. Some classrooms do not have clearly defined performance criteria. Most students do not have a clear understanding of performance expectations. Teachers seldom collaboratively analyze and score student work to impact and make revisions to instruction and curriculum.

Recommendations –

Recommendation 1: School leadership should provide all teachers training in the design and use of authentic assessments.

Recommendation 2: Rubrics for different methods of demonstrating learning should be constructed to ensure that all methods required rigor and depth of learning.

Recommendation 3: School leadership should provide all teachers training for all teachers in design and use of formative assessments.

Recommendation 4: Staff at Harris should provide training to all teachers in protocols for analyzing student work.

Implemented Progress –

Recommendation 1: School leadership should provide all teachers training in the design and use of authentic assessments.

Using released items and chunk tests created by Instructional Facilitators, will be utilized weekly for common assessments to focus on constructed responses used at each grade level to determine proficiency on targeted skills. These data are used to provide interventions to those students working below proficiency. In addition, district interim assessments are conducted every five weeks to assess master of grade level skills. The constructed response items on these assessments are scored by grade level teams in PLCs. These data are posted on the school assessment wall. Training from central office staff was provided to the staff at Harris Elementary School on assessments.

Teachers work collaboratively to develop and administer weekly common assessments. These are reviewed by the school leadership team. Teachers will be required in PLCs to grade open response questions together.

Recommendation 2: Rubrics for different methods of demonstrating learning should be constructed to ensure that all methods required rigor and depth of learning.

Grade level teams will work with the Instructional Facilitator, Interventionists, Central Office staff, and the school administration to develop and design grade-level appropriate rubrics. The Rigor and Relevance Framework has been used to support the work on rubrics. Rubrics will be posted with all work displayed in the classroom and hallways.

As CCSS are developed and implemented, teachers will continue to develop and use rubrics for scoring work. Rigor and depth of learning will remain a focus for the school. Ongoing training will be scheduled and provided by central office staff and Instructional Facilitators to help with the development of rubrics in grades K-5.

Recommendation 3: School leadership should provide all teachers training for all teachers in design and use of formative assessments.

Harris School Leadership Team identified and external providers identified areas where training was needed for teachers. Data from observations and CWT's were used to schedule training for October 15th and 16th on lesson planning and the use of formative assessments. The purpose and reasoning based on research were provided to the teachers by central office staff. The district has provided a professional development day on October 19th to staff on the use of formative assessments. This training will be provided by the Literacy and Math Instructional Facilitators. Currently, the principal and Instructional Facilitators attend formative assessment training by Gayle Potter once a month.

More professional development will be scheduled by the Harris' leadership team as needed for new and existing teachers. The principal, central office staff, and external providers will observe in each classrooms school year to make sure teachers are implementing the training in their classrooms.

Recommendation 4: Staff at Harris should provide training to all teachers in protocols for analyzing student work.

Teachers receive training and opportunities for analyzing student work in PLCs. Instructional Facilitators will lead meetings and assist teachers in analyzing student work. PLCs and grade level meetings are built into the schedule to provide trainings to grade level teams.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 3 – Instruction

Findings –

Teacher-directed instructional strategies are used by most teachers. Most teachers could not state an instructional strategy beyond direct instruction. The use of varied and research-based instructional strategies that address students' learning styles and multiple intelligences does not occur in all classrooms. No systematic plan is in place to identify specific learning needs of students. Instructional strategies are not differentiated to meet the students' learning needs in most classrooms. Most teachers do not demonstrate teaching methods and strategies necessary to challenge and motivate all students to high levels of learning. Technology is not utilized in most classrooms to enhance instruction and academic achievement. Most classrooms utilize the white board, textbooks, and worksheets as the main instructional resources. Student work is not analyzed collaboratively to identify specific student learning needs or inform instruction. Homework is not utilized to extend student academic achievement.

Recommendations –

Recommendation 1: During PLC's, Ifs and teacher will analyze work.

Recommendation 2: Provide PD on differentiated student centered instructional strategies.

Recommendation 3: District leadership should ensure that consistent and stable school leadership is maintained.

Implemented Progress-

Recommendation 1: During PLC's, Ifs and teacher will analyze work.

PLC's schedule allows for Instructional Facilitators and teachers to collaboratively analyze student work. The schedule allows rotation of all teachers to meet with Instructional Facilitators in the content areas of literacy and math. Tests are being developed and results and data are used in PLCs to engage in dialogue concerning how to assess student work for consistency and a consensus of what proficient work looks like.

Primetime Panther Camp will be implemented every week using assessments created by IFs, released items, and teacher made assessments for the school year.

Recommendation 2: Provide PD on differentiated student centered instructional strategies.

Surveys have and will continue to be administered to develop professional development on different instructional strategies. School leadership team is working with central office staff and AR Leadership Academy to organize and schedule professional development. Teachers received training on October 15th and 16th (2012) to develop student centered instructional strategies and purposeful planning for effective implementation, guided reading, and comprehensive literacy strategies will be on-going training.

Teachers will be scheduled to visit other modeled classrooms across the district once identified by central office staff continuously throughout the school year.

Recommendation 3: District leadership should ensure that consistent and stable school leadership is maintained.

PCSSD has hired an instructional leader who has made a commitment for several years to Harris in order to provide consistency and stability. The principal is conducting focus walks and CWTs in all classrooms. Focus Walks forms are provided to classroom teachers immediately after conducting focus walks. Instructional Facilitators and classroom teachers have scheduled posted outside of each room. IFs have scheduled times to provide teachers with coaching, modeling, and support. Teachers can requests additional guidance as needed.

PCSSD will continue to offer assistance and support to school leadership on a continuous and as needed basis for 2012-2013 and years to follow. PCSSD has invested in stable school leadership by providing the school leader an opportunity to participate in the Master’s Principal Institute and a mentor provided by district.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 4 – School Culture

Findings –

The physical structure of the school does not provide a safe, healthy, or orderly learning environment. Most classrooms are cluttered and dusty, necessary technology components are inoperable or missing, and furnishings are dirty and old. School leadership fails to demonstrate the belief that all children can achieve at high levels. Teacher lesson plans are not monitored or reviewed by school leadership to ensure rigor and appropriate alignment to district curriculum documents or grade-level standards. Few teachers hold high academic or behavioral standards for all students. Bell-to-Bell instruction is not common in most classrooms. Teachers developed and adopted a mission statement at the beginning of the 2010-11 school year. The school's Website displays a different mission statement for the school. A vision and belief statements have not been developed. Most teachers and non-instructional staff are not involved in decision-making processes that impact the school as a whole. Most teachers do not accept responsibility for student achievement or failure. High expectations for student growth and increases in academic performance are not evident. Original assignments are not planned in an effort to maximize the impact of the strengths of specific teachers on student learning. A nurturing learning environment has not been established at Harris Elementary School. Many teachers raise their voices at students. The school has not developed a communication plan to disseminate important information to all school stakeholders.

Recommendations –

Recommendation 1: Develop and revise the school's mission statement and core beliefs.

Recommendation 2: A culture of high expectations must be evident in the school.

Recommendation 3: Provide a safe, respectful, and healthy environment.

Implemented Progress—

Recommendation 1: Develop and revise the school's mission statement and core beliefs.

Harris Elementary staff reviewed and developed a mission statement at the end of the 2011-2012 school year. At the beginning of the school year (2012-2013), the mission statement and core beliefs were revisited by the new principal, external provider, and staff. The mission statement and core beliefs were looked at critically to

make sure all stakeholders were in agreement and understood the mission statement. A copy of the mission statement was given and explained to parents at Open House.

The mission statement and core beliefs will be posted throughout the building and classrooms. The staff will continue to revisit the mission and beliefs throughout the year. The vision statement was completed at the end of the 2012-2013 school year. With the hiring of new staff, the mission, vision, and core belief was reviewed at the beginning of the 2013-14 school year.

Recommendation 2: A culture of high expectations must be evident in the school.

_School Climate Inventories are conducted yearly by the staff. Data collected from the scholastic audit suggests that the staff do not have high expectations for all students. Banners have been placed in the halls for each grade level indicating their year of high school graduations. The principal is modeling high expectations for the staff by making students the number one priority. The 2013-14 school year had a school wide theme. Teachers and staff created banners to hang throughout the building indicating high expectations for all.

Celebrations will occur throughout the year. High expectations will continue to be a focus for the staff and students. The 2011-2012 School Climate Inventory and annual FEPSI data will be analyzed. The ACSIP Plan climate priority will be analyzed and appropriate goals will be place in the plan.

Recommendation 3: Provide a safe, respectful, and healthy environment.

The district has completed several projects at Harris over the summer of 2012 to provide a safe, respectful, and healthy environment. Walls and doors in the halls have been painted. The roof in the adjacent building has been replaced and leaks are not evident. The administrator and lead custodian walk the buildings daily to inspect all areas. Repairs are immediately requested to the district through the internal system. A custodial checklist is being used by the district for monthly inspections. The lead custodian and his staff will use the checklist as a guide to maintain the building. Classrooms, halls, and bathrooms are swept, vacuumed, and mopped daily and as needed. Outside grounds are inspected for trash daily. Several projects have been completed this school year (2013-14). The hallways instead of being all white has been updated with color coded sections. The old building on the back of the campus has been demolished. Updates to the cafeteria and remodeling of the bathrooms have made the facilities more attractive. The office and all classrooms furniture are being updated in the months of January and February of 2014.

The administrator and custodial staff will constantly monitored and report issues with the facilities to the appropriate personnel. District custodial staff has inspected the building and noted several issues that will be addressed as soon as possible with priority given to major concerns.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 5 – Student, Family and Community Support

Findings-

Parental involvement is minimal in significant (day to day) educational planning and decision-making at the school. Communication deals primarily with issues of student behavior and/or academic performance. The Academic Improvement Plans do not reflect different interventions for the varying needs of all students. Student participation data are not analyzed to ensure that students enter and exit the varying programs based on clearly defined criteria. The programs are not evaluated regularly for effectiveness or impact on teaching and learning.

Recommendations –

Recommendation 1: Removal of “No Parent beyond this point” sign and replaced it with “Welcome to Our School”.

Recommendation 2: Reach out to involve more community members and business partners serving in our school.

Recommendation 3: The impact of cultural differences on student learning will be address.

Implemented Progress—

Recommendation 1: Removal of “No Parent beyond this point” sign and replaced it with “Welcome to Our School”.

The sign has been removed and staff has been conferenced on the importance of customer service and creating an atmosphere that is welcoming to all stakeholders.

A new sign will be ordered with a more welcoming message for the 2012-2013 school year and beyond.

Recommendation 2: Reach out to involve more community members and business partners serving in our school.

The principal has attended events sponsored by the community such as the Harris Alumni Banquet in June, McAlmont Day in July. Little Caesar restaurant has been contacted and will allow the school to have a car wash and other events on their property. The community has donated money and several furniture items to the school. The community and business partners are kept up to date by the school marquee, Alert Now system, & memos sent home. Mary McClendon, former interim principal, is a community contact person for the school. Cricket Wireless Communications and Boostmobile sponsored the 2012 Field Day. Presently (2013-2014), the school is in partnership with St. Luke Baptist Church in establishing an afterschool program for Harris Elementary staff and students.

To help increase the number of male role models in the building, a WATCHDOG DAD program will be established at Harris Elementary School. Harris is in the process of working with a consultant to work with students, teachers, and the community to develop positive relationships between the school and community for the 2012-2013 and the current school year.

Recommendation 3: The impact of cultural differences on student learning will be address.

Training was provided to Harris staff on African American students in August in 2012 and 2013 by a consultant hired by the district. From the Heart Consultant group will continue to be contracted to help with the on-going training of the staff for the remainder of the school year.

An outside consultant “From the Heart” will continue to be contracted for the 2012-2013 and upcoming school years to work with staff, students in grades 3-5, their families, and other community stakeholders.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 6 – Professional Growth, Development and Evaluation

Findings—

Planning and support for the long-term professional growth needs of instructional and leadership staff members have not occurred on a consistent basis. The district requires each school to annually take the Standard Assessment Inventory, an online survey used to assess staff perceptions of the school's professional development. These surveys have not been used to initiate and guide deep, ongoing reflection, or conversations among school staff on professional development as an integral, job-embedded process within the school and the relationship between professional development practices and student success. Progress monitoring of most professional development goals are not measurable; documentation of completion includes references to the teacher's plan book, attendance at in-services, staff development completion, and classroom observations. Teachers' and administrators' Individual Professional Development Plans are not collaboratively developed. There is no formal process for evaluating the effectiveness of professional development on student achievement. Professional development at Harris Elementary School is not ongoing and job-embedded. Few teachers exhibit classroom management practices that are conducive to high levels of student achievement and teacher performance. Few teachers have received professional development to enhance classroom management skills. Trend data analyses are not done to provide teachers and school leadership with information that will create an atmosphere to improve teacher performance or impact student achievement. Few professional development activities intentionally address the needs of the school administrator. Individual Professional Development Plans do not provide a direct link or connection to teacher's formal evaluations. The evaluation process does not align teacher performance, student performance, and individual professional development goals.

Recommendations –

Recommendation 1: The school needs a consistent leader and leadership team.

Recommendation 2: Professional development needs to focus on data analysis.

Recommendation 3: Professional Development plans should be developed and implemented to affect student achievement

Implemented Progress—

Recommendation 1: The school needs a consistent leader and leadership team.

PCSSD hired a new principal beginning the 2012-2013 school year. The principal has made a commitment that he will be at Harris for years to provide consistency and stability for the students and staff. The leadership team includes the IF's, faculty representatives from primary and intermediate grade levels, central office staff, Arkansas Leadership Academy, and representative from the State Department. The School Leadership Team meets on the second Tuesday of each month and afterschool with SIS on every Tuesday. Meeting dates are scheduled for the remainder of the 2012-2013 school year. The administrator returned for the 2013-14 school year and a leadership team has been established for the year as well.

This action has been completed.

Recommendation 2: Professional development needs to focus on data analysis.

Professional development is based on data analysis from CWTs, Focus Walks, and Assessment data. CWT orientation has been presented to the staff during PLCs. Focus Walks forms after completed by the administrator are returned to the teacher for immediate feedback. Assessment data is analyzed by the IFs and leadership team to organize and schedule professional development for the staff. Professional development, based on the data, lesson planning, CWT data, comprehensive literacy, has been provided. Professional development plan is being developed by the leadership team to address needs identified through the disaggregation of achievement data and analysis of perceptual data. The plan will provide support for the identified goals and school's mission.

Teachers will receive training on technology in the areas of emailing messages with attachment, completing lesson plans electronically, guided reading strategies, and data analysis of their students for the 2012-2013 school year. With a sixty percent staff turnover and the growth of our student population for the 2013-14 school year,

professional development needs provided in 2012-2013 had to be readdressed as well as plan additional support based on the skillsets on the staff.

Recommendation 3: Professional Development plans should be developed and implemented to affect student achievement.

Professional Growth Plans (PGP), according to PCSSD policy, has been developed and on file for each Harris Elementary certified staff member. The plans will be monitored by the administration and appropriate support will be provided. Individual teacher needs will be incorporated into the Professional Development Plan. Job embedded professional development will be provided throughout the school year. Harris staff developed professional growth of development plans at the end of the 2011-2012 school year.

The principal and members of the leadership team will aggregate the PGP data and integrate into the building-wide Professional Development Plan look at each professional growth or development plan to make sure teachers plans are based on data, current observations of the instructional leader, and to allow for targeted specific professional development that will enable teachers to disaggregate data at a level that will impact teaching and learning. Professional development was provided to the staff by the administrator, Instructional Facilitators, and external provider on TESS Professional Growth Plan during the month of May 2013. Each teacher was required to submit a PGP plan to the administrator electronically. The administrator analyzed the plan to monitor staff growth goals to make sure they addressed individual needs for the 2013-14 school year. The PGPs are kept on the administrator's computer in an electronic file.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 7 – Efficiency

Findings—

The school does not have vision, mission, or belief statements that were developed at the building level by all stakeholders that reflect the current reality of the staff, school, students, and community. School leadership does not have a systematic process in place for using student data to inform academic decisions. There is no plan in place to develop school leadership skills to improve teaching and learning or to increase student performance. There are few specific strategies in place to meet the needs of the school's African American or low socio0-economic population. Most instruction is textbook or worksheet driven. Systems are not in place to protect instructional time. School leadership does not always monitor the instructional programs, organizational practices, or physical facilities of the school. The campus exterior doors and gates are not locked allowing access to unauthorized visitors. There is not a clear procedure for monitoring the visits of parents and other adults. There are few goals or deliberate action steps in the ACSIP to improve student achievement. The current principal is the sixth principal in a five year period. The principal does not engage the staff in collaborative decision-making or provide opportunities for building leadership capacity within the school.

Recommendations –

Recommendation 1: Build an effective leadership team with a shared mission

Recommendation 3: Teachers must take ownership for having high expectations for all students academically and behaviorally.

Recommendation 2: Professional Development plans should be developed and implemented to effect student achievement.

Implemented Progress—

Recommendation 1: Build an effective leadership team with a shared mission

School leadership has been established and meeting on a weekly and monthly basis. Arkansas Leadership Academy is working with administrator and teachers in collaborative leadership and the change process. The leadership team is making decisions in supporting the mission and vision of the school.

Arkansas Leadership Academy, State Support Provider will continue to work with the leadership team and staff to continue to support the mission, vision, and core beliefs of Harris Elementary School.

Recommendation 2: Professional Development plans should be developed and implemented to effect student achievement

Professional Development plans were created at the end of the 2011-2012 school year by the staff after the scholastic audit was completed.

The principal and members of the leadership team will look at each professional growth or development plan to make sure teachers plans are based on data, current observations of the instructional leader, and to allow for targeted specific professional development that will enable teachers to disaggregate data at a level that will impact teaching and learning. Ongoing professional development on developing professional growth plans (TESS) will be provided and plans will be developed by May 31, 2014.

Recommendation 3: Teachers must take ownership for having high expectations for all students academically and behaviorally.

Staff members received training to meet the unique needs of African American students and children in poverty. The training was held on August 15th using “Just Cause Disciplinary Moments and African American Students by Dr. Mack T. Hines III.

From the Heart Consultant contracted by Harris will continue the training with Harris staff, students, and parents for the 2012-2013 school year. From the Heart Consultant has been contracted for the 2013-2014 school year to continue training on reaching our student population and providing the staff with the necessary skills to utilize in their instruction.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 8 – School Organization and Fiscal Resources

Findings—

Expenditures of all funds should be monitored and evaluated by all stakeholders to determine the impact on student achievement. High expectations for student achievement in all areas must be consistently verbalized by all staff members and clearly observable in all classrooms. All students should be engaged in meaningful work for the entire school day. School leadership and teachers must accept their roles in the academic successes and failures of all students. School leadership should inform all staff members of budget allocations designed to support classroom instruction.

Recommendations –

Recommendation 1: Expenditures of all funds should be monitored and devaluated by all stakeholders to determine the impact on student achievement.

Recommendation 3: All funds should be tied to a needs assessment and the ACSIP

Recommendation 2: School leadership and teachers must accept their roles in the academic successes and failures of all students.

Implemented Progress--

Recommendation 1: Expenditures of all funds should be monitored and devaluated by all stakeholders to determine the impact on student achievement.

Harris ACSIP plan was received by the District to review to ensure compliance with grant requirements and state and federal regulations. ACSIP plans were peer reviewed by principals across the district. Harris leadership team used the recommendations from the scholastic audit, central office staff, and external providers to budget money for professional books to help teachers with curriculum, climate, and other instructional needs. Funds were monitored by the leadership team to address curriculum needs of the students based on data from assessments, CWTs, and observations.

Actions in the ACSIP requiring funding will be monitored at least quarterly to determine the impact on student achievement as measured by assessment data, observations, and walkthroughs.

In the 2013-2014 school year, each school is receiving a weekly expenditure report from the district.

Recommendation 2: School leadership and teachers must accept their roles in the academic successes and failures of all students.

