

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make sub grants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

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.

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation
Lee High School	50936000675	X				X			

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

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,

Measuring progress on the leading indicators as defined in the final requirements.

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or 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 Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

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 Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET

	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or 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 Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or 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;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.



ARKANSAS DEPARTMENT OF EDUCATION

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

SIG ARRA 1003(g) - Revised November 6, 2013
Arkansas Department of Education – Division of Learning Services
LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Lee County School District	
Mailing Address (Street, P.O. Box, City/Zip) 188 West Chestnut Street Marianna, ATR 72360	Starting Date
	May 2014
Name, title and phone number of authorized contact person: Willie Murdock, Superintendent	Ending Date
	April 2017
Amount of funds requested: \$4,500,000.00	Number of schools to be served: 3

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

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

Date: _____
 Date: _____

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

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

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

Availability of Funds

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

State and LEA Allocations

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

Consultation with the Committee of Practitioners

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

FY 2014 SUBMISSION INFORMATION

Electronic Submission:

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

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

rick.green@arkansas.gov

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

Four Capitol Mall, Box 26

Little Rock, AR 72201

Application Deadline:

Applications are due on or before February 12, 2014

For Further Information:

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

SECTION A, Part 2: Schools to be served

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

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

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

SCHOOL NAME	NCES ID#	Grade Span	Priority School	INTERVENTION Model			
				Turnaround	Restart	Closure	Transformation
Lee High School	50936000675	7-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

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

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

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

Name of School: **Lee High School** LEA #: **3904011**

Context

1. Grade levels (e.g., K-2): **7-12**
2. Total Enrollment: **419**
3. Free/Reduced Lunch: **100%**
4. Special Education Students: **13%**
5. English Language Learners: **3%**
6. Home Languages of English Language Learners (list up to 3 most frequent):
 1. **Spanish**
 - 2.
 - 3.

Lee Senior High School is located in Lee County, Arkansas and is primarily an agricultural community with many families living below the poverty level. It is located at 523 Forrest Avenue, Marianna, AR 73260. The school serves students in grades seven through twelve and is Title I school-wide with a total enrollment of 431 students, 100% free and reduced lunch. Lee County School district is one of the poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. According to research, poverty-related stressors impact the students' ability to learn. The community has a high African American population and high poverty rate.

Lee Senior High's faculty and staff reviewed quantitative and qualitative data available regarding student performance trends and other indicators of progress. Included in the needs assessment was an analysis of information available from the Arkansas Department of Education Department (ADE) accountability and assessment resources, i.e., School Report Cards, Progress Reports, The Learning Institute, General End of

Course Assessment results, 11th Grade Literacy High Stakes Reports, Academic Improvement Plans (AIPs), Highly Qualified Teachers and Paraprofessional, School survey from parents, students, and teacher, self-Assessment documents, teacher and student attendance, along with any additional measures to determine the effectiveness of educational programs.

According to Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program, January 2013, Lee County School District met its definition for being identified as an academically distressed district. On Monday, April 8, 2013, our district received its official designation. The district met this classification because only 47.64 of the required 49.5% of its students achieved proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in the district for the most recent three year period. According to the 2012 Arkansas School ESEA Accountability Report Lee Senior High did not meet its Graduation Rate in the ESEA Subgroup for African American. A review of the 2012-13 Needs Improvement Priority Improvement Plan (PIP) revealed some success was experienced; however, the school district did not made the required progress. Because Lee Senior High School failed to meet it expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators, it has been sanctioned and continues to receive interventions from the state to assist teaching and learning. A team of educators from ADE visited the Lee County School District, performed an evaluation and made non-negotiable recommendations to the district superintendent. The superintendent shared those recommendations with the newly hired building level administrators for implementation.

When a school fails to make improvement in student achievement in two straight years, the school under the mandates of accountability can receive a mandate from ADE which may consist of reorganization of building administrators as well as district administrators. This may include removal of the superintendent and principals. The ADE might also considering providing the school with outside assistance through consultants and remediation programs to help with student achievement and leadership capacity. Under School Improvement schools undergo a ADE visit which examines all critical areas which have impact upon student achievement, including Curriculum; Teaching and Learning; School Leadership; Infrastructure and School Success; Collection, Analysis, and Utilization of Data; Professional Development; and District Support. Ongoing new reviews for the school occur annually, both by the Arkansas Department of Education officials to ensure that the school plan and implementation continue to be revised and improved upon.

List Data Analyzed

- The Learning Institute Reading, Math, Language, and writing assessment
- Student work samples
- Classroom walkthrough data
- School's survey of students, parents, and faculty
- Student enrollment and demographic statistics and trends
- Student and staff attendance data
- Progress report grades
- Teacher evaluation data
- School nurse reports
- Performance data for the school (ADE DATA Center)
- School Accountability Status and subgroup performance data for the school-Priority
- Students Behavioral Report
- ACT
- SAT
- Advance Placement
- PLAN
- EXPLORE

Major Findings

Lee High School was a 9-12 school up until the 2011-2012 school year. At that time, Lee High School became a 7-12. The district reconfigured in an effort to increase student achievement. During the last five years, there have been three principals at Lee Senior High..

As revealed in the school data, Lee High School has consistently struggled to provide an environment conducive to academic success. A Scholastic Audit completed in the fall of 2012 confirmed the need for the school to improve in many areas according to state standards of an effective school. Since the fall of 2012, the school continued to struggle academically. The school's performance during the 2012-2013 school year, including findings from review conducted of the Scholastic Audit during the 2012 year listed below, confirmed ADE's assessment that the school lacks capacity to turn around quickly to better support student needs.