Administrator is constantly verbalizing high expectations for student achievement in all areas. Schedules are posted outside each classroom. IFs are scheduled to assist with modeling and coaching in the classroom. Administrator is making his visibility to be a priority in and out of the classroom. Professional development is being scheduled and offered by the district and other stakeholders in using effective strategies and practices by all teachers. Schedules and unannounced classroom walkthroughs, drop-ins, observations, and evaluations to determine that skills, strategies, and knowledge learned in professional development sessions are being implemented in the classrooms.

Administrator and Instructional Facilitator will be making observational visits to the classroom looking at content and classroom management throughout the year. Targeted Professional Growth Plans are being developed by teacher that addresses their needs to provide quality instruction.

Recommendation 3: All funds should be tied to a needs assessment and the ACSIP

The funds were evaluated and allocated by Harris Leadership Team with input from the staff. An emphasis was placed on mathematics based on benchmark testing data and state requirements for priority status schools.

Funds and allocations will continually be monitored and adjusted based on the needs of the school and data analysis. Resources needed to support the mission of Harris Elementary will be communicated to district leadership.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

Standard 9 – Comprehensive and Effective Planning

Findings—

The ACSIP should be viewed as the guide to school improvement. Implementation must be viewed as the responsibility of all faculty and staff. The ACSIP must be viewed as a living document that guides school improvement and student achievement throughout the year. School leadership should expand the data analysis process to include the disaggregation on all test data on an item-by item basis to identify the root causes for lack of individual student achievement.

Recommendations –

Recommendation 1: The ACSIP needs to be the guide for school improvement.

Implemented Progress—

Recommendation 1: The ACSIP needs to be the guide for school improvement.

The ACSIP plan for the 2012-13 school year was based on the data analysis and scholastic audit. Harris met standards in literacy but failed in mathematics. Actions were placed in the plan to assist with the growth of all students in literacy, mathematics, and science. An additional priority was added to address the scholastic audit recommendations and the priority status. Recommendations were addressed from the scholastic audit as well as indicators from the Indistar system were assessed and action plans developed. All stakeholders assisted in the development of the plan.

Because Harris Elementary School is identified as a “Priority” school, a Priority Improvement Plan was developed according to the ESEA Flexibility Waiver for Priority Schools.

Indicators from the Indistar system will continually be assessed and action plans developed based on data from the scholastic audit. The ACSIP plan will continually be monitored periodically to ascertain what is working and how to improve the plan.

Timeline—

August 2012--ongoing

Evaluation—

The implementation of the recommendations will be evaluated by increased student achievement on the 3-5 Augmented Benchmark and 1-2 ITBS exams for the 2013-14 school year. The PARCC Assessments will be used to evaluate the effectiveness of the

implementation starting 2014-15 school year. Staff and student perceptual data (FEPSI), CWT data, and Parent survey will also be evidence of the recommendations effectiveness.

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

The LEA is capable and committed to support Harris Elementary School in their transformation efforts. The central office staff is experienced and has the ability to advise and assist the principal and the teachers throughout this process. The principal with the support of the superintendent and Human Resources will be allowed to make appropriate staffing decisions in a timely manner. The LEA has made a commitment to hire a full time counselor for the building rather than two part time counselors as well as the continued agreement with Pathfinders, an independent counseling service housed in the building. All of the hired teachers will be paid out of the district's salary funds. The LEA is supportive of the extended school day to increase the instructional learning time for students.

The Transformational Model would build upon the current professional development, coaching, and expertise that the district level program administrators provide in aligning curriculum, instruction, and assessment. The Deputy Superintendent/Chief Academic Officer and Director of Elementary Education will continue to support the building principal and staff will appropriate training as needed. The Coordinator of Federal Programs will help with budgeting and expending the grant funds appropriately.

With the support of the superintendent and Human Resources, the principal will be able to hire effective teachers and leaders and replace staff deemed ineffective. The timeline for recruiting and hiring the best applicants will be expatiated to ensure the effective implementation of the Transformational Model and school improvement strategies. Currently the Director of the Arkansas Department of Education is our acting school board. A Personnel Policies Committee works with the LEA to create policies and procedures for the certified staff members. District and school leaders are aware and highly supportive of the need for improving services to meet the needs of the children, the staff, and the community. The current personnel policies for PCSSD are available on the district website. The link has been included:

<http://www.pcssd.org/publicfiles/4/files/docs/board-policies/personnel-policies-certified.pdf>

The LEA is also aware and supportive of the extended school day for staff and students. The Transportation Department is mindful of the need to create new bus routes for the students of Harris Elementary School.

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

Harris Elementary School is unique in that it sits in the small community of McAlmont, adjacent to North Little Rock. The McAlmont community demographic data identifies 77.8% black, 16.4% white and 5.8% other. The estimated per capita McAlmont income in 2011 was \$12,507. The demographics are reflective of the school's student population profile of 97% free/reduced student population. Harris Elementary School has a unique relationship with the McAlmont community in that it once served as the site for Holt High School. The alumni association of Holt High School serves as a community partner and support the school through fundraising and in kind services.

Trend data shows Harris Elementary School has become a low-achieving school, currently classified in Priority Status by the Arkansas Department of Education ESEA Waiver. Student population has been on the decline over the last five years. Student population has made a rebound in the current school year with a student population of 253 students. The parents were choosing to enroll their children in charter schools, private schools, or schools in nearby districts because of the lack of academic focus of Harris Elementary staff. Over the past seven years Harris Elementary School has had six different administrators serve as principal. The current administrator is in his second year serving as principal.

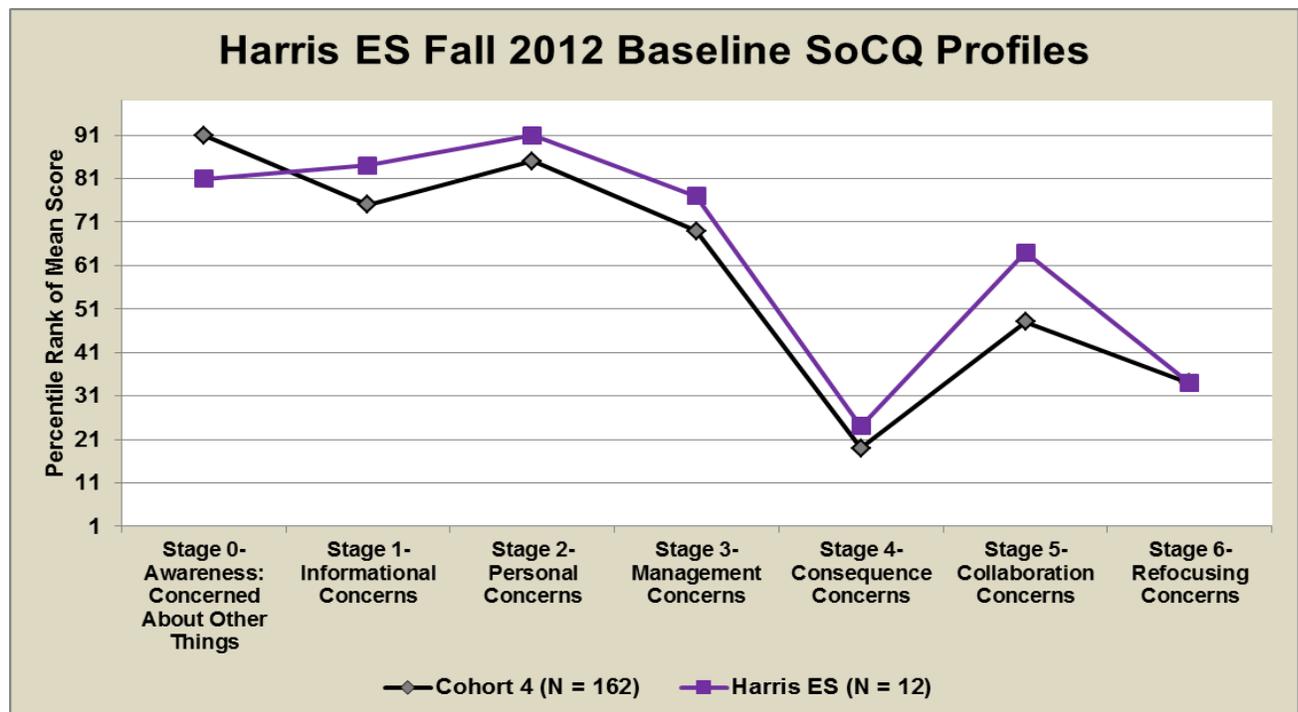
Without a "transformation" of the school, the student population would continue to experience a decline as more students look for a higher achieving school to attend. This decline can be stopped through the implementation of the Transformational Intervention Model for the school.

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).

Fall 2012 Baseline Survey Report

Stages of Concern Questionnaire (SoCQ)

The SoCQ scores produce a profile that may help the school leadership team understand the concerns of teachers as the school engages in change. Concerns may be thought of as feelings and perceptions about change (Fuller, 1969). Concerns among staff may differ based on their prior experiences related or unrelated to the nature of the change they are undertaking. Feelings and perceptions about change may help or hinder the change process itself. Identifying the nature of teachers' concerns helps the leadership team address perceptions and feelings to facilitate change. Concerns during change initiatives tend to follow a developmental pattern. In the early stages of implementing a change (or innovation) concerns tend to be of higher intensity in Stages 0 through 2. These concerns tend to change over time with higher intensity concerns among Stages 4 through 6 when a change has been more fully implemented and becoming more routine.



The Harris ES concerns profile is different from the concerns profile of other schools in this cohort. The peak of this profile is at personal concerns (Stage 2). The school is exhibiting a normal non-user profile with lower concerns at Stage 0 and Stage 1. This profile indicates staff may be more interested in learning about the changes and expectations that are part of participating in SSP, particularly as those concerns relate to teachers' job responsibilities. The self-related concerns were highest in terms of self-concerns. These concerns are typical of the type of concerns found in the early stages of planning and initial implementation.

You may want to explore the nature of teachers' concerns on a more personal level with individual teachers. Hall and Hord (2011) recommend brief informal interviews.

Suggested conversation starters are adapted from Hall and Hord below.

How's it going today with (PLCs, leadership team, student engagement, high yield strategies, etc.)?

What do you think are the strengths and weaknesses of (PLCs, leadership team, student engagement, high yield strategies, etc.)?

Tell me about your concerns about (PLCs, leadership team, student engagement, high yield strategies, etc.).

When Stage 1, Informational Concerns, are addressed in an appropriate pace, not too much too soon, Stage 2 concerns can be decreased. It is important to note that Stage 2 concerns are a normal part of any change process and when information is provided in an appropriately enthusiastic tone and without overwhelming teachers, Stage 2 concerns may be more manageable.

In general, to build support for the work you are trying to accomplish through the School Support Program you will want to engage teachers in the following interventions.

Stage 0 - Awareness Concerns—When you interact with individuals who do not have any information or awareness of the work the school is engaging in through SSP.

- If possible, involve teachers in discussions and decisions about the work of the CB and the SSP and implementation of various elements of SSP such as PLCs and leadership teams.
- Share enough information to arouse interest but not so much that it overwhelms.
- Acknowledge that a lack of awareness is expected and reasonable and that no questions about the SSP are foolish.
- Encourage unaware persons to talk with colleagues who know about SSP or are involved in the leadership team work of SSP.
- Take steps to minimize gossip and inaccurate sharing of information about the SSP.
- Where trust relationships are strong, gently probe for concerns that are unrelated to SSP that may indirectly impact implementation.

Stage 1 - Informational Concerns—When you interact with individuals who have limited information, but are still very unclear about what the SSP is doing in their school.

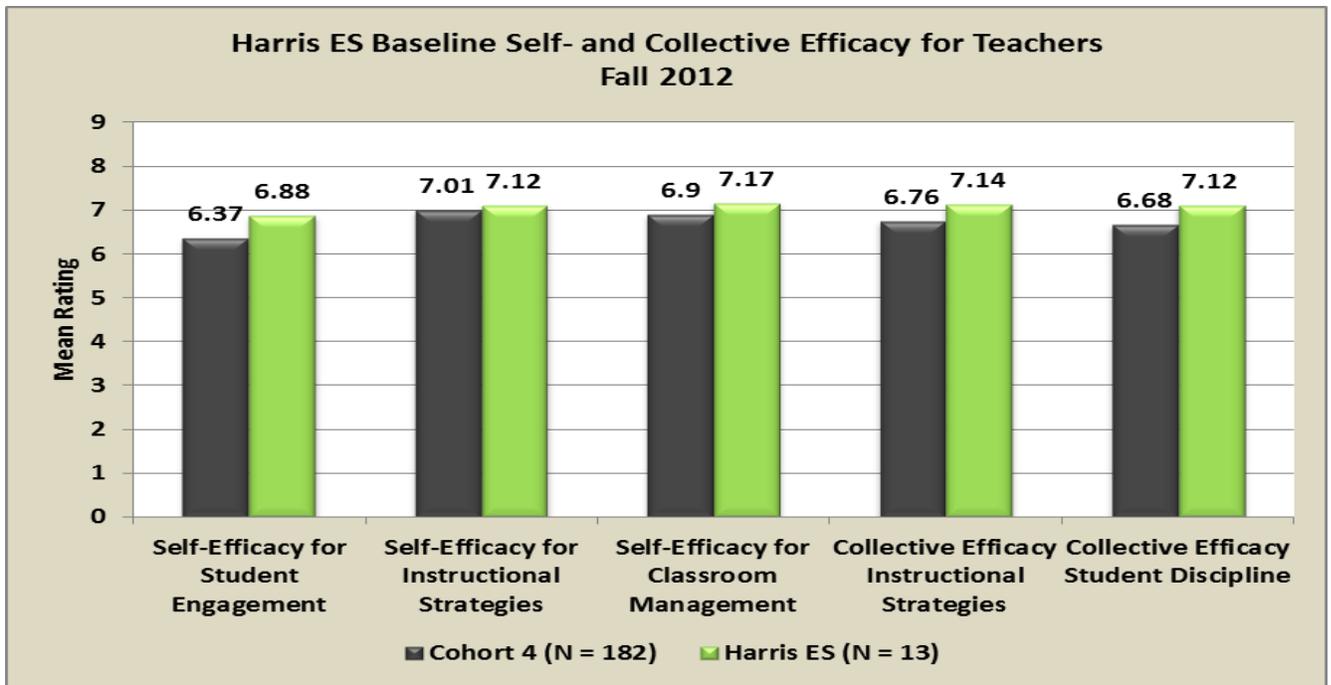
- Provide clear and accurate information about the SSP.
- Use a variety of ways to share information—verbally, in writing, and through any available media. Communicate with individuals and with small and large groups.
- Have persons who have been involved with SSP in other settings visit with your teachers. Visits to other schools could also be arranged.
- Help teachers see how the SSP relates to their current practices, both in regard to similarities and differences.
- Be enthusiastic and enhance the visibility of others who are excited.

Stage 2 - Personal Concerns—When you interact with individuals who are very concerned about how participation in SSP will impact them personally, their standing in the political hierarchy of the school, perceptions of their effectiveness, their day-to-day workload or schedule, etc.

- Legitimize the existence and expression of their personal concerns. Knowing these concerns are common and that others have them can be comforting.
- Use personal notes and conversations to provide encouragement and reinforce personal adequacy.
- Connect these teachers with others whose personal concerns have diminished and who will be supportive.
- Show how the SSP is being implemented sequentially rather than in one big leap. It is important to establish expectations that are attainable. Focus on how the school can take successful changes to scale.
- Do not push the SSP for the sake of SSP. Implementation should grow organically through the work of PLCs and the support of the principal and leadership team, and build on the successes accomplished for students in literacy.

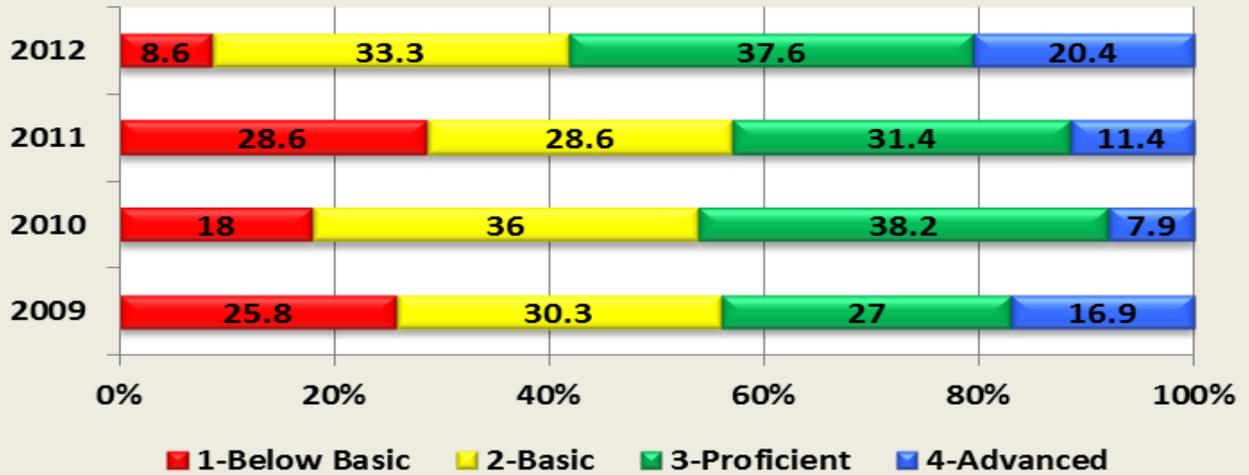
Self-Efficacy and Collective Teacher Efficacy Survey

The Teacher Self-Efficacy and Collective Teacher Efficacy Survey results indicate teachers at Harris ES perceive that individually and collectively they have relative confidence in their ability to affect student learning through instruction and manage classroom and school behavior and relatively lower confidence in their ability to engage students.

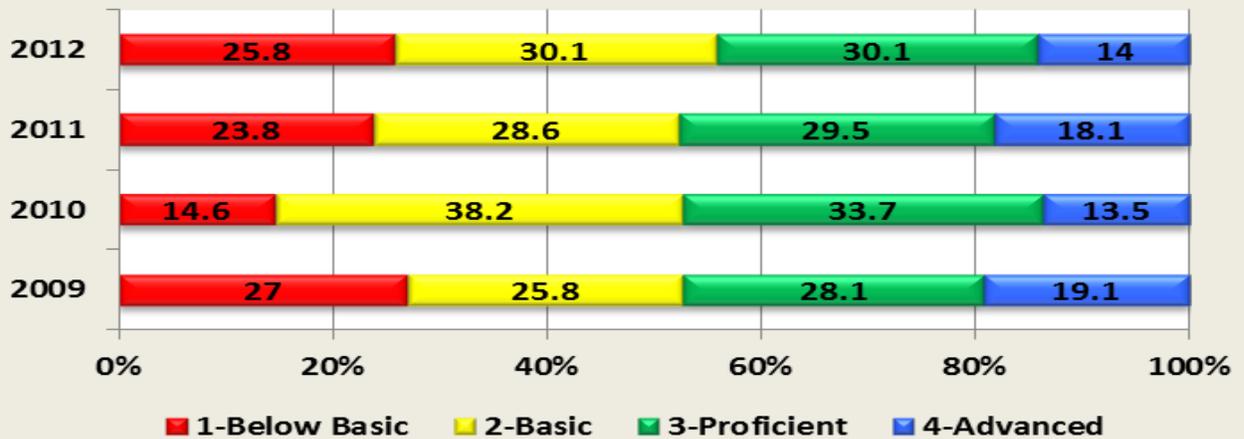


Of particular interest is the lowest rating given by teachers, that of Efficacy for Student Engagement. This particular subscale assesses the degree to which teachers believe they have the ability to help students value learning, motivate students to do well in school, and affect families in a manner to help their children do well in school. This area of efficacy is related to how teachers attribute students' values for learning and to some extent, the teachers' influence on these values. These results should be of interest to the leadership team in light of the achievement pattern over the past four years. Achievement has been relatively stable with the exception in literacy in 2012. Do teachers believe they can impact these students in terms of their motivation to learn and expectations for learning?

Harris ES Literacy Performance Baseline 2012

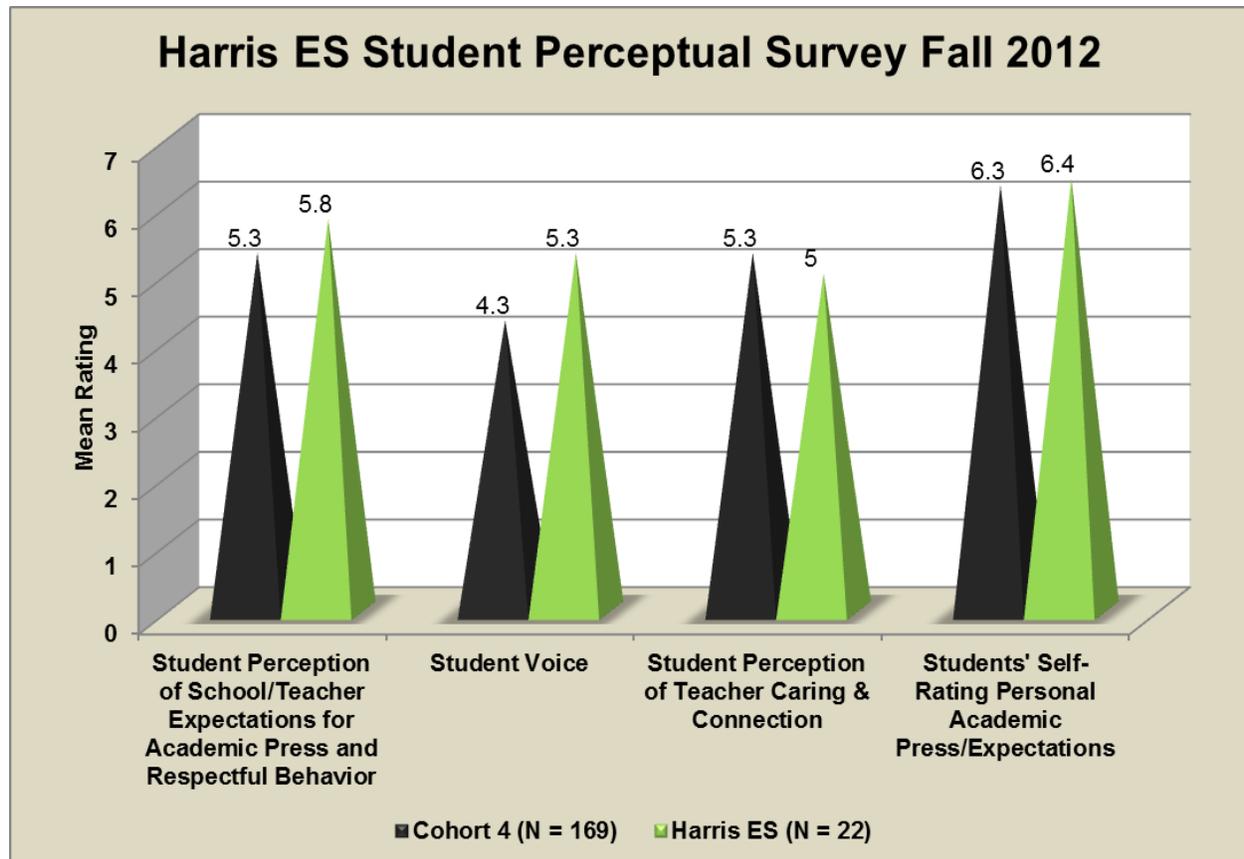


Harris ES Math Performance Baseline 2012



Student Perceptual Surveys

Interestingly, this sample of students has strong expectations for themselves in terms of academics and respectful behavior, and they perceive that teachers have slightly lower expectations of them. Student voice is moderate, whereas teacher caring and connection is lower. This is an important area to explore as teacher caring and connection is associated with higher student engagement and achievement.



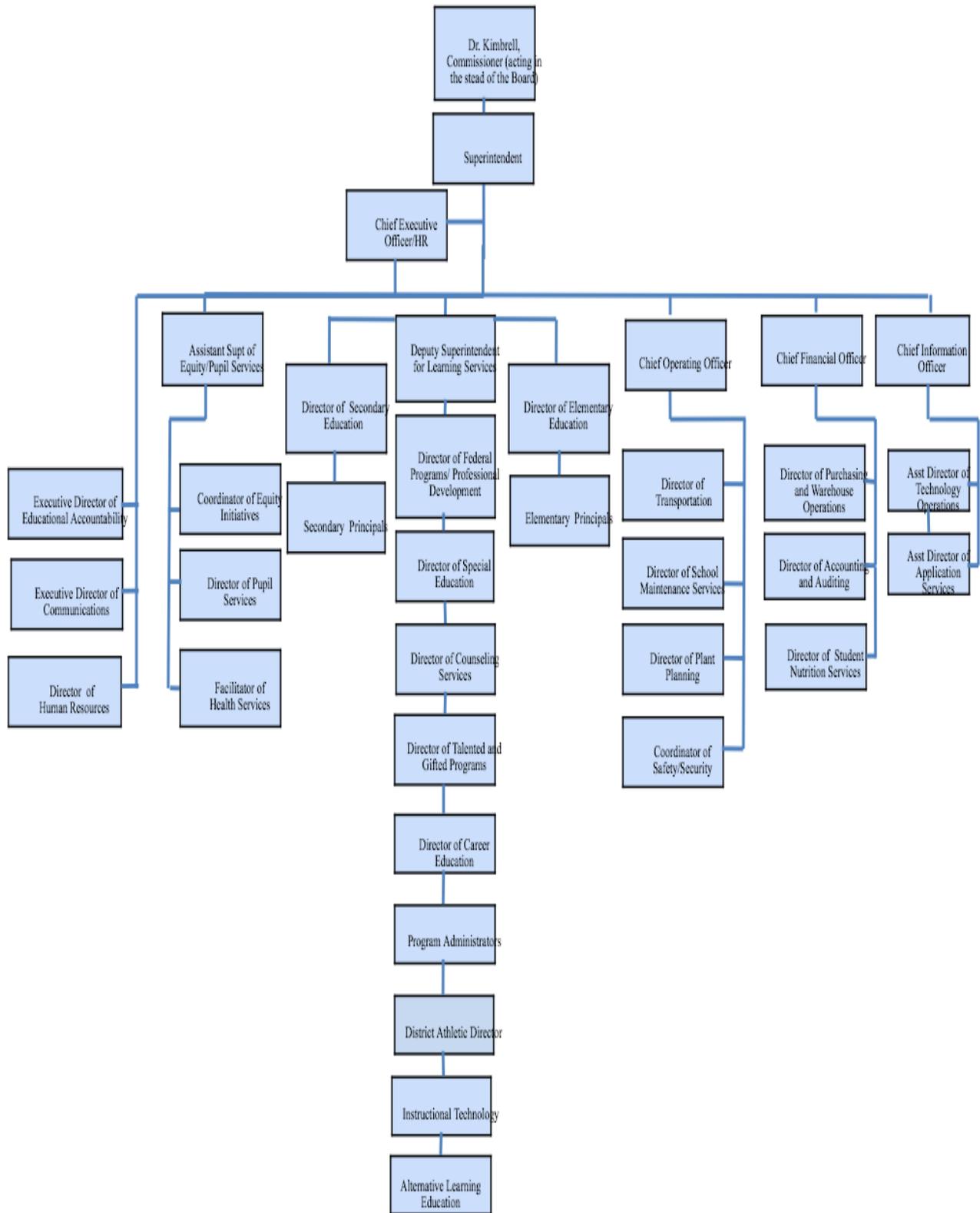
SECTION B, PART 2:

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? Jacksonville High School received a SIG 1003(g) in 2011. The math and literacy scores were dismally low, graduation rates were low, morale was low, and absenteeism of the staff and students was high. The students have made gains in math and literacy achievement, the graduation rate has improved, and there are fewer absences recorded for the students and staff but there is still more to accomplish as JHS finishes year three of the SIG 1003(g).
2. Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model. The District has agreed to support the principal in making the necessary changes at Harris under the Transformation model.
3. Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts? Yes, Dr. Richard Wilde is the current SIS assigned to Harris and our other Priority schools. Dr. Wilde has been an outstanding advocate of the Harris elementary school and leadership team and is supported by the district as he works with our Priority schools.
4. Is there evidence that the LEA has required specific school improvement initiatives of all schools? There have been numerous recommendations for school improvement from the district. However with the past administrative changes at the district level, no changes have had much accountability. Schools receiving a Scholastic Audit have initiated the recommended changes. The District believes that they have the capacity to serve the other priority schools through continuing efforts that have been put in place over the past three (3) years in one of the schools; and by implementing a complete restructuring scheduled to occur during the 14/15 school year in the other priority school.

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



Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school. The Board believes that educators who are committed to professional integrity are essential to the education of our students. The board further believes that when educators focus on teaching and learning at all levels-district, school, and individual classroom - student achievement becomes the norm. For these beliefs to influence the education process:

1. Teachers and administrators must organize and function as learning teams/professional learning communities that focus on teaching and learning for their specific school, classrooms, and students and
2. Teaching and learning must be student centered.

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

Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model. The Board of Education encourages new initiatives or pilot programs designed to improve student achievement or identify creative methods for cost savings not associated with student achievement. All new initiatives or pilot programs must be aligned with District goals, state and national standards, supported by sound educational philosophy and research, have a projected budget for planning and implementation, and have an evaluation design. Experimental programs or pilot studies must be presented to the Superintendent through the Assistant Superintendent of the originating division. Upon evaluation, the Superintendent may recommend the new initiative or pilot studies to the Board for implementation. A pilot program or new initiative is temporary and will not exceed 180 school days or one school year unless an extension is recommended by the Superintendent and approved by the Board. A final report based upon evaluation data will be made to the Board.

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

PCSSD has been through a number of district level administrative changes in past years which have resulted in a lack of accountability and oversight on the Harris Elementary Campus. The Harris campus has had several administrative changes in the past as well. The current administration is currently working with all priority schools to address improvement needs. The district administration has also put a new principal (as of the 2012-2013 school year) to create sustainability and accountability on the campus.

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:

Arkansas Statute Act 35 supports transformation by: addressing academic standards, assessment, accountability, student performance expectations, and professional development. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. Arkansas Department of Education standards for accreditation support and will intervene as necessary to ensure schools meet state accreditation standards.

Arkansas State Statute has created a barrier that must be taken into consideration. That Statute ensures a teacher uninterrupted planning time that in practice has been used as a period free from students and teaching. ALA Capacity Builders working with building leadership will address a climate change to ensure that this important time is uninterrupted.

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

Currently there are no policies to limit or create barriers to the transformation model. District leaders will support this model. The Superintendent in conjunction with the Human Resources Department, through allocations, will decide the need at a certain school and teachers can be involuntarily transferred to that school of need

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

The Superintendent has the right to assign teachers to schools as needed.

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:

The Teacher Fair Dismissal Act requires that teachers be notified on or before May 1 for non-renewal or dismissal. Due process is required.

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

Currently there are no policies to limit or create barriers to the turnaround model. District leaders will support this model. The Superintendent in conjunction with the Human Resources Department, through allocations, will decide the need at a certain school and teachers can be involuntarily transferred to that school of need.

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

The Superintendent has the right to assign teachers to schools as needed.

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:

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available through the Arkansas Department of Education.

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

A state statute limits the number of charter schools in Arkansas. Funding is available and an application process is provided. Technical support is available through the Arkansas Department of Education. The district will follow state protocol on this matter.

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

The Superintendent has the right to assign teachers to schools as needed.

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:

We are aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

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:

We are aware of no statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitation on charters.

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:

The Superintendent has the right to assign teachers to schools as needed.

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:

We are aware of no statutes or policies that specifically address or interfere with a district's closure of a school.

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

Currently there are no policies to limit or create barriers to the closure model. District leaders will support this model. The Superintendent in conjunction with the Human Resources Department, through allocations, will decide the need at a certain school and teachers can be involuntarily transferred to that school of need.

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

The Superintendent has the right to assign teachers to schools as needed.

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

The district has several schools that would be available for students to enter if this model was selected.

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)
Arkansas Leadership Academy	Y	N	Consultants-job embedded Professional Development	Proven success during the 2012-present with schools in school improvement statuses.
From the Heart	Y	N	To facilitate change, provide intensive training, technical assistance, program facilitation, and educational management services that focus on attacking the every growing achievement crisis in American public schools,	<p>We have worked in the following districts and have not only impacted student achievement increases from 5-30%, we have helped decrease suspensions, increase attendance (teachers and students), help increase graduation rate(s) etc.:</p> <ul style="list-style-type: none"> • Youngstown Public Schools, Ohio • Cassopolis Community Schools, Michigan • Hickman Mills School District,

		<p>particularly from a culturally competent context. We seek to develop long term partnerships with schools and school districts that align our work with the clients' strategic planning and long-range goals. We address the challenges that school administrators face in a culture centered on accountability through standardized testing. We empower teachers with research-based strategies for improving instruction for all children, especially for Black and Hispanic males who consistently rank as the group most at risk for not meeting national learning expectations. We advocate</p>	<p>Missouri</p> <ul style="list-style-type: none"> • Cleveland Metropolitan School District, Ohio • Pine Bluff High School, Arkansas • Detroit Public Schools (EEA), Michigan • Judson ISD, Texas • Pulaski County Schools, Arkansas • Mt. Clemens Community Schools, Michigan • Buffalo City School District, New York • Sub Contracted through ONELGROUP Rochester City School District, New York • We are in the process of expanding in Texas also partnering schools in Atlanta Public Schools, Georgia and Metropolitan Nashville Public Schools, Tennessee.
--	--	--	---

			for quality education so that students' potential for success in school is greater. Ultimately, our goal is to be the impetus for change and a solution for making PK-12 public education better.	
District Central Office	N	Y	District Professional Development	Teacher Growth, professional development, implementation of technology programs
Scholastic System 44	N	Y	Consultants using research-based, job embedded literacy components to increase literacy proficiency	Proven literacy success and student growth
Renaissance Learning	N	Y	Consultants using research-based, job embedded literacy and math components to increase literacy and math growth and proficiency	Proven literacy and math success
Kagan Publishing and Professional Development Services	N	Y	Onsite basic cooperative learning training along with additional	Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field or

			coaching support.	research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school. The Kagan Structures have proven themselves effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning, and emotional intelligence.

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)
Arkansas Leadership Academy	Y	N	Consultants-job embedded Professional Development	Proven success during the 2012-present with schools in school improvement statuses.
District Central Office	N	Y	District Professional Development	Teacher Growth, professional development, implementation of technology programs
Scholastic System 44	N	Y	Consultants using research-based, job embedded literacy components to increase literacy proficiency	Proven literacy success and student growth
Renaissance Learning	N	Y	Consultants using research-based, job embedded literacy and math components to increase literacy and math growth and proficiency	Proven literacy and math success

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)
Arkansas Department of Education	N	Y	consultant	n/a at this time
Arkansas Leadership Academy	Y	N	consultant job embedded	proven success 2012-present
District Central Office	N	Y	District Professional Development	Teacher Growth, professional development, implementation of technology programs
Scholastic System 44	N	Y	Consultants using research-based, job embedded literacy components to increase literacy proficiency	Proven literacy success and student growth
Renaissance Learning	N	Y	Consultants using research-based, job embedded literacy and math components to increase literacy and math growth and proficiency	Proven literacy and math success
THE CHARTER IS NOT A CONSIDERATION				

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)
District Central Office Staff	N	Y	Professional Development	Teacher Growth, implementation of technology and programs.
Success for All Foundation, Inc.	Y	N	Provides leader and oversight	Whole school improvement approach that helps teachers help every child.
THIS IS NOT A CONSIDERATION				

Closure

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

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
District Central Office Staff	Y	N	consultant	moving students and staff to schools within the district
Arkansas Department of Education	N	Y	Consultant	guidance if needed
THIS IS NOT A CONSIDERATION				

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				
× All students experience low achievement/graduation rates.	✓		✓	✓
× Select sub-groups of students experiencing low-performance		✓		
□ Students experiencing low-achievement in all core subject areas	✓		✓	✓
× Students experience low-achievement in only select subject areas		✓		
School Capacity				
× Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
× Evidence of pockets of strong instructional staff capacity		✓		
□ Evidence of limited staff capacity	✓		✓	✓
□ Evidence of negative school culture	✓		✓	✓
× History of chronic-low-achievement	✓		✓	✓
□ Physical plant deficiencies				✓
× Evidence of response to prior reform efforts	✓	✓		
District Capacity				
× Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
□ Capacity to negotiate with external partners/provides			✓	
□ Ability to extend operational autonomy to school	✓		✓	
□ Strong charter school law			✓	
□ Experience authorizing charter schools			✓	
□ Capacity to conduct rigorous charter/EMO			✓	

selection process				
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
× 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: Transformational

B. Second Best Fit: Turnaround

C. Third Best Fit: Restart

D. Fourth Best Fit: Closure

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

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 will not select a new leader for the school. The current principal has only been at Harris Elementary School since the 2012-2013 school year. Since the 2012-2013 school year, the literacy scores have shown the school to be achieving and the math scores have increased approximately 10%. The principal is currently completing his second year of the Master Principal Institute with Arkansas Leadership Academy.

With the district's support, the principal:

- Will continue to make mission-driven decisions regarding people, time, money, and programs
- Will continue securing additional resources and leveraging partner relationships
- Will continue to make instructional decisions based on the analysis of data
- Will continue to ensure an environment that is safe and supports learning for all students
- Will continue to participate and provide professional development inclusive of team building, instructional leadership, and analysis of student data
- Will continue to demonstrate a clear understanding of item analysis, gaps, trends, and root causes

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

The HES grant team in conjunction with the district's support has carefully scrutinized the chosen models for consistency in application and has identified strategies and resources that will need to be implemented with fidelity and increased rigor to assure successful implementation and impact. In addition, the following actions will be taken by the district and school:

- Principal will be allowed to re-interview current staff and make appropriate staffing decisions.
- Principal will be allowed to have new staff in place by the end of May of each year with any additional staff in place prior to the beginning of each new year.

- District has already agreed to a full time counselor to be placed in the building for the 2014-2015 school year.

For the 2014-2015 school year, the evaluation system for PCSSD will be changed to the TESS model. Teachers will be placed on the different tracks according to experience and past evaluations.

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

The LEA is capable and committed to support Harris Elementary School in their transformation efforts. The central office staff is experienced and has the ability to advise and assist the principal and the teachers throughout this process. The principal with the support of the superintendent and Human Resources will be allowed to make appropriate staffing decisions in a timely manner. The LEA has made a commitment to hire a full time counselor for the building rather than two part time counselors as well as the continued agreement with Pathfinders, an independent counseling service housed in the building. All of the hired teachers will be paid out of the district's salary funds. The LEA is supportive of the extended school day to increase the instructional learning time for students.

The Transformational Model would build upon the current professional development, coaching, and expertise that the district level program administrators provide in aligning curriculum, instruction, and assessment. The Deputy Superintendent/Chief Academic Officer and Director of Elementary Education will continue to support the building principal and staff with appropriate training as needed. The Director of Federal Programs will help with budgeting funds appropriately.

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

With the support of the superintendent and Human Resources, the principal will be able to hire effective teachers and leaders and replace staff deemed ineffective. The timeline for recruiting and hiring the best applicants will be expatiated to ensure the effective implementation of the Transformational Model and school improvement strategies. Currently the Director of the Arkansas Department of Education is our acting school board. A Personnel Policies Committee works with the LEA to create policies and procedures for the certified staff members. District and school leaders are aware and highly supportive of the need for improving services to meet the needs of the children, the staff, and the community. The current personnel policies for PCSSD are available on the district website. The link has been included:

<http://www.pcssd.org/publicfiles/4/files/docs/board-policies/personnel-policies-certified.pdf>

The LEA is also aware and supportive of the extended school day for staff and students. The Transportation Department is mindful of the need to create new bus routes for the students of Harris Elementary School.

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 new LEADS principal evaluation system will be fully implemented in 2014-2015 school year. The goal of this new system is to decrease the isolation of the staff, build its collective capacity, nurture positive relationships, and impel the unceasing quest for increased effectiveness so that students benefit." Several effective leadership practices will be monitored to ensure effective and systemic change in the instructional practices at the building. In coordination with the Director of Elementary Education, the building principal will create his Professional Growth Plan in accordance with the LEADS model.

In order to make the systemic change needed to attain the required achievement results, the principal will complete the Arkansas Leadership Academy training-Master Principal Institute Years 1-3. The building principal has completed Year 1 and is currently attending Year 2. District funds are providing the ALA external provider through 2014-2015. The contract with ALA provides for the principal to attend Master Principal Institute, teachers to attend the Teachers Institute, the leadership team to attend the Deep Knowledge Team Institute, and leadership members to attend the Facilitators Institute. Included in the contract, a capacity builder supports school improvement efforts within the building two days weekly.

Professional Development from the LEA's Learning Services will be aligned to the needs of the principal and the staff. Central office administration and staff will support the implementation of the Transformational Model by accompanying the principal and other school administrators in classroom observations at least once each semester, followed by a debriefing sessions. Observations will focus on the consistent implementation of best instructional practices.

The district will collaborate with the principal to ensure that highly qualified staff are assigned to Harris Elementary School. The principal will also be provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement. In addition, the principal will have greater flexibility in the management of the school budget and allocation of resources. The principal along with the LEA will extend the student instructional day. The building will work closely with the Transportation Department to create new bus routes for the students.

The district will work closely with the external providers to ensure full fidelity and efficacy of implementation of all aspects of their work. Teachers and administrators

will work closely with the well trained and experienced consultants. District personnel will support the building of capacity so that after the external providers have completed their work, the staff will have the capacity to move forward with success without the need of further assistance.

The Turnaround Model

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

Harris Elementary is currently implementing the Turnaround Model with support from the LEA, ADE SIS, and ALA Capacity Builder. Due to turnover, medical leave, and the increase of student population, the building saw a 60% change in the teaching staff for the 2013-2014 school year. Several of these positions are filled with temporary employees and will be open for new staff next year. Transfer policies of surplus teachers may support the effective implementation of all requirements of the Turnaround Model and school improvement strategies. District and school leaders are highly supportive of the need for improving services to better meet the needs of the children and the community.

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?

Harris Elementary School is currently implementing the Turnaround Model with support from the LEA, ADE SIS, and ALA Capacity Builder. At the start of the 2012-2013 school year, a new building principal was hired in hopes of creating stability. With the 2013-2014 school year, the principal began his second year-the first of his predecessors to stay a second year in the building. The current principal is a visionary leader who is building relationships with all stakeholders and creating systems to enhance teaching and learning. The principal is currently completing Year 2 of the ALA Master Principal Institute. With the implementation of the new teacher evaluation system (TESS), the principal has completed all training and has reached the proficiency level to be an evaluator of this program.

Under the current leadership, student achievement has shown improvement. The overall Combined Population scores in 2012-2013 in Literacy are 58.02% and in Math are 50.62%. Literacy met the AMO for the 2012-2013 school year, and Math was within approximately 5% of meeting AMO. Even though Math did not meet the AMO, the scores increase by 10.36% from the previous year.

Community and Parent Partnerships have continued to grow with the stability of the building principal. New business partners such Cricket Wireless Communications, Boost Mobile, and St. Luke Baptist Church have joined with the school to support the improvement process. St. Luke Baptist Church with support from the building principal and leadership team is currently writing a grant for an after school program for our students. Increase in parental participation at school events continues.

With the district's support, the principal:

- Promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.
- Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- Promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.
- Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Promotes the success of every student by acting with integrity, fairness, and in an ethical manner.
- Promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

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

The HES leadership team along with the LEA's support has carefully examined the models in the application and has identified strategies and resources that will need to be implemented with increased rigor to assure successful implementation and impact.

The Human Resources Department will post the job openings on the district website immediately upon the award of the grant. Interviews will begin thereafter. The principal with the support of the superintendent will hire the most highly qualified teachers by speeding up the timeline in recruiting and hiring the best teachers available early in the hiring process to ensure the effective implementation of all requirements of the model and school improvement. Approval to modify practices and policies has begun with the Director of Human Resources and will be secured through appropriate processes to gain the support needed for this change. District and school leaders are aware of and supportive of the need for improving services to better meet the needs of the students. An incentive program will be implemented to aid in recruiting highly effective teachers.

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

Staff members would each have to interview and meet the criteria as a highly effective teacher to be allowed to remain at the building. The other staff members would be re-assigned to other schools within the district. The district will collaborate with the principal to ensure that only highly effective staff are assigned to Harris Elementary School. The principal will also be provided with the decision making authority relative to staff assignments.

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

The LEA currently works with a Personnel Policies Committee to create policies and procedures for the district. Human Resources and the superintendent are support of the ongoing efforts of Harris Elementary is hiring and retaining the most talented teachers and leaders.

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

Professional development will be available to help prepare the staff to work in their newly assigned locations. This will be documented through the district professional development department.

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

Each year PCSSD loses approximately 150 certified teachers due to attrition. The attrition across the district will alleviate the additional costs associated with retaining surplus staff.

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

The LEA will work cooperatively with the PPC to support the turnaround model. The District has curriculum leaders and specialists that would assist and support the turnaround model if this model was used.

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 school principal will have flexibility and decision making authority in the expending of funds to support school improvement. The ACSIP team will work with the principal to ensure all funds are utilized for increasing academic achievement. With the award of the grant, a budget manager would be hired to oversee the grant funds. Job descriptions will be created for all new jobs funded by this grant.

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

The new LEADS principal evaluation system will be fully implemented in 2014-2015 school year. The goal of this new system is to decrease the isolation of the staff, build its collective capacity, nurture positive relationships, and impel the unceasing quest for increased effectiveness so that students benefit." Several effective leadership practices will be monitored to ensure effective and systemic change in the instructional practices at the building. In coordination with the Director of Elementary Education, the building principal will create his Professional Growth Plan in accordance with the LEADS model.

In order to make the systemic change needed to attain the required achievement results, the principal will complete the Arkansas Leadership Academy training-Master Principal Institute Years 1-3. The building principal has completed Year 1 and is currently attending Year 2. District funds are providing the ALA external provider through 2014-2015. The contract with ALA provides for the principal to attend Master Principal Institute, teachers to attend the Teachers Institute, the leadership team to attend the Deep Knowledge Team Institute, and leadership members to attend the Facilitators Institute.

Included in the contract, a capacity builder supports school improvement efforts within the building two days weekly.

Professional Development from the LEA's Learning Services will be aligned to the needs of the principal and the staff. Central office administration and staff will support the implementation of the Transformational Model by accompanying the principal and other school administrators in classroom observations at least once each semester, followed by a debriefing sessions. Observations will focus on the consistent implementation of best instructional practices.

The district will collaborate with the principal to ensure that highly qualified staff are assigned to Harris Elementary School. The principal will also be provided with the decision making authority relative to staff assignments and scheduling to bring about the needed increase in student achievement. In addition, the principal will have greater flexibility in the management of the school budget and allocation of resources. The principal along with the LEA will extend the student instructional day. The building will work closely with the Transportation Department to create new bus routes for the students.

The district will work closely with the external providers to ensure full fidelity and efficacy of implementation of all aspects of their work. Teachers and administrators will work closely with the well trained and experienced consultants. District personnel will support the building of capacity so that after the external providers have completed their work, the staff will have the capacity to move forward with success without the need of further assistance.

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.

N/A

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?

N/A

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

N/A

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

N/A

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

N/A

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

N/A

8. What assistance will the LEA need from the SEA?

N/A

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

N/A

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

N/A

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?

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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	Consultant, provide funds and resources; monitor and provide oversight of implementation Currently, the State Education Agency is our school board.
Local Education Agency	Central office staff will provide on-going, high quality, job-embedded professional development that is aligned to the school's comprehensive instructional programs; and the personnel, and fiscal resources necessary to support and sustain the initiatives; will pay 2014-2015 external provider fees for Arkansas Leadership Academy
Internal Partner (LEA staff)	The LEA staff through professional development will help create a more successful school staff: *Teachers will be equipped through weekly observation/feedback/coaching to facilitate teaching and learning and have the capacity to successfully implement school reform. *Teachers will disaggregate the data to improve teaching strategies. *Teachers will become more involved in getting to know the students to create the necessary bonds / relationships to foster a stable, encouraging environment for the students
Lead Partner	Arkansas Leadership Academy consultants will increase student academic performance through building teacher efficacy and capacity, and the principal's capacity to lead the staff through an instructional change process. Additionally, From the Heart Educational Services will be hired to provide sessions of professional development and whole school reform services with an emphasis on student achievement in diverse and under resourced populations. They will work with both faculty and students.

Support Partner	Scholastic System 44 will provide quality technology based programs aligned with the goals and objectives of improving literacy and increasing student knowledge
Support Partner	Renaissance Learning will increase the literacy and math scores of those students who are basic or just below the proficiency level by developing and/or increasing their reading and math skills
Principal	The school principal will be the instructional leader and will drive the school's vision to develop a culture of success for students and staff alike. He/she will attract teaching talent from both inside and outside of the district by crafting incentives and favorable working conditions and will assure transparency for all key stakeholders.
School Staff	The teaching staff and the support staff will receive the appropriate training and will work cohesively together to create an atmosphere of trust and collaboration for helping the students succeed. The social workers will assist the at-risk students while the staff implements the instructional strategies and increases student engagement through active participation and staff development provided by the school leadership.
Parents and Community	The parent liaison will forge relationships with the parents and the community to encourage and strengthen the partnerships between all stakeholders to bring about successful student achievement.

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

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

Lead Partner I: - this consultant provider/program is provided in-kind by the district. No costs for this Consultant/Program will be funded by the grant during year one.

Arkansas Leadership Academy School Support Program
Harris Health and Science Specialty School

The School Support Program of the Arkansas Leadership Academy is a legislatively created program to work with schools in Arkansas that are identified as a Focus or Priority school. Our goal is to develop the leadership capacity among the staff of the schools we work with to create and sustain positive change in order to see improvements in student achievement. It is a three year program in which each school is assigned a Capacity Building Leader (CBL) to work in the schools weekly. The job of the CBL is to support the work of the program; develop the use of tools in decision making, problem solving, and creating change; assist with data analysis, Professional Learning Communities and Classroom Walk-throughs; as well as provide resources and professional development. Leadership capacity is also developed with educational institutes for many staff members - Superintendent Institute, Central Office Team Institute, Master Principal Institute, Teacher Institute and Team Institute.

Harris Elementary School is in the second year with the program and our focus has been on implementing two tools for change - the Railroad Model of Group Development and the Hourglass Model of Strategic Planning (see pgs 3-5). In using the Railroad model we strive to develop relationships as well as results. Our core belief in this tool is that people support what they help create. As a result, the CBL works with the administrative staff, Instructional Facilitators, as well as the Leadership team for initial decision making. Full staff input is gathered and reported to these groups for their consideration.

The Hourglass Model was the main focus for the first year. The following bullets indicate the actions that have been taken to complete this model with Harris Elementary School:

- Core Beliefs were developed with the "All on the Wall" tool.
- Shared Vision and Mission were developed with a "newspaper article" tool.
- Current Reality has been measured by the Scholastic Audit and a discussion of where the school scored on the School Support Rubric.

- The current IMOs (intermittent measureable objective) are being compared to recent data, both quantitative and qualitative, in order to determine their

appropriateness. New or improved IMO's will be used in the ACSIP for the next year.

- Established IMO's were developed as required by the Arkansas Department of Education. The IMO's are supported by addressing the assessed indicators provided in the Indistar system. We are currently working with the full staff to review the ACSIP for implementation and effectiveness. The plan will be rewritten to focus on the needs of students and staff as we build educational leadership with the purpose of improving learning for all students. Harris Elementary School as supported by the Scholastic Audit, data analysis to include all types of data, and appropriately developed professional growth plans of staff. Additional components being worked on are improving student discipline and developing an effective professional development plan for staff.
- Short term results have been a better focus on data analysis - a data analysis process was created to develop a procedure for collecting and analyzing data; PLC's were organized and are beginning to function appropriately; Leadership Team role continues to show progress with use of NORMS and detailed agendas; several components of the Scholastic Audit are being completed.
- Long term results are yet to be determined. We will receive student accountability scores in June of 2014. The overarching focus of the ALA School Support Program is to make change systemic and take it to scale. Scale requires depth, breadth, sustainability and ownership. All of this information is being shared with central office staff and the Arkansas Department of Education staff for systems support. The institutes also involve central office personnel. The work of the School Support Program in year 3 will be to continue to build leadership capacity throughout the system in order to take the changes being implemented to scale.

LEVELS OF TEAMWORK

BELIEF LEVEL

Interdependence recognized. Individual strengths cover other's weak areas. Team members have deep understanding/trust in beliefs and actions of others. Win/win always. Frequent negotiation and collaboration is practiced by staff. Commitment to care for others is clear.

TRUST LEVEL

Predictable positive behavior is demonstrated by staff. Strong faith that others will perform as expected in (mostly) useful ways. Occasional confronts and sincere efforts to resolve differences/problems. Similar goals are supported by staff.

OPEN LEVEL

Staff puts forth Individual efforts to establish positive teamwork relationships. Search for shared values and non-judgmental acceptance. Lots of "if only" and "yes, but."

CLOSED LEVEL

Frequently it is seen as easier to work alone than spend effort and time trying to build relationships among staff members. Occasional outbursts of anger and/or shows of frustration are demonstrated by staff.

Harris Elementary School CORE BELIEFS

When it comes to teaching and learning Harris Elementary School believes:

- We believe that with challenge, students can dream, explore, and reach their highest potential.
- We believe that with positive support, resources, expectations and feedback, everyone can learn and achieve.
- We believe that diversity should be respected.
- We believe that all faculty and staff will develop the skill set to provide engaging lessons to ensure student achievement.
- We believe that teachers and students who feel safe and valued can achieve great things.
- We believe that all stakeholders will add value to the learning environment through collaboration to help students achieve, succeed, and exceed all of their goals.

Harris Elementary School VISION STATEMENT

Harris Elementary Health and Science Specialty School envisions producing lifelong learners and successful citizens by creating an academic foundation in a stimulating environment that helps students achieve their highest potential.

Harris Elementary School MISSION STATEMENT

The mission of Harris Elementary Health and Science Specialty School is to make learners confident and creative builders of their future with a commitment to academic success.

The following actions have occurred since July 1, 2012

- Chose Arkansas Leadership Academy as the Transformational Model
- Hired new administrative staff
- Principal attended the ALA Master Principal Phase I training – currently attending Phase II
- Two teachers attended the 2012-2013 ALA Teacher Institute training
- Two teachers are currently attending the 2013-2014 ALA Teacher Institute training.
- PLCs have been reorganized and provided with initial student data. They meet once a week and have been focused on learning objectives.
- The Leadership Team began meeting in October, 2012 and expected to meet once a month. • Efforts have been made to improve the looks of the facilities and campus. Roof has been replaced on gym, playground area cleaned, bathrooms renovated, building and hallways painted.

- Three interventionists hired to support RTI during the spring semester of 2013 and 2014.
- Grades fourth – sixth schedule changes to accommodate team teaching.

The Arkansas Leadership Academy School Support Program:

In this program, the Arkansas Leadership Academy in collaboration with the Arkansas Department of Education (ADE) provides support to applicable schools or school districts in School Improvement for three consecutive school years.

The School Support Program was created by Act 1229 of 2005 during the Arkansas 85th General Assembly. The Arkansas Leadership Academy was selected by the Southern Regional Education Board (SREB) in 2001 to design a program for low- performing schools. A state-wide design team helped create the Intensive School Support for Low-Performing Schools which eventually became the School Support Program in 2005. Act 222 of 2009 continues the authorization of the School Support Program work in schools in School Improvement. Schools/districts in School Improvement may apply for services to be provided by the Arkansas Leadership Academy School Support Program.

The School Support Program's services include the following:

Build the leadership capacity of the school and district personnel; Train a diverse school leadership team, including, but not limited to, the superintendent/designee, school principal, and teachers; Provide a cadre of highly-experienced, trained performance coaches to work in the school on a regular basis; Visit the school at least weekly to facilitate leadership activities and provide follow-up on professional development implementation; Work with the school, school district staff, school board members, parents, community members, and other stakeholders as necessary to provide a comprehensive support network; Work with the school board once every 5-6 weeks to establish goals for the school district and engage in strategic planning to meet district goals; and engage the community to gather input concerning strengths, weaknesses, opportunities, and barriers within the school/district. Services are provided for three years.

To build capacity with ALA:

Facilitator Training

Facilitator Training is designed to build the capacity for individuals to facilitate institutes and other professional development within participants' own schools, districts, and/or organizations. Effective Meetings Training offers tools and learning experiences designed to build the capacity for individuals to facilitate meetings efficiently and effectively within their own schools, districts, and/or organizations. Participants are Academy Institute participants/graduates and partner representatives.

- Facilitator Training: two and one-half days residential
- Effective Meetings Training: one day at regional cooperative The Winthrop Rockefeller Institute, Morrilton.

School Board Professional Development Training and Support from ALA:

School Board Professional Development Training involves the local school board in professional development centered on Key Work of School Boards published by the National

Association of School Boards. The professional development will center on involvement of the community in establishing shared core values, vision, and mission for the school district; developing school district goals; and working with the school administrators and staff in the development of a strategic plan to reach the established school district goals.

Participants are school board members and superintendents participating in the School Support Program.

Objectives of the School Board Professional Development Training are to:

- Meet with the school board at least once every five to six weeks;
- Build the leadership capacity of all school board members;
- Train the school board in its role in strategic planning;
- Assist the school board in district goal development;
- Assist the school board, superintendent, and school staff in the implementation of the district strategic plan;
- Assist the school board in engaging the community in providing input and support to the school board's work in implementing the strategic plan; and
- Assist the school board in the assessment of its work in implementing the strategic plan.

Services are provided for three years.

Community Involvement (School Support Program) from ALA:

The School Support Program will collaborate with the school board, superintendent, principal, and staff in engaging the community to provide input on core values, vision, and mission for the school/district and the development of community support in the implementation of the district/school strategic plan to improve instruction for all students.

Participants are those involved in the School Support Program: school board members, superintendents, principals, teachers, school staff, parents, community members, and Arkansas School Board Association Quality Circles Resources.

Objectives of the School Support Program are to:

Collaborate with the district/school, at the beginning of the three-year involvement, in gathering input from the community concerning their views as to the strengths, weaknesses, opportunities available, and barriers to being successful in providing quality learning for all students;

Complete the same process, at the end of the three years, to gain the community's input to improve learning for all students; Provide training for the school board on the importance of involving all sectors of the community in the education process for all students; Collaborate on collecting community input on the shared core values, vision, and mission of the school/district; and Collaborate to provide training and resources to utilize Quality Circles from the Arkansas School Board Association to gain community input and support for the school/district strategic plan.

Services are provided for three years.

ALA Capacity Building Leader Training to provide assistance to the Harris Elementary School team:

To train School Support Program Capacity Building Leaders to be effective facilitators of educational leadership within a school/district in order to improve instruction for all students.

All School Capacity Building Leaders hired to work in the Arkansas Leadership Academy School Support Program.

Objectives of the Capacity Building Leader Training are as follows:

To know and understand the philosophy, core values, and vision of the Arkansas Leadership Academy; To become knowledgeable in the use of facilitation tools and utilize those tools in facilitating the work of the School Support Program in the school/district; To know and understand the School Support Program Adult Capacity Building Chart Curriculum; To know and understand the Teacher Leadership for Learning format and be able to provide training in its use; To become familiar with and understand the Three-Year Outcomes for the School Support Program; To understand and facilitate data analysis in the school/district; To build and facilitate collaborative team efforts in improving instruction for all students; To build and facilitate Professional Learning Communities (PLCs) within the school/district; To understand and help facilitate action research in the school/district; To understand and carry out the School Support Program protocols; and To understand and collect data in the School Support Program Assessment Program. Further training will be provided based on needs identified by the Capacity Building Leader/Capacity Building Leader Team.

Lead Partner II: *From the Heart International Educational Services' (FTH)* is dedicated to closing gaps in academic achievement by providing comprehensive educational services that will transform schools into highly effective learning communities. We are particularly dedicated to improving the lives of children and families living in traditionally vulnerable communities.

International Educational Services is a minority owned business comprised of school superintendents, school administrators, teachers, researchers, evaluators, accountants, human resource professionals, early childhood specialists, writers and former professional athletes who all have a passion for creating structural changes in public education. Collectively we have more than **200 years** of professional experiences, and most of us are survivors of the same disparaging situations that plague marginalized students attending today's public schools. We have been in operation as a company going on four years.

We realize that school communities are now faced with achievement issues in ways they never have been before. In both public and private institutions, access to quality instruction is not a guarantee for all children. Nevertheless, the overwhelming civic expectation is that children and youth grow to be productive citizens through the methodology of "schooling;" a context that should provide excellent opportunities for self-growth and intellectual development. In essence, "schooling" becomes a necessary pathway, next to "parenting" and "spirituality," for American children to reach their maximum potential. However, the road to success can be unnecessarily arduous unless children participate in developmental experiences that include the guidance of highly motivated persons and well-

structured comprehensive systems of academic and social support.

We are aware that historically, American political and social conditions in public education have created a “mosaic of gaps.” This mosaic includes achievement gaps, expectations gaps, opportunity gaps, and income gaps. Within the last ten years the American achievement gap in Reading and Mathematics among minority and majority children has been extensively researched; indicating the gaps steadily widening with many minority children leaving school undereducated (NAEP, 2009). From the Heart (*FTH*) International Educational Services exists to close gaps in academic achievement. In response to the research, we have constructed the foundation of our approach around a set of best practices that reflect the latest in academic research, what we have learned as professionals, and what we have gleaned from formal educational training programs as necessary criteria for highly effective schools.

We believe that contemporary public PK-12 education is in desperate need of a paradigm shift. *FTH* International Educational Services is comprised of school superintendents, school administrators, teachers, researchers, evaluators, accountants, human resource professionals, early childhood specialists, writers and a former professional athlete who all have a passion for creating structural changes in public education. Many are survivors of the disparaging situations that plague marginalized students attending public schools.

To facilitate change, we provide intensive training, technical assistance, program facilitation, and educational management services that focus on attacking the every growing achievement crisis in American public schools, particularly from a culturally competent context. We seek to develop long term partnerships with schools and school districts that align our work with the clients’ strategic planning and long-range goals. We address the challenges that school administrators face in a culture centered on accountability through standardized testing. We empower teachers with research-based strategies for improving instruction for all children, especially for Black and Hispanic males who consistently rank as the group most at risk for not meeting national learning expectations. We advocate for quality education so that students’ potential for success in school is greater. Ultimately, our goal is to be the impetus for change and a solution for making PK-12 public education better.

We have worked in the following districts and have not only impacted student achievement increases from 5-30%, we have helped decrease suspensions, increase attendance (teachers and students), help increase graduation rate(s) etc.:

- Youngstown Public Schools, Ohio
- Cassopolis Community Schools, Michigan
- Hickman Mills School District, Missouri
- Cleveland Metropolitan School District, Ohio
- Pine Bluff High School, Arkansas
- Detroit Public Schools (EEA), Michigan
- Judson ISD, Texas
- Pulaski County Schools, Arkansas
- Mt. Clemens Community Schools, Michigan
- Buffalo City School District, New York

- Sub Contracted through ONELGROUP Rochester City School District, New York
- We are in the process of expanding in Texas also partnering schools in Atlanta Public Schools, Georgia and Metropolitan Nashville Public Schools, Tennessee.

Support partner: Scholastic System 44 Literacy Program - this literacy program is provided in-kind by the district. No costs for this Literacy Program will be funded by the grant.

System 44 was designed for our most challenged students in grades 3-12, those reading at a BR-400 Lexile level. Intentionally metacognitive, System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program invites students to unlock the system and join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge.

System 44 was designed to be used daily (45-60 minutes with a small class (10-12 students), with students spending a minimum of 20 minutes on the software and modeled/independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs. At the heart of System 44 is state-of-the-art adaptive software that delivers research-based instruction and practice based on the proven FASTT (Fluency and Automaticity through Systematic Teaching with Technology) algorithm. Designed to carefully manage cognitive load, the FASTT algorithm helps students systematically move information from working to long-term memory in the brain. As students work independently on the computer, the System 44 software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform small-group instruction.

The classroom will be equipped with the following materials to support the fidelity of the System 44 program: an interactive whiteboard, 4 computers with accompanying headphones and microphones, 4 CD players, the Comprehensive System 44 library including books, audiobooks and posters, the System 44 computer software and student licenses, System 44 teacher materials and student workbooks (consumable 44 Books). In order to best equip the teachers, professional development will be ongoing.

Initially, teachers and their substitutes will be provided with a comprehensive training. Support will be provided in setting up the classroom (materials, room arrangement and equipment) and installing the System 44 software. Leadership training will also be provided to both Building and District leadership to support the teachers' implementation efforts. In-classroom support (coaching support) will be given to the teachers to assist with the program's implementation. The coaching support helps maintain the fidelity of the program. Coaches ensure that teachers are working on-model and differentiating instruction for individual students. In addition to this support, teachers and staff will have access to a 24 hour online community and technical support.

Assessment is an essential part of the System 44 teaching and learning process. The Scholastic Reading Inventory (SRI) is a computer-adaptive test that uses reading comprehension using the Lexile Framework, a system that measures readers and texts on the same scale. Students are given the SRI to support making informed decisions about student placement in the System 44 program. From there, based on their initial SRI scores, students are placed at the appropriate System 44 level within the instructional software. The Scholastic Reading Inventory is given 2 more times throughout the year: at midterm and then at the end of the year to examine lexile growth and student gains. In addition to this data, information from the Scholastic Achievement Manager (SAM) which houses all student data from the instructional software, is available daily to ensure students are working on the software, making progress on specific skills and working on their specified level. Reports generated provide real time data on how to best differentiate instruction, target specific reading skills and determine if gains are being met. Gains analysis reports are also generated at mid-year and at the end of the year. This evaluation looks at lexile growth of students along with looking at the fidelity of the program at both the district and school levels. Transformational Intervention Model - Support Partner -

Support Partner: Renaissance Learning - Advanced Technology for Data-Driven Schools, Accelerated Reader Enterprise (part 1) - This partner will not be funded through the grant initiative.

Renaissance Learning Program helps to build a life-long love of reading for every student. It is currently a popular and successful reading program being utilized. The advanced technology helps:

- * Make essential reading practice more effective for every student
- * Personalize reading to individual student's current level
- * Assess various types of quizzes: Reading, Vocabulary, Literacy Skills, and Textbook Quizzes
- * Track the key indicators of successful reading practices by using data from the Diagnostic Report
- * To use the Response to Intervention data to help individual students to become better learners and readers.

Website: <http://www.renlearn.com/ar/flash/arnewpresentation.html>

Renaissance Learning - Advanced Technology for Data-Driven Schools - provides 165 research studies that support the effectiveness of Accelerated Reader.

There is a consensus among key federally funded organizations charged with evaluating educational products that Accelerated Reader is fully supported by scientifically based research. Moreover, these organizations agree that AR is effective in improving students' reading achievement.

website: <http://www.renlearn.com/ar/research.aspx>

Renaissance Learning - Advanced Technology for Data-Driven Schools -
Parent Involvement

Renaissance Home Connect gives parents access to real-time data on their children's reading practices, including number of books read, progress toward goals, number of quizzes taken and words read, and more. Parents can also receive emails when children have completed quizzes and help children find their next book using AR Book Finder.

Website: <http://www.renlearn.com/ar/flash/arnewspresentation.html>

Renaissance Learning: Star Math Enterprise (part 2). This partner will not be funded through the grant initiative.

STAR Math is highest rated for screening and progress monitoring with perfect scores in all categories by the National Center on Response to Intervention (NCRTI). STAR Math is fully supported by scientifically based research. STAR Math Enterprise runs as an enterprise-wide, Web-based information system. Data and software are in one location, accessible to everyone throughout the district, anytime, anywhere.

How STAR Math Enterprise works:

1. **Student takes the computer-adaptive assessment.** Because each correct or incorrect response the student chooses instantly adjusts the difficulty of the next question, only a small number of questions are required to verify the student's true achievement level. That means you get more value out of each testing session.
2. **You get results.** You can test your entire class in a single period because STAR Math Enterprise makes assessment easy to administer in the fastest amount of time—just 15 to 20 minutes per test.
3. **You make data-driven decisions.** STAR Math Enterprise testing data helps you determine mastery of math skills for each student, so you can personalize instruction and practice, schedule appropriate interventions, and forecast student performance on state tests. New tools, content, and reports provide more information with which to make your daily decisions as you plan your course of instruction.

Learning progressions define the pathway of how students typically advance knowledge in a particular subject area.

STAR Enterprise short-cycle interim assessments are the first to use Core Progress learning progressions for math and reading. With Core Progress, learning progressions are no longer an assumption, but empirically validated pathways of learning.

In fact, Core Progress' web-based portal allows educators to better understand content-area vocabulary, conceptual knowledge, how to support Math learners, as well as prerequisite skills needed for mastery. Core Progress:

- Supports and helps educators bridge assessment and instruction
- Identifies and traces prerequisite skills to further conceptual understanding
- Charts a path forward and provides instructional resources
- Maps prerequisite skills and illustrates how complexity of thought evolves
- Delivers tangible steps toward meeting state standards and CCSS

STAR Math content is based on analysis of professional standards, curriculum materials, test frameworks, and content-area research, including best practices for mathematics instruction. Rigorous norming, reliability, and validity studies take place to ensure that STAR Math Enterprise provides an efficient and precise measurement of student math achievement. STAR Math Enterprise includes additional content to provide an even greater depth of math assessment.

STAR Assessments are the first interim assessments to report Student Growth Percentiles—to more accurately gauge growth by comparing student progress relative to students of similar achievement levels, and reports the results as a percentile.

Displayed on an interactive, web-based growth proficiency chart, STAR Assessments' Student Growth Percentiles are viewable by district, school, grade, or class. In addition to Student Growth Percentiles, the Growth Report displays other key growth indicators such as grade equivalency, percentile rank, and instructional reading level.

Using the classroom Growth Report, school administrators and teachers can better identify best practices that are having a significant educational impact on student growth.

<http://www.renlearn.com/sm/default.aspx>

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

The Transformational Intervention Model will help establish or create a new more rigorous learning environment at Harris Elementary School by implementing a rigorous staff evaluation and development system, rewards staff who increase student achievement, removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform, increase learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

Human Resources department of the LEA will provide oversight and guidance of the hiring process and will monitor the status of the applicants to ensure each member is highly qualified before being hired.

The District technology director and instructional technology support personnel will oversee the purchase and installation of the technology components necessary to fully implement this initiative prior to the start of the 2014-15 school year.

Professional Development will be provided by district's program administrators, Arkansas Leadership Academy, From the Heart Consulting, Kagan Consultants, Literacy and Math Facilitators, and Hands on Science. The School Leadership Team will focus on data to determine the professional development needs of the building. The Harris Elementary Leadership Team will prepare and plan professional development for current and new staff and will provide stipends for attending summer data seminars during off-contract days.

The district-level federal program director and budget manager hired from the grant will monitor all fiscal matters, track and report the use of SIG funds, and prepare the required reports for the Arkansas Department of Education. Copies of all contracts and procurement records will be maintained in the district federal programs department as well as in the purchasing/budget management department.

Assistant Superintendent and Director of Elementary Education will schedule quarterly meetings to allow the school's building leadership team to update the district's leadership team on the implementation of the intervention model. Interim Measurable Objectives (IMOs) will be established to measure and guide the discussion of the goals agreed upon by both leadership teams. Quarterly reports will be kept at building level as well as the district level.

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.

Harris Elementary School and the district will seek support and guidance from the ADE, the Arkansas Leadership Academy (ALA) consultants, From the Heart Consultants, the staff, and the parents and community members to ensure the successful transition of Harris Elementary School in the Transformational Intervention Model Initiative. Public meetings will be held which will outline the school's new status and structure and give all stakeholders an opportunity to discuss this initiative. With this transition will come a need for structure, the establishment of a culture of high expectations, and a model for ensuring and demonstrating the daily use of best instructional practices.

The LEA will work closely with the district federal programs office, the ALA, From the Heart Consultants, to ensure the ACSIP is written and reflective of the activities of the school. The district federal programs department will work closely with the school and outside consultant to ensure all monies available to the school are closely aligned with the work of the school. The money spent will be closely monitored and used judiciously to ensure the funds are implemented with fidelity and efficacy.

The administrator will work closely with the external providers to build capacity among himself and the staff in the areas of mission, vision, and beliefs, leading and managing change, building and maintaining collaborative relationships, developing deep knowledge about teaching and learning, building and sustaining accountability systems, data disaggregation, teaching children of poverty, and, monitoring of student achievement. They will work closely together to create a climate and culture conducive to learning, implement best practices, and will actively participate and ensure that the staff is implementing the job-embedded professional development provided on a daily basis. School leadership team will participate in professional development focused on strategies for implementing the Transformational Intervention Model.

The school will work closely with the district program administrators and instructional facilitators inside the school to ensure every staff member clearly understands their defined role and is receiving benefits of job-embedded professional development. All staff will be responsible for the work to ensure high student academic success is achieved and will plan for the needs of individual students as well as the school's Targeted Assisted Gap Group (TAGG).

The Dean of Students, Parent Facilitator, Counselor, and Parent Liaison will work as a team to develop school wide positive discipline plan, work with students and parents to establish a connection between school and home, report to district to

ensure family activities happen. This team will be highly visible throughout the school and will work to establish a network of resources which can be used to meet the physical and emotional needs of the students.

To ensure that parents become involved in their children's academic, physical, and social growth at school, Harris will employ two external providers, such as ALA and From the Heart to support the principal, parent facilitator, and parent/community liaison in planning periodic meetings throughout the school year to provide information and leadership to parents on strategies they can support to help their students to be successful. At least three family nights will be planned and parents will be surveyed to give input for additional meetings that is needed to support of their children. Specific explanations of the state's assessment system, school's assessment data, and other identified needs will be addressed. The goal of these meetings is to create a system of communication with the school and home about what parents need to support their children and to get more parents involved.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role	Name	Role
Dr. Jerry Guess	Superintendent	Dr. Laura Bednar	Deputy Superintendent
Dr. Janice Warren	Asst. Superintendent/Director of Elementary Education	Kathy Goff	Director of Federal Programs
Dr. Darnell Bell	Harris Elementary Principal	Dr. Richard Wilde	ADE School Improvement Specialist
Jerry Vaughn	ALA Capacity Builder	Michele Pickett	Harris Elementary Math Instructional Facilitator
Nikki Stolzer	Harris Elementary Literacy Instructional Facilitator		

Meetings

Location	Date	Location	Date
PCSSD Central Office	02/03/14	Harris Elementary	02/07/14

Harris Elementary	02/15/14		Harris Elementary	02/18/14
Harris Elementary	02/22/14			

Step 7: Sustainability

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

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

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

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

The LEA will monitor the targeted changes in practice and student outcomes as needed by conducting quarterly meetings with the LEA's leadership team and Harris Elementary's Leadership team. These meetings will be used to identify barriers and issues to make needed adjustments in order to meet the identified goals. At the quarterly meetings, the IMOs (interim measureable objectives) and the AMOs (annual measureable objectives) for student achievement, leadership capacity, parental and community involvement, and climate will be evaluated.

The Director of Federal Programs and her staff will work closely with the building budget person on expenditures for the grant and other federal funds such as Title I monies.

Each year, at the start of the school year, with the support of the LEA, the school will revisit the mission, vision, and shared core beliefs. Also at the beginning of the year, an in-depth analysis of the student achievement data will be conducted. An assessment wall will be created and kept up to date with ongoing data analysis after formative and summative assessments.

The Director of Elementary Education will continue to work with the building principal on his professional growth plan (PGP) and his evidence binder for the LEADS evaluation. The principal with support from the District will work with the staff on their PGP and evidence binder for the TESS evaluation. The Learning Services division of the district will collaborate with the principal and the staff on providing appropriate, ongoing professional development. Feedback from evaluations, Classroom Walkthroughs, and other observations will be communicated for continuous improvement and fidelity of implementation.

PCSSD has made a financial commitment to continue funding the needed, effective improvements previously funded by this grant.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

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

Harris Elementary School's transformation goals and objectives are described in the charts below. The school has selected five goals with the overarching impact to be on student achievement. The Turnaround Principles for school improvement aided in the decision making in creating these goals and objectives. These goals and objectives are supportive of the school's mission, vision, and core beliefs. These actions will be embedded into the 2014-2015 ACSIP plan.

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: Improved Student Achievement: By June 2017, 75% of the Combined Students category will score at Proficient or Above as measured by ACTAAP Literacy and Math Scores.
By June 2017, all TAGG students will annually be demonstrating a minimum of one year growth as measured by individual student scores on the ACTAAP.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> • To increase the ACTAAP scores in Mathematics 	<ul style="list-style-type: none"> • Increase math from 50.62% to 58.82% • Increase math from 58.82% to 67.02% • Increase math from 67.02% to 75.22% 	<ul style="list-style-type: none"> • Testing Scores • TLI Tests • Formative Assessments • STAR Math Assessments • Pre and Post Testing with Curriculum Specific 	<ul style="list-style-type: none"> • Aug 2014 • Aug 2015 • Aug 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Instr. Facilitators • Teachers • Parents • Students

<ul style="list-style-type: none"> To increase the ACTAAP scores in Literacy 	<ul style="list-style-type: none"> Increase literacy from 58.02% to 64.02% Increase literacy from 64.02% to 70.02% Increase literacy from 70.02% to 76.02% 	<ul style="list-style-type: none"> Testing Scores TLI Tests Formative Assessments STAR Reading Assessments DIBELS, DRA2, DSA Pre and Post Testing with Curriculum Specific 	<ul style="list-style-type: none"> Aug 2014 Aug 2015 Aug 2016 	<ul style="list-style-type: none"> June 2015 June 2016 June 2017 	<ul style="list-style-type: none"> Principal Instr. Facilitators Teachers Parents Students
---	---	--	--	---	---

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

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

Goal: Improved School Leadership and Decision Making: By June 2017, the principal and school leadership team will be evaluated to be highly effective measured by a composite of Indistar, Scholastic Audit, Teacher Survey, LEADS evaluation, and student achievement.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> • Increase effective leadership practices as indicated in Indistar (including data utilization) 	<ul style="list-style-type: none"> • 50% of indicators will be assessed. • 75% of indicators will be assessed. • 100% of indicators will be assessed. 	<ul style="list-style-type: none"> • Indistar assessment tracking system 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Indistar Process Manager • Leadership Team

<ul style="list-style-type: none"> • Increase principal's effectiveness as evaluated on the LEADS performance (including data utilization) 	<ul style="list-style-type: none"> • All Scores indicate Progressing towards Proficiency • All Scores indicate Proficient or above • All Scores indicate Proficient/ Exemplary 	<ul style="list-style-type: none"> • Evaluation Tool • LEADS Evidence Binder 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Director of Elem. Ed. • Principal
<ul style="list-style-type: none"> • Increase in culture survey of teacher satisfaction including data utilization for shared decision making 	<ul style="list-style-type: none"> • 70% teacher satisfaction • 80% teacher satisfaction • 90% teacher satisfaction 	<ul style="list-style-type: none"> • Culture Survey Results over 3 years 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Leadership Team • Teachers

<ul style="list-style-type: none"> • Increase Student Achievement on ACTAAP in literacy and math 	<ul style="list-style-type: none"> • Meeting AMOs yearly • TLI Forecaster for quarterly growth 	<ul style="list-style-type: none"> • AMO Reports • TLI Forecaster Quarterly Scores 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Leadership Team • Teachers
<ul style="list-style-type: none"> • Completion of professional development offered by Arkansas Leadership Academy *Master Principal *Teacher Institute * Deep Knowledge Team *Facilitator Institute 	<ul style="list-style-type: none"> • Participation in Professional Development 	<ul style="list-style-type: none"> • Complete Year 3 of Master Principal • Certificates of Participation in ALA Institutes • ALA Master Principal Evaluation • Scholastic Audit School Climate and Leadership Standards 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Leadership Team • ALA • District Leadership

<ul style="list-style-type: none"> • Scholastic Audit would be conducted at the end of the grant period to evaluate effective improvements in the school. 	<ul style="list-style-type: none"> • Receive ratings of 3s and 4s on all indicators in all standards 	<ul style="list-style-type: none"> • Scholastic Audit External Audit 	<ul style="list-style-type: none"> • Spring 2017 	<ul style="list-style-type: none"> • Spring 2017 	<ul style="list-style-type: none"> • ADE Scholastic Audit Team • District Leadership • Principal • Leadership Team • Teachers
--	---	---	---	---	--

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: Improved Teacher Effectiveness: By June 2017, 100% of the core teaching staff will be highly effective as measured by TESS evaluations combined with student achievement scores on TLI, formative classroom assessments, and the ACTAAP.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> • Full implementation of TESS Evaluation System 	<ul style="list-style-type: none"> • TESS Evaluation Principal Observation • TESS Evaluation Evidence Binder 	<ul style="list-style-type: none"> • 100% of Teachers evaluated in Year 1 in Track 1 or 2 • 100% of Teachers evaluated in Year 2 in Track 1 or 2 • 100% of Teachers evaluated in Year 3 in Track 1 or 2 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Teachers

<ul style="list-style-type: none"> • All teachers will have individual Professional Growth Plans based upon the TESS evaluation system and student achievement 	<ul style="list-style-type: none"> • Improvement in student outcomes • Proficiency scores on TESS Evaluation-80% • Proficiency scores on TESS Evaluation-90% • Proficiency scores on TESS Evaluation-100% 	<ul style="list-style-type: none"> • Professional Growth Plans • Individual Class Student Achievement • Student progress as measured by state testing and TLI quarterly Forecaster Reports 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Instructional Facilitators • Teachers
---	---	---	---	---	---

<ul style="list-style-type: none"> Recruit and Hire Effective Teachers 	<ul style="list-style-type: none"> Evidence of effective teachers with similar populations as point of hire or evidence of showing capacity to be effective 	<ul style="list-style-type: none"> Hiring Rubric Tess Evaluation 	<ul style="list-style-type: none"> August 2014 August 2015 August 2016 	<ul style="list-style-type: none"> June 2015 June 2016 June 2017 	<ul style="list-style-type: none"> Principal Hiring Committee Human Resources
---	--	--	---	---	--

<ul style="list-style-type: none"> • Retain Effective Teachers 	<ul style="list-style-type: none"> • 85% retention of effective teachers as deemed by TESS Evaluation • 85% retention of effective teachers as deemed by TESS Evaluation 	<ul style="list-style-type: none"> • 85% retention of staff • 85% retention of staff 	<ul style="list-style-type: none"> • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Human Resources
---	--	--	--	--	--

<ul style="list-style-type: none"> • Classroom Walkthrough's will be conducted with follow up Professional Development as indicated from data 	<ul style="list-style-type: none"> • Data Collection tool showing focused areas • Participation in follow up PD 	<ul style="list-style-type: none"> • CWT Reports • CWT Individual Reports 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Leadership Team • Instructional Facilitators • Teachers
--	---	---	---	---	--

<ul style="list-style-type: none">• Increase in survey of student satisfaction including data utilization for student voice	<ul style="list-style-type: none">• 70% student satisfaction• 80% student satisfaction• 90% student satisfaction	<ul style="list-style-type: none">• Student Survey Results over 3 years	<ul style="list-style-type: none">• August 2014• August 2015• August 2016	<ul style="list-style-type: none">• June 2015• June 2016• June 2017	<ul style="list-style-type: none">• Principal• Leadership Team• Teachers
---	--	---	---	---	--

<ul style="list-style-type: none"> • Increase Professional Development opportunities in content areas, technology, and instructional strategies 	<ul style="list-style-type: none"> • Data collection from CWT's • TESS Evaluation • Participation in PD 	<ul style="list-style-type: none"> • CWT Reports • TESS Evaluation and Evidence Binder • Sign-in Sheets and Agendas of PD 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Learning Services • Instructional Facilitators • Instructional Technology Specialist • Consultants
--	--	--	---	---	--

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: Improved Parent and Community Engagement: By June 2017, parent survey data will indicate 80% satisfaction with his/her child(ren)'s education and report that they routinely participate in some form of school activities (PTA, student-led conferences, education support meetings, school governance committee) as measured by semi-annual surveys.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> • Increase parental involvement in Family Night activities 	<ul style="list-style-type: none"> • Increase participation to 120 people • Increase participation to 160 people • Increase participation to 200 people 	<ul style="list-style-type: none"> • Parent Sign in Sheets • Survey results 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Parent/Community Liaison • Parent Facilitator • Principal • Leadership Team

<ul style="list-style-type: none"> • Increase Community Partnerships with businesses and other local organizations 	<ul style="list-style-type: none"> • Increase the number of community partnerships by 15% of each year of grant 	<ul style="list-style-type: none"> • Partnerships • Database of resources 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Parent/Community Liaison • Parent Facilitator • PALS Coordinator
<ul style="list-style-type: none"> • Increase skill development of parents to assist students with school work 	<ul style="list-style-type: none"> • Increase number of training opportunities offered • Increase usage of Parent Center Materials • Participation in Parent Training • Survey 	<ul style="list-style-type: none"> • Advertisements and Agendas of trainings • Check out records of Parent Center materials • Sign-in sheets of trainings • Survey results 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Parent/Community Liaison • Parent Facilitator

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

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

Goal: Improved curriculum: By June 2017, the taught and written curriculum will be highly aligned to the newly established, more rigorous state standards as measured by

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<ul style="list-style-type: none"> • Increase instructional time for students in math and literacy 	<ul style="list-style-type: none"> • Master schedule to reflect 90 minutes blocks of time for math and literacy 	<ul style="list-style-type: none"> • Master schedule • Extension of student day by one hour daily 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Learning Services

<ul style="list-style-type: none"> • Implementation of a rigorous curriculum with high expectations for all students 	<ul style="list-style-type: none"> • Proficiency scores on TESS Evaluation-80% • Proficiency scores on TESS Evaluation-90% • Proficiency scores on TESS Evaluation-100% 	<ul style="list-style-type: none"> • TESS Evaluation System • Lesson Plans submitted electronically to Administrators • CWT Data 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Learning Services • Instruct. Facilitators
---	--	---	---	---	--

<ul style="list-style-type: none"> • Employ research based strategies to engage students in meaningful and relevant activities that includes teacher and student use of technology 	<ul style="list-style-type: none"> • At least an 8.13% annual growth in the percentage of students scoring proficient or advanced in math • At least an 5.66% annual growth in the percentage of students scoring proficient or advanced in literacy • Walkthroughs reveal 25% increase in utilization of recommended strategies 	<ul style="list-style-type: none"> • Lesson plans submitted by teachers • TESS Evaluation and Evidence Binder • AMO data • Walkthrough data collected and shared with teachers 	<ul style="list-style-type: none"> • August 2014 • August 2015 • August 2016 	<ul style="list-style-type: none"> • June 2015 • June 2016 • June 2017 	<ul style="list-style-type: none"> • Principal • Inst. Facilitators • Inst. Technology Specialist • Learning Services
---	---	--	---	---	---

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.

DESIGN AND IMPLEMENT INTERVENTIONS CONSISTENT WITH THE FINAL REQUIREMENTS OF SELECTED MODEL

❖ Improved Leadership and Culture

With schools and school systems being held accountable for their contributions to student learning, a redefinition of leadership necessarily follows. No longer can principals just be managers, keeping their constituents happy and tamping down problems as they arise. They must drive improvement, and to do this they must understand curriculum and instruction and rethink school processes to better meet the identified needs of students, a description that loosely fits the model of instructional leadership. This change, however, can entail increasing the commitments and capacities of school staff, involving components of what is called transformational leadership (Chenoweth and Theokas, 2012).

Within the Transformation Model, the principal should be replaced. However the current principal was hired in 2012. Since his time in the building, literacy and math scores have increased. Due to this fact, the principal will remain in the building. The Director of Elementary Education supports the principal and will do his evaluation, beginning with the 2014-2015 school year, using the LEADS model. The Director of Elementary Education also supports the principal in writing and monitoring his Professional Growth Plan (PGP). The principal is currently completing his second year with Arkansas Leadership Academy (ALA) in the Master Principal Institute. During his time with the Master Principal Institute, the principal has acquired new tools towards improving his leadership, student achievement, and the overall culture of the building. The principal along with the ALA Capacity Builder has directed the staff with the writing of a new mission statement, a vision statement, and a set of shared core beliefs. The principal along with the ALA Capacity Builder has worked with the Leadership Team to

build capacity among the members. The principal has put a variety of systems in place such as a method to disaggregate data from various formative and summative assessments. Student achievement has improved since the current principal has been at the building. The literacy scores have met AMO for the past year, and the math scores are approximately 5% from meeting AMO. In the spring of 2014, the principal will be leading the staff through a book study about PLCs to improve the collaboration among the teachers. The culture of the building has changed as well. When the principal began in 2012 and then returned in 2013, he was the first principal to spend consecutive years at the building within the last five years. This alone helped to improve the culture of the building. Along with his returning, he has made efforts to build relationships with the parents and the community. Business Partners have increased from two to five, several churches and other civic organizations have repeatedly helped with stocking the school's bookstore and doing outside beautification, and parent participation for parent/teacher conferences, Family Nights, and other activities has increased. All stakeholders feel a welcoming attitude when entering the building's doors. Teacher attitude has gradually improved as well. A sixty percent turnover in the building has contributed to the general positive attitude also. As the leadership capacity and culture continue to progress, these improvements do not need to stop.

Arkansas Leadership Academy-Year 1-2-3

As a partner with The Arkansas Leadership Academy, our focus will be on continued emphasis placed on classroom instruction and the principal being the instructional leader. The principal has one more year to finish the Master's Principal Institute creating portfolios where he will focus on what works best for our students. This intensive training leads to best practices in classrooms and continued improvement in leadership. The first year of the grant, PCSSD will pay the fees for this partner.

Building Instructional Leadership-Year 1-2-3

Schools that fail to "inspect what they expect" are digging themselves a hole. The school leadership team with the administrator will keep a record of assessment results for the students assigned to each teacher who failed to reach proficiency or show sufficient growth in the previous year. Administrators with the school leadership team will closely track progress monitoring results, and teachers will be observed and asked to provide reflective feedback of results not meeting standards. Administrator will also work with the staff to ensure that teachers receive sufficient in class support to succeed.

Restructuring Professional Learning Communities-Year 1-2-3

Schools that function as professional learning communities are always characterized by a collaborative culture. Members of a PLC are not "invited" to work with colleagues: they are called upon to be contributing members of a collective effort

to improve the school's capacity to help all students learn at high levels (Eaker, DuFour, & DuFour, 2002).

A "Gap Analysis" will be conducted to determine our "current reality" of our PLCS to our "preferred reality" to fill in the gaps. In terms of PLCs at Harris, we have been treating PLCs as an event or date on a calendar, but instead PLCs should be our way of life. Teachers currently in our school participate in professional development two days a week by the Instructional Facilitators in literacy and math based on best practices revealed through the use of professional literature and district led professional development provided to the Instructional Facilitators once per month. Our currently identified key needs are enhanced instruction in literacy and mathematics with an intense focus on open response, writing, measurement, data and probability. Harris' PLC's will center on developing teacher skills in data disaggregation and progress monitoring student performances. Kagan field service specialists will also provide on-site professional development to ensure that teachers receive training to address these needs. The efforts in this area will be led by the Arkansas Leadership Academy and Kagan collaboratively.

The Arkansas Leadership Academy makes changes in leadership, teaching, and learning through five performance areas, one in particular is Building and Maintaining Collaborative Relationships. One teacher has completed the Teacher Institute while two are currently receiving the training. Harris has a Deep Knowledge Team also receiving the training for the second year. Both Instructional Facilitators have completed the facilitator's training offered by ALA. Our future goal is to send as many teachers as possible through the academy to build capacity and develop Trainers of trainers. This will allow for sustainability in the area of professional development to continue to build the capacity of future staff at Harris. The master schedule will be restructured to accommodate grade-level teams to collaboratively meet.

Arkansas Leader Excellence and Development System (LEADS) -Year 1-2-3

Districts contribute most to school leaders' effectiveness by focusing on improving teaching and learning, providing access to good professional development, emphasizing teamwork and professional community, maximizing the stability and continuity of leadership (keeping principals in their buildings a minimum of four years, preferably, five to seven years), and "ensuring that personnel policies support the selection and maintenance of the best people for each school (Wallace Study on Leadership Effects on Teaching and Learning, 2010).

The Arkansas Principal Evaluation System perfects teaching and learning by expanding the knowledge and skills of educational leaders. The purpose of the Arkansas Principal Evaluation system is to provide a cohesive process that includes clear expectations to guide principal preparation, induction, and continued professional development, guide and sustain excellent leadership performance that ensures the improvement of teaching and learning, assist higher education programs in developing the content and requirements of degree programs that prepare prospective principals, and to provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

The 2013-14 school year was a pilot year for implementing the LEADS evaluation model in the district for administrators. Administrators attended trainings by the state department on the new evaluation procedures. LEADS will be fully implemented with fidelity to evaluate all principals in the district the 2014-15 school year.

Indistar-Year 1-2-3

Harris Elementary will use Indistar, a web-based tool, to guide the leadership team in charting its improvement and managing the continuous improvement process. Indistar has been in use in the building since the fall of 2012. Several plans have been established and completed. The leadership indicators will be a guiding tool on the best practices for leadership and other areas in the tool. The tool is currently being used to indicate the increased effectiveness of leadership practices.

❖ Improve Teacher Effectiveness

Teachers are the key indicators of academic success in students. “Among elements such as a well-articulated curriculum and a safe and orderly environment, the one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school.” (Robert J. Marzano, The Art and Science of Teaching.) The current staff of Harris Elementary School has a variety of different levels of teacher knowledge, abilities, and effectiveness. They range from novice teachers both traditional and non-traditional to experienced teachers several of who are second career teachers.

Hiring Practices-Year 1-2-3

PCSSD is authorizing the principal at Harris Elementary School to modify the current interviewing and hiring practices of the district. The current teaching staff will be re-interviewed and evaluated based upon their effectiveness. A hiring committee will be formed that will include the building administration, Instructional Facilitators, a district office representative, and a community representative. Once current staff is placed, any non-returning teachers will be placed into an involuntary transfer pool. Open positions will be posted. The same interview process will be followed. Generally, positions are not filled until August or after eight-day count numbers. The district will allow the principal to have the teaching staff in place by the first of June.

Staff Incentives-Year 1-2-3

Harris Elementary School currently does not offer performance incentives for academic goals. Modifications to district policies regarding incentives will be made to meet the requirements of the Transformation Model. All certified and classified staff members will receive an incentive of \$1000 each when the AMO is met for math or literacy. If both areas meet AMO, incentives will be \$2000.

Tuition Reimbursement-Year 1-2-3

Research using student scores on standardized tests confirms the common perception that some teachers are more effective than others. It also reveals that being taught by an effective teacher has important consequences for student achievement. To improve teacher quality and experience, Harris Elementary will be implementing tuition reimbursement. This will encourage teachers to continue their education and become lifelong learners, honing and perfecting their craft as they gain an in-depth knowledge of their profession. Many of the teachers at Harris Elementary School have not continued their education. Moneys from this grant will give teachers an opportunity to earn additional college hours. Each year of the grant teachers can apply to receive tuition reimbursement for up to six college hours depending upon the number of teachers benefiting from this. A maximum of \$30,000 is included in the grant yearly. If more teachers apply than money is available, teachers will be reimbursed on a first come, first serve basis.

From The Heart-Year 1-2-3

From the Heart International Educational Services' (FTH) is dedicated to closing gaps in academic achievement by providing comprehensive educational services that will transform schools into highly effective learning communities. They are particularly dedicated to improving the lives of children and families living in traditionally vulnerable communities.

International Educational Services is a minority owned business comprised of school superintendents, school administrators, teachers, researchers, evaluators, accountants, human resource professionals, early childhood specialists, writers and former professional athletes who all have a passion for creating structural changes in public education. Collectively we have more than **200 years** of professional experiences, and most of us are survivors of the same disparaging situations that plague marginalized students attending today's public schools.

Their approach to PK-12 education is laser focused and buttressed with a "systems-management" framework that takes a holistic view of highly effective learning communities. Their design is based on six essential elements. The six elements are

1. Competent Leadership
2. Scientifically Based Research (SBR) Curriculum and Instruction
3. Ongoing and Embedded Professional Development
4. Valid and Reliable Assessment
5. Responsible Fiscal Management
6. Parent and Community Involvement

The element of Ongoing and Embedded Professional Development: Create Universal Engagement will move the staff and teachers of Harris to think deeply about academic and affective student engagement as a way of ensuring that all students achieve. Teachers will participate in both large group interactive training

and one-on-one classroom modeling with technical support. Practical teaching and learning strategies will be shared that are student-ability focused and culturally relevant.

From the Heart International Educational Services will work with teachers on diversity sensitivity strategies to be utilized in the classroom, as well as African American students with a focus on black males on self-awareness and basic life skills. This organization has been working with the Harris family for two years. In addition, teacher professional development for Harris staff will continue throughout the upcoming years. Updates will be provided to school administration which would share with District Administration to evaluate the effectiveness of the workshops.

Professional Development-Year 1-2-3

The instructional facilitators conduct and facilitate professional development and coaching to address use of high yield instructional strategies, higher-order thinking and problem solving, content areas, effectiveness of data disaggregation, and lesson planning with objective alignment. Systems have been established to require teachers to electronically share lesson plans. Vertically and horizontally aligned curriculum maps were created by the district with the help of instructional facilitators, teachers, and administrators. The SIG Grant 1003A currently provides additional time afterschool for professional development and planning sessions for grade level session with both instructional facilitators.

The grant will be used to continue implementation of onsite-job embedded professional development and support will be provided throughout the school year in content areas, data analysis, and instructional strategies. We will contract with Kagan Publishing and Professional Development for PD for the staff. The first year of the grant will provide payments for consultant fees, and stipends for off contract training. Materials for the training will be provided to the staff through the ACSIP funds. Kagan will provide five days of Cooperative Learning trainings to the staff. Additional days onsite will be provided quarterly by Kagan Coaches. The second and third years, Kagan will provide support to build capacity and sustain the changes in the instructional strategies of the teachers. Content area professional development will also be provided with funds from this grant. Consultants such as Dr. Linda Griffith and Dr. Linda Dorn as well as companies like Literacy First will provide training. Renaissance Learning PD will be paid out of SIG grant 1003a funds. System 44 trainings will be paid out of district funds.

Summer Seminar and other Conferences-Year 1-2-3

To build upon the PLC work from the leadership team, a summer seminar will be provided to the faculty as an opportunity to work collaboratively to enhance their effectiveness as professionals for the benefit of the students. Creating a culture where student achievement is the driving force is essential for success. A faculty seminar in June 2014 has been planned for the staff at Harris Elementary School. The seminar will be held offsite in Hot Springs, Arkansas where teachers will be afforded the

opportunity to work together in planning instruction, sharing feedback, and data disaggregation. Consultants with From the Heart International Educational Services have been contracted to facilitate the training. The focus of the seminar will be team building activities and diversity training. Title I funds will be paying for hotel accommodations. SIG Grant 1003a funds will cover the other costs of the seminar such as stipends, travel, food, rental of space, and supplies. Future summer seminars will be paid for with moneys from this grant and Title I funds. The topic of each future summer seminar will change based upon the current needs of the faculty.

Members of the leadership team will be able to attend professional conferences during off contract times. The grant will pay for travel, fees, and other financial obligations of the conference.

Instructional Technology Specialist-Year 1-2-3

An instructional technology specialist will be hired with the grant to support technology integration and professional development to enhance instruction. Laptop computer carts will be purchased during the three years of the grant. The technology specialist will provide training to teachers about the incorporation of instructional strategies using technology to better prepare students to be college and career ready.

PCSSD instructional technology department will continue to provide professional development to educators at Harris Elementary school. We propose to secure a full-time technology position to provide technical assistance, professional development, and support for integration. As evidenced by the needs assessment (scholastic audit), technology at Harris Elementary is lacking and in need of attention. Harris' technology needs will require more support than the District technology department can monitor. A Technology specialist can provide point-in-time support, professional development, and integration. As a first step, procedures will be established and clearly communicated to Harris Elementary staff by school leadership outlining the necessary steps to secure technology support. Teachers will be held accountable for utilizing technology in lesson design and delivery of Common Core State Standards. Therefore, they will need support to fully integrate technology into the curriculum. Support will be provided for full integration of technology to enhance instructional delivery.

Teacher Excellence in Support System (TESS) Evaluation System-Year 1-2-3

The TESS evaluation system has been piloted during the 2013-2014 school year with one third of the teachers. Complete implementation of the TESS evaluation system will begin during the 2014-2015 school year. Each teacher will complete professional growth plans based upon a specific focus or area of need as identified through the evaluation process and student achievement. A student survey will be conducted yearly to gather perceptual data. CWTs will also be used to gather data about the instructional practices of the building. The incorporation of these different tools will be monitored to ensure student achievement.

❖ **Improve Parental and Community Relationships**

Over the last five years, the parents and community of Harris Elementary School have seen the lack of stability in the school's leadership. Relationships were rarely being built due to expectation of change the next year. A commitment by PCSSD to increase the stability in the leadership at Harris has improved the desire to forge lasting relationships between the community and school. Since the current principal has been in place, business partner commitments have increased from two to five and participation in parent/teacher conferences, Family Nights, and other activities have improved. However these improvements are not enough for Harris to be the successful school that it can be.

St. Luke Baptist Church is currently working with the support of Harris Elementary School to secure a 21st Century Grant. The grant will provide an afterschool program for tutoring and enrichment for the students at Harris Elementary. St. Luke will work with the faculty to ensure students receive help with needed skills. To create a link between the school and the tutoring program, St. Luke plans to also employ some of the building's teachers to work in their program.

Parent/Community Liaison-Year 1-2-3

Harris Elementary School currently has a Parent Facilitator who serves as a full time certified employee at the school. Due to state requirements, this position will still exist, however the creation of a new position would be beneficial. The new position of a Parent/Community Liaison (PCL) could continue to forge the relationships that are needed for our students' success. The PCL would be a full time position and will require a person that is willing and able to execute a variety of activities. The PCL will work with the Parent Facilitator to purchase materials and ensure all state requirements are fulfilled. The PCL would work with the building principal to plan the Back to School Bash as well as help the PTA plan the Fall Carnival. The PCL would work with the Instructional Facilitators to plan and coordinate Family Math and Literacy Nights as well as plan and secure trainings to help parents in a skill development to assist students with math and literacy. Another activity the PCL would be involved with would be the securing of additional community, civic, and business partners as well as improving the public's perception of the school. The PCL would work with the Dean of Students, Counselor, Pathfinders (a contracted mental health agency), and Teachers to coordinate rewards and other incentives for a positive behavior system. Activities implemented at the school will be consistent with district initiatives for parental involvement. Structured and established procedures for encouraging meaningful parental/community involvement will strengthen the academic program and encourage student achievement.

A variety of sources of funding will be available for the PCL to draw from to implement the job. Materials for the Parent Center will be funded through the ACSIP/Title I. The ACSIP will also fund needed supplies for the three Family Nights. PTA funds and school funds will be available for the Back to School Bash and Fall Carnival. This SIG grant will provide funds for public relations, parent incentives, and needed supplies for parent trainings.

Projection and Sound System-Year 1

A projection and sound system will be purchased and installed in the school gymnasium to provide opportunities for parent and community involvement activities. The system will also be used during Honor Roll and other assemblies. Teachers can schedule times to use the system to enhance the curriculum. This system will be a one-time purchase. School and PTA funds will be available for any upkeep needs.

❖ Improve Instructional Program

In Pulaski County Special School District (PCSSD), the approach to curriculum is very eclectic. During the past five years, the district has had four different superintendents with different visions for the schools. Along with different superintendents, the district has had two different deputy superintendents in charge of the Academic Accountability area. Each leader has brought their vision and proposal for curriculum. With all of these changes, it is very hard to choose one curriculum approach. In elementary literacy, the Effective Literacy approach is to be used which has its roots in Reading First, a systematic curriculum, but many teachers still cling to the old basal reading series and request textbooks for English and spelling. In elementary math, a standards-based curriculum is used which sounds very systematic but is pragmatic with the emphasis being on problem solving. In middle school math, several schools use a systematic, prescriptive curriculum, JBHM, while other schools use a pragmatic curriculum like the elementary does. Dr. Linda Remele, our former Deputy Superintendent of Academic Accountability, describes our curriculum approach as being “hodge-podge.” This current year, a new pacing guide aligned with the Common Core State Standards was implemented. The district has begun the process to create stability and consistency throughout the district with this new guide. To build upon the work created by the district, Harris Elementary School will focus on implementing researched based interventions supporting the curriculum.

Extended School Day-Year 1-2-3

Currently, the Harris school day includes 360 minutes of instruction. Additional time is needed to accommodate the number of students who are not achieving at proficiency levels comparable to the state proficiency levels. Beginning in the 2014 school year, the time students spend in productive, active academic learning will be increased by 60 minutes daily. Students will be able to spend more time on core academic content such as math and literacy. The purpose of the extended day is to provide extra time to master skills and provide opportunities to add rigor, relevance, and authentic experiences to the instruction. Teachers will also have time for collaboration and planning both during the day and after school. During the first year of this grant, stipends for afterschool PD and planning will be paid with SIG Grant 1003a funds. Teachers will be provided extended contracts for a longer school day which is a modification of the district's current practices and policies. Teachers will be paid their

hourly rate of pay for the additional time through grant funds. Newly created bus routes will also be paid through this grant.

Implementation of a Rigorous Curriculum with High Expectations-Year 1-2-3

Curriculum alignment and development is crucial in providing consistence, rigorous instruction with high expectations for all. During the 2013-2014 school year, the district created a new curriculum and pacing guide aligned with Common Core State Standards. These guides are organized in unit themes both horizontally and vertically to create relevancy and more in-depth study of topics. Professional Development provided by this grant, other sources of funding, and building and district level personnel will enhance the instructional strategies to boost student engagement and achievement.

Instructional Technology Specialist and Laptop Carts-Year 1-2-3

Education Technology has a positive effect on student achievement. ISTE members have monitored research on the effectiveness of technology in education on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has positive effects on student achievement (ISTE, 2008).

Correct implementation of education technology is key. The research demonstrates the need for the correct implementation and use of education technology. ISTE has identified seven factors for successful technology implementation:

1. Effective professional development for teachers in the integration of technology into instruction is necessary to support student learning.
2. Teachers' direct application of technology must be aligned to local and/or state curriculum standards.
3. Technology must be incorporated into the daily learning schedule (i.e., not as a supplement or after-school tutorial).
4. Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs.
5. Student collaboration in the use of technology is more effective in influencing student achievement than strictly individual use.
6. Project-based learning and real-world simulations are more effective in changing student motivation and achievement than drill-and-practice applications.
7. Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents (ISTE, 2008)

Research has shown that minority students, those from economically disadvantaged neighborhoods, and students who live in either inner-city or rural areas (but not suburban) tend to have less access to computers, the Internet, and educational software than their middle-class and more affluent peers. In many cases, schools

provide these students with their only access to computing devices and the Internet (ISTE, 2008).

The integration of education technology provides students with 21st century skills. In using technology for instruction and learning, students gain more than just knowledge in core subject areas — they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. ISTE, the State Educational Technology Directors Association (SETDA), and the Partnership for 21st Century Skills have identified these as the abilities to “communicate, collaborate, analyze, create, innovate, and solve problems” (ISTE, 2008).

As stated above, an instructional technology specialist will be hired with the grant to support technology integration and professional development to enhance instruction. Laptop computer carts will be purchased during the three years of the grant. The technology specialist will provide training to teachers about the incorporation of instructional strategies using technology to better prepare students to be college and career ready.

Educational and Incentive Field Trips-Year 1-2-3

Low socio-economic students tend to enter school with limited experiences. Over 97% of our students are from low socio-economic environments. Many times our students need a different method of learning to meet the goals and objectives of the rigorous curriculum. Educational field trips will broaden the students' horizons and expose them to new and different topics. Moneys from this grant will provide educational as well as incentive field trips. This added exposure from field trips can be especially rewarding for students from a low socio-economic background, who may not have these experiences otherwise. Currently PCSSD allows for student to attend two educational field trips and one incentive field trip yearly. With this grant, additional field trips will be approved for the students at Harris Elementary.

Student Incentives-Year 1-2-3

Setting a culture of high expectations for our students is an ongoing focus of the school. Incentives will be provided for improved student achievement and positive behavior. Student incentives will be purchased with grant moneys. The incentives will include but are not limited to t-shirts, cups, pencils, hats, and other school spirit items. These items will be used to not only encourage school pride, but to reward students for academic accomplishments and improved behavior. A student incentive plan will be developed through a committee that includes the Dean of Students, counselor, Parent/Community Liaison, Parent Facilitator, parents, and students. These funds will be used in conjunction with school funds and business support funds that are currently being used for limited academic awards.

Grant Manager-Year 1-2-3

To ensure the proper management of the funds and other aspects of the grant, a grant manager will be hired. The grant manager will oversee activities, handle

bookkeeping procedures, and report progress relative to meeting the goals and objectives. Monthly updates to the building leadership team will be provided. This person will help ensure the implementation of the grant activities.

SUSTAINING OUR EFFORTS

Sustainability will come to fruition as a result of building capacity with school leadership and staff in implementation of a systems approach to school improvement to include best practices and creating a culture of high expectations. Frequent progress monitoring of SIG activities will occur between school/district leadership and external partners.

The school improvement plan requires that processes, procedures, training, and collaboration takes place to support capacity growth for the system and school staff. Instructional and leadership growth will be paramount to sustain the change outlined in the plan.

Professional development is designed to build capacity across the school with a focus targeting teachers, school leadership, community partners, parents, and students. The school and the district collaboratively will address on-going needs based on quarterly leadership meetings to ensure ongoing monitoring of implementation and measurement of impact on student school performance. The district and school understand that strong implementation is the key to sustainability.

The District will assume much of the financial responsibility of sustaining school improvement efforts. The District is prepared to support the program with a combination of local, federal, and state funds and discretionary grant funds. The district's Coordinator of Federal Programs will assist the schools in applying for State, Federal, and other grants to continue the educational activities initiated. The reform efforts will be embedded in the school ACSIP or Priority Improvement Plan and an ongoing accountability process will be put in place to ensure continual review and renewal of transformation implementations and monitor for continual progress. By the end of the grant period, the program will be supported by various community supports and district funding and a scholastic audit be requested.

SECTION B, PART 5:

ADE Timeline

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

ADE REVIEW PROCESS:

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

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

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

May 2014– June 2014 Pre-implementation

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

May	<ul style="list-style-type: none"> • Notify community and parents of awarded grant, upcoming grant activities, explain intervention model • Post job openings and schedule interview dates • Principal to Master Principal Institute-Year 2 • Principal to meet with ALA and LEA to address staffing • Hiring of staff • Principal will work with teachers and staff to create PGPs • Director of Elementary Education will work with principal to create PGP • Human Resources develop and finalize contracts for staff • Finalize plans for Summer Seminar • Contract with From the Heart International Education Services • Contract with Kagan Publishing and Professional Development Services • Contact content area consultants
June	<ul style="list-style-type: none"> • Hold District Leadership and School Leadership meeting to prepare for grant implementation-extended day, buses, staffing, PD, technology • Order laptop computers for Year 1 • Order Projector/Sound System-Year 1 • ALA DKT Institute • ALA Teacher Institute • Summer Seminar

2014-2015 School Year

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

2014-2015 School Year	
July	<ul style="list-style-type: none"> • Revise the teacher and student handbook • Develop Professional Development Calendar for school year • Finalize orders for technology and installation • Finalize contracts with external providers • Hiring of new staff positions including Parent/Community Liaison, Grant Manager, and Inst. Technology Specialist • Finalize training with content area consultants • Community Meeting to introduce staff and explain components of the grant • Establish School Leadership Team for the 2014-2015 school year • School Leadership Team with the SIS will examine and modify ACSIP plan for the current year • Create surveys for teachers, students, and parents
August	<ul style="list-style-type: none"> • School Leadership Team meets and begins analysis of student achievement data • Staff Orientation on school improvement grant implementation • Staff with direction from Instructional Facilitators will analysis and create current Assessment Wall using state mandated testing information • Discuss the needs and topics for upcoming teacher meetings • Plan and schedule field trips for the students for the upcoming year • Establish protocol for CWTs with Principal and External Providers • Development of positive behavior incentive plan by Dean of Students, Counselor, Parent Facilitator, Parent/Community Liaison, Teachers, and Parent Representative • Staff will develop Discipline Management Plan (PCSSD requirement) and review positive behavior incentive plan • Principal, Parent/Community Liaison, and Teachers plan and hold Back to School Bash for students and parents • Create TESS evaluation schedule-ongoing observations throughout year • Director of Elementary Education will create LEADS evaluation schedule-ongoing observations throughout year • Create grade level teams and schedule regular collaboration times • Create grade level binders to collect data, agendas, minutes, sign in sheets, and other pertinent information

	<ul style="list-style-type: none"> • Revisit and revise school wide lesson plan format • Inventory classroom materials to compile list of needed items • Technology needs assessment conducted by Instructional Technology Specialist and schedule trainings as needed • Establish schedule and monitoring system for all technology in building (IPads, Computers) • Student Assembly to discuss and explain changes and expectations including positive behavior incentive plan • Pair Pathwise Mentors and Mentees • Parent/Community Liaison send out first Parent/Community monthly newsletter • Parent/Community Liaison collect information for a data base of community partnerships • All lesson plans will be submitted weekly to building principal electronically by 8:00 am on Mondays
September	<ul style="list-style-type: none"> • Begin weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize ACSIP plan • External Providers will work with staff/and or students on improvement strategies • Accept applications for tuition reimbursement • Schedule after contract lesson planning and PD sessions for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Implement strategic use of district approved curriculum resources and pacing in all subject areas • Examine current math and literacy curriculum for vertical and horizontal alignment • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • School Leadership Team monthly meeting to include use of Indistar tool • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Gather baseline data on surveys from students, teachers, and parents • Pre-assessment data due to Math and Literacy Instructional Facilitators • Update Assessment Wall with new data • Parent/Community Liaison send out Parent/Community monthly newsletter • Parent/Community Liaison secure new Business Partnerships

	<ul style="list-style-type: none"> • Parent/Community Liaison develop Parent Training Calendar • ALA Teacher Institute • ALA DKT Institute
October	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Parent/Community Liaison send out Parent/Community monthly newsletter • First TLI Assessments • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Quarterly meeting with District Leadership Team • First quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Begin ACSIP purchases • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators will process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Parent/Teacher Conferences • Fall Carnival-work with PTA • ALA Master Principal Institute • ALA Facilitators Institute
November	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team

	<ul style="list-style-type: none"> • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • Family Math and Literacy Night • External Providers will work with staff/and or students on improvement strategies • Hold Family Thanksgiving Lunch • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
December	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • TLI Assessments • Quarterly meeting with District Leadership Team

	<ul style="list-style-type: none"> • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
January	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Mid-year assessment data due to Math and Literacy Instructional Facilitators • Update Assessment Wall with new data • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Beginning planning Summer Seminar • ALA Master Principal Institute
February	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing

	<p>throughout year</p> <ul style="list-style-type: none"> • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Hold second Family Math and Literacy Night • ALA Teacher Institute • ALA DKT Institute
March	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Quarterly meeting with District Leadership Team

	<ul style="list-style-type: none"> • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Parent Teacher Conferences • Conduct surveys with students, teachers, and parents • Begin revising ACSIP for the 2015-2016 school year • External Providers will work with staff/and or students on improvement strategies
April	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • External Providers will work with staff/and or students on improvement strategies • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize Summer Seminar • ALA Master Principal Institute • TESS evaluations and evidence binders completed • LEADS evaluations and evidence binders completed • Staff assignments for next year
May	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made

	<p>as needed</p> <ul style="list-style-type: none"> • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Schedule lesson planning and PD sessions after contracted hours for grade level teams with Instructional Facilitators (SIG 1003a) • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Post Assessment data to Math and Literacy Instructional Facilitators • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Post job openings and schedule interview dates • Principal to Master Principal Institute-Year 3 • Principal to meet with ALA and LEA to address staffing • Hiring of new staff • Principal will work with teachers and staff to create PGPs • Director of Elementary Education will work with principal to create PGP • Human Resources develop and finalize contracts for staff • Finalize plans for Summer Seminar • Contract with From the Heart International Education Services/ALA • Contract with Kagan Publishing and Professional Development Services • Contact content area consultants
June	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Hold District Leadership and School Leadership meeting to continue grant implementation-

	<p>extended day, buses, staffing, PD, technology</p> <ul style="list-style-type: none"> • Order laptop computers for Year 2 • Summer Seminar • ALA Teacher Institute • ALA DKT Institute • Special Presentation to staff for incentive pay—met AMOs in both math and literacy
July	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Revise the teacher and student handbook • Develop Professional Development Calendar for school year • Finalize orders for technology, installation, and other materials • Finalize contracts with external providers • Rehiring of staff positions including Parent/Community Liaison, Grant Manager, and Inst. Technology Specialist • Finalize training schedule with content area consultants • Community Meeting to introduce staff and explain components of the continuing grant • Establish School Leadership Team for the 2015-2016 school year • School Leadership Team with the SIS will examine and modify ACSIP plan for the current year • Modify, if needed, surveys for teachers, students, and parents

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.

July	<ul style="list-style-type: none">• School Leadership Team monthly meeting to include use of Indistar tool• Revise the teacher and student handbook• Develop Professional Development Calendar for school year• Finalize orders for technology, installation, and other materials• Finalize contracts with external providers• Rehiring of staff positions including Parent/Community Liaison, Grant Manager, and Inst. Technology Specialist• Finalize training schedule with content area consultants• Community Meeting to introduce staff and explain components of the continuing grant• Establish School Leadership Team for the 2015-2016 school year• School Leadership Team with the SIS will examine and modify ACSIP plan for the current year• Modify, if needed, surveys for teachers, students, and parents
August	<ul style="list-style-type: none">• School Leadership Team meets and begins analysis of student achievement data and includes use of Indistar tool• Staff Orientation on school improvement grant implementation• Staff with direction from Instructional Facilitators will analysis and create current Assessment Wall using state mandated testing information• Discuss the needs and topics for upcoming teacher meetings• Plan and schedule field trips for the students for the upcoming year• Establish protocol for CWTs with Principal and External Providers• Development of positive behavior incentive plan by Dean of Students, Counselor, Parent Facilitator, Parent/Community Liaison, Teachers, and Parent Representative• Staff will develop Discipline Management Plan (PCSSD requirement) and review positive behavior incentive plan• Principal, Parent/Community Liaison, and Teachers plan and hold Back to School Bash for students and parents• Create TESS evaluation schedule-ongoing observations throughout year• Director of Elementary Education will create LEADS evaluation schedule-ongoing observations throughout year• Create grade level teams and schedule regular collaboration times

	<ul style="list-style-type: none"> • Create grade level binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Revisit and revise school wide lesson plan format • Inventory classroom materials to compile list of needed items • Technology needs assessment conducted by Instructional Technology Specialist and schedule trainings as needed • Establish schedule and monitoring system for all technology in building (IPads, Computers) • Student Assembly to discuss and explain changes and expectations including positive behavior incentive plan • Pair Pathwise Mentors and Mentees • Parent/Community Liaison send out first Parent/Community monthly newsletter • Parent/Community Liaison collect information for a data base of community partnerships • All lesson plans will be submitted weekly to building principal electronically by 8:00 am on Mondays
September	<ul style="list-style-type: none"> • Begin weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize ACSIP plan • External Providers will work with staff/and or students on improvement strategies • Accept applications for tuition reimbursement • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Implement strategic use of district approved curriculum resources and pacing in all subject areas • Examine current math and literacy curriculum for vertical and horizontal alignment • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • School Leadership Team monthly meeting to include use of Indistar tool • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Gather baseline data on surveys from students, teachers, and parents • Pre-assessment data due to Math and Literacy Instructional Facilitators • Update Assessment Wall with new data • Parent/Community Liaison send out Parent/Community monthly newsletter • Parent/Community Liaison secure new Business Partnerships

	<ul style="list-style-type: none"> • Parent/Community Liaison develop Parent Training Calendar • ALA Teacher Institute • ALA DKT Institute
October	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Parent/Community Liaison send out Parent/Community monthly newsletter • First TLI Assessments • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Quarterly meeting with District Leadership Team • First quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Begin ACSIP purchases • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators will process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Parent/Teacher Conferences • Fall Carnival-work with PTA • ALA Facilitators Institute
November	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing

	<p>throughout year</p> <ul style="list-style-type: none"> • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Family Math and Literacy Night • External Providers will work with staff on improvement strategies • Hold Family Thanksgiving Lunch • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
December	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • External Providers will work with staff on improvement strategies • TLI Assessments • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
January	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter

	<ul style="list-style-type: none"> • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Mid-year assessment data due to Math and Literacy Instructional Facilitators • Update Assessment Wall with new data • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Beginning planning Summer Seminar
February	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information

	<ul style="list-style-type: none"> • Hold second Family Math and Literacy Night • ALA Teacher Institute • ALA DKT Institute
March	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Parent Teacher Conferences • Conduct surveys with students, teachers, and parents • Begin revising ACSIP for the 2016-2017 school year
April	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year

	<ul style="list-style-type: none"> • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize Summer Seminar • TESS evaluations and evidence binders completed • LEADS evaluations and evidence binders completed • Staff assignments for next year
May	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Post Assessment data to Math and Literacy Instructional Facilitators • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information

	<ul style="list-style-type: none"> • Post job openings and schedule interview dates • Principal to meet with ALA and LEA to address staffing • Hiring of new staff • Principal will work with teachers and staff to create PGPs • Director of Elementary Education will work with principal to create PGP • Human Resources develop and finalize contracts for staff • Finalize plans for Summer Seminar • Contract with From the Heart International Education Services/ALA • Contract with Kagan Publishing and Professional Development Services • Contact content area consultants
June	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Hold District Leadership and School Leadership meeting to continue grant implementation-extended day, buses, staffing, PD, technology • Order laptop computers for Year 3 • Summer Seminar • ALA Teacher Institute • ALA DKT Institute • Special Presentation to staff for incentive pay—met AMOs in both math and literacy
July	<ul style="list-style-type: none"> • School Leadership Team monthly meeting • Revise the teacher and student handbook • Develop Professional Development Calendar for school year • Finalize orders for technology, installation, and other materials • Finalize contracts with external providers • Rehiring of staff positions including Parent/Community Liaison, Grant Manager, and Inst. Technology Specialist • Finalize training schedule with content area consultants • Community Meeting to introduce staff and explain components of the continuing grant • Establish School Leadership Team for the 2016-2017 school year • School Leadership Team with the SIS will examine and modify ACSIP plan for the current year • Modify, if needed, surveys for teachers, students, and parents

2016-2017 School Year

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

July	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Revise the teacher and student handbook • Develop Professional Development Calendar for school year • Finalize orders for technology, installation, and other materials • Finalize contracts with external providers • Rehiring of staff positions including Parent/Community Liaison, Grant Manager, and Inst. Technology Specialist • Finalize training schedule with content area consultants • Community Meeting to introduce staff and explain components of the continuing grant • Establish School Leadership Team for the 2016-2017 school year • School Leadership Team with the SIS will examine and modify ACSIP plan for the current year • Modify, if needed, surveys for teachers, students, and parents
August	<ul style="list-style-type: none"> • School Leadership Team meets and begins analysis of student achievement data • Staff Orientation on school improvement grant implementation • Staff with direction from Instructional Facilitators will analysis and create current Assessment Wall using state mandated testing information • Discuss the needs and topics for upcoming teacher meetings • Plan and schedule field trips for the students for the upcoming year • Establish protocol for CWTs with Principal and External Providers • Development of positive behavior incentive plan by Dean of Students, Counselor, Parent Facilitator, Parent/Community Liaison, Teachers, and Parent Representative • Staff will develop Discipline Management Plan (PCSSD requirement) and review positive behavior incentive plan • Principal, Parent/Community Liaison, and Teachers plan and hold Back to School Bash for students and parents • Create TESS evaluation schedule-ongoing observations throughout year

	<ul style="list-style-type: none"> • Director of Elementary Education will create LEADS evaluation schedule-ongoing observations throughout year • Create grade level teams and schedule regular collaboration times • Create grade level binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Revisit and revise school wide lesson plan format • Inventory classroom materials to compile list of needed items • Technology needs assessment conducted by Instructional Technology Specialist and schedule trainings as needed • Establish schedule and monitoring system for all technology in building (IPads, Computers) • Student Assembly to discuss and explain changes and expectations including positive behavior incentive plan • Pair Pathwise Mentors and Mentees • Parent/Community Liaison send out first Parent/Community monthly newsletter • Parent/Community Liaison collect information for a data base of community partnerships • All lesson plans will be submitted weekly to building principal electronically by 8:00 am on Mondays
September	<ul style="list-style-type: none"> • Begin weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize ACSIP plan • External Providers will work with staff/and or students on improvement strategies • Accept applications for tuition reimbursement • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Implement strategic use of district approved curriculum resources and pacing in all subject areas • Examine current math and literacy curriculum for vertical and horizontal alignment • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • School Leadership Team monthly meeting to include use of Indistar tool

	<ul style="list-style-type: none"> • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Gather baseline data on surveys from students, teachers, and parents • Pre-assessment data due to Math and Literacy Instructional Facilitators • Update Assessment Wall with new data • Parent/Community Liaison send out Parent/Community monthly newsletter • Parent/Community Liaison secure new Business Partnerships • Parent/Community Liaison develop Parent Training Calendar • ALA Teacher Institute • ALA DKT Institute • Request Scholastic Audit
October	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Parent/Community Liaison send out Parent/Community monthly newsletter • First TLI Assessments • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Quarterly meeting with District Leadership Team • First quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Begin ACSIP purchases • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators will process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments

	<ul style="list-style-type: none"> • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • External Providers will work with staff on improvement strategies • Parent/Teacher Conferences • Fall Carnival-work with PTA • ALA Facilitators Institute
November	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • Family Math and Literacy Night • External Providers will work with staff/and or students on improvement strategies • Hold Family Thanksgiving Lunch • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
December	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed

	<ul style="list-style-type: none"> • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • TLI Assessments • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information
January	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • External Providers will work with staff on improvement strategies • Mid-year assessment data due to Math and Literacy Instructional Facilitators

	<ul style="list-style-type: none"> • Update Assessment Wall with new data • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Beginning planning Summer Seminar
February	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • Conduct scheduled Professional Development trainings • External Providers will work with staff/and or students on improvement strategies • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Hold second Family Math and Literacy Night • ALA Teacher Institute • ALA DKT Institute
March	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed

	<ul style="list-style-type: none"> • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information • Parent Teacher Conferences • Conduct surveys with students, teachers, and parents • Begin revising ACSIP for the 2017-2018 school year
April	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies

	<ul style="list-style-type: none"> • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • Finalize Summer Seminar • TESS evaluations and evidence binders completed • LEADS evaluations and evidence binders completed • Staff assignments for next year • Discussion with District Leadership Team to sustain improvement efforts in the building
May	<ul style="list-style-type: none"> • School Leadership Team monthly meeting to include use of Indistar tool • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Positive behavior incentive plan monitored by committee-data analyzed and adjustments made as needed • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Facilitators process observe and model lesson for teachers; feedback provided-ongoing throughout year • Evaluate the classroom assessments (summative and formative) for rigor and relevance to ensure correlation with PARCC assessments • External Providers will work with staff/and or students on improvement strategies • Conduct scheduled Professional Development trainings • Conduct weekly CWTs and sharing of data-ongoing throughout year • Grade level teams meet at regular collaboration times with binders to collect data, agendas, minutes, sign in sheets, and other pertinent information • TLI Assessments • Post Assessment data to Math and Literacy Instructional Facilitators • Quarterly meeting with District Leadership Team • Quarterly benchmark reports due to state • Update Assessment Wall with TLI Data including Forecaster Report Information

	<ul style="list-style-type: none"> • Post job openings and schedule interview dates • Principal to meet with ALA and LEA to address staffing • Hiring of new staff • Principal will work with teachers and staff to create PGPs • Human Resources develop and finalize contracts for staff • Finalize plans for Summer Seminar • Discussion with District Leadership Team to sustain improvement efforts in the building
June	<ul style="list-style-type: none"> • School Leadership Team monthly meeting • Parent/Community Liaison send out Parent/Community monthly newsletter • Grant Manager will compile monthly progress monitoring report relative to the goals, objectives, activities, and budget and present to Leadership Team • Hold District Leadership and School Leadership meeting to finalize grant implementation-extended day, buses, staffing, PD, technology, student achievement • Summer Seminar • ALA Teacher Institute • ALA DKT Institute • Special Presentation to staff for incentive pay—met AMOs in both math and literacy • Discussion with District Leadership Team to sustain improvement efforts in the building
July	<ul style="list-style-type: none"> • School Leadership Team monthly meeting • Revise the teacher and student handbook • Develop Professional Development Calendar for school year • Establish School Leadership Team for the 2017-2018 school year • School Leadership Team with the SIS will examine and modify ACSIP plan for the current year • Modify, if needed, surveys for teachers, students, and parents

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
02/03/14	District Leadership Meeting	Dr. Jerry Guess	Superintendent
		Dr. Janice Warren	Director of Elem. Ed.
		Dr. John Tackett	Director of Sec. Ed
		Derrick Scott	Director of Plant Serv.
		Deborah Rouse	Communications
		Paul Brewer	CEO
		Bill Goff	CFO
		Will Reid	Chief Technology Off.
		Jerry Vaughn	ALA Capacity Builder
		Dr. Darnell Bell	Principal
		Michele Pickett	Math Inst. Fac.
		Nikki Stolzer	Literacy Inst. Fac.
		Dr. Richard Wilde	SIS, ADE
02/05/14 02/12/14	Learning Services	Dr. Laura Bednar	Dept. Supt.
		Kathy Goff	Coord. Federal Programs
02/12/14	Transportation	Charles Blake	Transportation Director
		Kathy Goff	Coord. Federal Programs
02/13/14 02/17/14	Human Resources	Paul Brewer	Chief Executive Officer
		Kathy Goff	Coord. Federal Programs
02/20/14	Harris Elementary	Dr. Darnell Bell	Principal
		Michele Pickett	Math Inst. Fac.
		Parents and Patrons of Harris Elementary	

02/26/14	Human Resources	Shawn Burgess	Director of Human Resources
		Dr. Darnell Bell	Principal, Harris Elementary
2/26/14	Learning Services	Dr. Janice Warren	Director of Elementary Education
		Dr. Darnell Bell	Principal, Harris Elementary
02/07/14 02/18/14	Learning Services	Dr. Janice Warren Kathy Goff	Director of Elem. Ed Coord. Federal Prog.
		Dr. Darnell Bell Michele Pickett Nikki Stolzer	Principal Math Inst. Fac. Literacy Inst. Fac.
02/15/14 02/22/14	Harris Elementary	Dr. Richard Wilde	SIS,ADE
		Dr. Darnell Bell Michele Pickett Nikki Stolzer	Principal Math Inst. Fac. Literacy Inst. Fac.
02/18/14	Harris Elementary	Jerry Vaughn	ALA Capacity Builder
		Dr. Darnell Bell Michele Pickett Nikki Stolzer	Principal Math Inst. Fac. Literacy Inst. Fac.

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

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

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

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

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

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

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Pulaski County Special School District, Harris Elementary School Priority School Yes

Total 3-Year Budget \$2,524,575.00

Pre-Implementation:

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

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

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

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

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

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

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning 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"/>				
<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 - Imp			
<input type="checkbox"/> Select a new principal				
<input checked="" type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input checked="" type="checkbox"/> Recruit, place and retain staff				

Incentives for student achievement (bonuses and benefits)		\$ 91,500.00	\$ 91,500.00	\$ 91,500.00
Tuition Reimbursement		\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Teacher Incentives		\$ 4,000.00	\$ 4,000.00	\$ 4,000.00
X Select new staff				
Instructional Technology Specialist Salary/Benefits		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00
Grant Manager Salary/Benefits		\$ 31,250.00	\$ 31,250.00	\$ 31,250.00
X Replace staff deemed ineffective				
<input type="checkbox"/> Negotiate collective bargaining agreements				
X Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
X Create partnerships to support transformation model				
State Specialist		\$100,000.00	\$100,000.00	\$100,000.00
External Providers: Arkansas Leadership Academy (District paying for year 1 of grant)				
From the Heart International Education		\$ 60,000.00	\$ 80,000.00	\$ 80,000.00
X Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
X High-quality, job-embedded professional development				
Kagan PD and Coaching		\$ 50,000.00	\$ 5,000.00	\$ 5,000.00
Kagan-Stipends for Teachers-Salary/Benefits		\$ 24,608.00	\$ 6,250.00	\$ 6,250.00
Content Area Consultants		\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Summer Retreat		\$ 28,000.00	\$ 28,000.00	\$ 28,000.00
Leadership Team Conferences		\$ 3,600.00	\$ 3,600.00	\$ 3,600.00
Materials and Supplies		\$ 1,167.00	\$ 1,000.00	\$ 1,000.00
X Implementing data collection and analysis structures				
X Increase learning team (extended day, week, and/or year)				
New Bus Routes		\$ 60,000.00	\$ 60,000.00	\$ 60,000.00
Salaries for staff		\$178,000.00	\$178,000.00	\$178,000.00

Benefits for staff		\$ 44,500.00	\$ 44,500.00	\$ 44,500.00
X Student supports (emotional, social, and community-based)				
Projection Screen and Sound System- Year 1 only	\$10,000.00			
Parent/Community Liaison Salary/Benefits		\$ 31,250.00	\$ 31,250.00	\$ 31,250.00
Marketing Budget		\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Student Incentives		\$ 8,000.00	\$ 8,000.00	\$ 8,000.00
Education/Incentive Field Trips		\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
X Purchase Technology				
Laptop Computer Carts (approx. \$40,000 for 30 laptops)	\$80,000.00		\$ 40,000.00	\$ 40,000.00
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
Total	\$90,000.00	\$813,875.00	\$ 810,350.00	\$ 810,350.00

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

			Yr. 1 Amount	Yr. 2 Amount	Yr. 3 Amount	Three Yr. Total	Justifications
State Specialist			100,000.00	100,000.00	100,000.00	300,000.00	Required
External Provider			60,000.00	80,000.00	80,000.00	220,000.00	Required
Extended Day - Salaries - extra hour Student Contact Days			178,000.00	178,000.00	178,000.00	534,000.00	Approx. 25 Teachers * Daily Hourly Rate * 178 Student Days (per Human Resources)

Extended Day - Benefits - extra hour Student Contact Days			44,500.00	44,500.00	44,500.00	133,500.00	Approx. 25 Teachers * Daily Hourly Rate (Benefits only) * 178 Student Days (per Human Resources)
Extended Day - Transportation			60,000.00	60,000.00	60,000.00	180,000.00	Three Buses for 178 Days
Bonuses - Achievement Bonus for Certified			50,000.00	50,000.00	50,000.00	150,000.00	Bonuses for 25 certified staff
Bonuses - Achievement Bonus for Classified			24,000.00	24,000.00	24,000.00	72,000.00	Bonuses for 12 classified staff
Bonuses - Achievement Bonus for Everyone Benefits			17,500.00	17,500.00	17,500.00	52,500.00	Benefits for bonuses
Sub-Total (Requirements of grant)			534,000.00	554,000.00	554,000.00	1,642,000.00	
Tablets/laptops-Technology			80,000.00	40,000.00	40,000.00	160,000.00	Approx. \$40,000 per 30 Laptops and cart
Projection Screen and Sound System-Technology			10,000.00	-	-	10,000.00	For the Gym for Community Outreach Programs, Parent/Children Events-Year 1 Only
Literacy First - \$500/day			2,000.00	2,000.00	2,000.00	6,000.00	Content Area PD
Hands on Science with Technology			3,000.00	3,000.00	3,000.00	9,000.00	Content Area PD
Linda Griffith - \$500/day							Content Area PD

			2,000.00	2,000.00	2,000.00	6,000.00	
Grant Manager - Salaries and Benefits			31,250.00	31,250.00	31,250.00	93,750.00	New Position to help with budget, data, and reports
Kagen Training - Coaching and PD			50,000.00	5,000.00	5,000.00	60,000.00	5 days of PD, additional days of on-site coaching-Year 1; Follow up for Years 2-3
Kagen Training Stipends			18,750.00	5,000.00	5,000.00	28,750.00	25 Teachers, \$25/hour, 6 Hours, 5 Days - First Year; Follow up for Years 2-3
Kagen Training Benefits			5,858.00	1,250.00	1,250.00	8,358.00	25 Teachers, \$7.81/hour, 6 Hours, 5 Days - First Year; Follow up for Years 2-3
Parent and Community Liaison (Salary/Benefits) (PCL)			31,250.00	31,250.00	31,250.00	93,750.00	New Position to help build parental and community support
Summer Seminar			28,000.00	28,000.00	28,000.00	84,000.00	Off-site PD training for staff during summer
Conferences/PD/Leadership Team			3,600.00	3,600.00	3,600.00	10,800.00	Fees and other expenses- Leadership Team
Marketing			5,000.00	5,000.00	5,000.00	15,000.00	PCL budget to build rapport with community and advertise events to

							parents and community
Tech Specialist - Salaries and Benefits			50,000.00	50,000.00	50,000.00	150,000.00	Certified Teacher who will spearhead Technology Education
Field Trips - Educational			5,000.00	5,000.00	5,000.00	15,000.00	Fees for students to attend field trips
Field Trips - Buses			1,000.00	1,000.00	1,000.00	3,000.00	Fees for buses for field trips
Tuition Reimbursement			30,000.00	30,000.00	30,000.00	90,000.00	Up to 6 hours of college tuition reimbursement per year-must apply for reimbursement
Teacher Incentives			4,000.00	4,000.00	4,000.00	12,000.00	Budget to purchase items for teachers such as t-shirts, cups, etc. to help improve culture and school pride
Materials and Supplies			1,167.00	1,000.00	1,000.00	3,167.00	Materials and supplies for trainings
Student Incentives			8,000.00	8,000.00	8,000.00	24,000.00	Awards and incentives to reward student achievement, positive behavior, and build school pride

Subtotal-other items incl. technology			369,875.00	256,350.00	256,350.00	882,575.00
Totals			903,875.00	810,350.00	810,350.00	2,524,575.00
External Provider Support			60,000.00	80,000.00	80,000.00	220,000.00
Technology \$\$			90,000.00	40,000.00	40,000.00	170,000.00
Percentage of External Provider			7%	10%	10%	9%
Percentage of Technology			10%	5%	5%	7%

D. ASSURANCES

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

By the signature of the Superintendent of Pulaski County Special School District the LEA assures that it will –

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

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

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

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

Superintendent's Signature

Date

Dr. Jerry Guess
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

N/A

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: Harris Elementary School

LEA #: 6003102

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

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

 X Identification of Intervention Models

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

 _____ Develop a Profile of the School's Performance

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

 X Develop Profiles of Available Partners

 X Determine Best-Fit Model and Partners

 X Define Roles and Develop Contracts

 X Forge Working Relationships

 X Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 X Annual Goals

SECTION B, PART 4
 X Proposed Activities

SECTION B, PART 5
 X Timeline

SECTION B, PART 6

X LEA Consultation

SECTION C

X Budget

SECTION D

X Assurances

SECTION E

X Waivers

ATTACHMENTS (scanned or mailed):

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

Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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