- Lee Senior High has struggled to improve, and its performance during the last few years confirms the ADE's assessment that the school lacks the capacity to turn around quickly to better support student needs.

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- A large population of students at Lee Senior High remains below grade level in literacy and Math thus putting the school in the bottom 5% of schools in Arkansas in terms of proficiency.
 - Lee Senior High continues to struggle in term making the literacy, math, and graduation rate Annual Measurable Objectives (AMOs). The school is in the bottom 5% of schools district in Arkansas in terms of academic growth in reading and the bottom 5% of schools in Arkansas in terms of academic growth in Math. Annual Measureable Objectives measures annual student growth on State ELA and Math tests relative to similar students. If those outcomes persist, students will fall further behind their peers in other schools.
 - The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. On the 2010-2011 Progress Report, Lee Senior High School received an overall grade of F, including F grades for Student Progress, Student Performance, and School Environment. The school was one of several schools in Arkansas that received a rating of F. Additionally, in 2010-2011 the school was designated by the State as Persistently Lowest Achieving
 - Arkansas School Improvement rates schools using a four-tiered rubric (achieving, not achieving, improving, needs improvement) to measure how well a school is organized to support student achievement. Lee Senior High School was rated “needs improvement” on its most recent review, indicating deficiencies in the way the school is organized to support student learning. This was still the case when the new principals were installed this school year.
 - Most Instruction is teacher-centered and textbook-driven, which has led to students inability to problem solve and think critically.
 - Teachers do not recognize and assume responsibility for their role in impacting student learning and achievement.
 - Culture lacking trust and respect between staff and students and staff and parents.
 - Safety issues have been a concern at the school. On a faculty, student and parent survey, only 22% of teacher respondents believed that order and

discipline are maintained at the school and only 40% of student respondents believed that they were safe in the hallways, bathrooms, and classrooms.

- Demand for seats at Lee Senior High is low and enrollment numbers fluctuate from weak to high mobility rate of students.
- Leadership had ineffectively engaged the school staff in goal setting. The principal had not conveyed the school's dire accountability status to the School Leadership Team (SLT) and the members reported being surprised by the Needs Improvement Status. The goals set by the team did not reflect the need for dramatic improvement. The school leadership had not effectively developed and shared a vision for success, and reported that external factors, rather than instruction or curriculum, was the cause of low student achievement.
- The school's administrator held low expectations for the achievement of students. In teacher and leader focus groups it was consistently stated that external community factors and lack of parental involvement are an insurmountable barrier to high academic achievement. The staff did not view itself as having the capacity to compensate for perceived low student motivation and believed the lack of district level support impeded them from making the improvements needed.
- The former school leadership was not providing proper supervisory oversight of the staff. There was no effective monitoring and evaluation of the quality of teaching and thus no support system to enable them to continuously improve their instruction. No teacher was on an improvement plan and little evidence existed that demonstrated the schools efforts to improve student achievement. The former principal had not provided clear expectations for the productivity of teacher collaboration time. Common planning time was not effectively used to improve instructional plans or to increase student achievement as there were no clear directives as to the expectations or outcomes of these meetings. There are no feedback mechanisms in place for teachers to help school leaders plan and implement PD offerings that are well matched to the needs of teachers and students.
- The scholastic Audit report indicated that the use of technology is a major issue. Since the report, Classroom observations from the Scholastic Audit showed teachers barely used technology to integrate students learning effectively, which is still the case today in some classrooms due to teacher's inability to use technology. Students were observed not using technology during the Scholastic Audit in 2009. Research shows that when students are using technology as a

tool of support for communicating with others, they are in an active role rather than the passive role of recipient of information transmitted by a teacher or textbook. The student is actively making choices about how to generate, obtain, manipulate, or display information. Technology use allows many more students to be actively thinking about information, making choices, and executing skills than is typical in teacher-led- lessons. Moreover, when technology is used as a tool to support students in performing authentic tasks, the student are in the position to define their goals, make decisions, and evaluate their progress.

In order to help at risk-students be successful in school and become successful adults, it is important that teachers are provided with resources, proper training, and proper materials and equipment to help at-risk populations. The at-risk students often come to classrooms already struggling both academically and socially. By using computers, “technology can be less threatening to a student who has already experienced many failures in traditional classroom situations.” (Stratham & Torell, 1996). Research has shown that proper teacher training for integration will help create curriculum that is preparing at-risk students for more successful future. It is clear that since the introduction of the affordable computer in 1980’s, technology has made a big impact in the K-12 classrooms. As technology becomes more readily available in schools, the role of the teacher changes to facilitator “through the thoughtful integration of student - centered methodologies and computer-based technology” (Poole, Sky-Mellvian, Jackson, and Singer, 2006). As a facilitator of knowledge, teachers can help students to become active 21st century learners and to seek, find, and assimilate data from various sources (Poole et al, 2006). As an information rich society, schooling does not stop at the K-12 classroom or even the college lecture hall. Today’s society continues to educate themselves beyond the classroom walls and today’s students must be prepared to self-teach in order to be competitive in the 21st century job force (Molnar, 1997).

There are consistent patterns identified in John Schacter’s report. “In recent technology research studies, positive findings have been reported related to Impact of Educational Technology on Student Achievement: What the Most Current Research Has to Say” regarding an improved attitude of students “when their classes include computer-based instruction (Schacter, 2001). Based on research data, it is clear that when technology is used as a learning tool, “students” have positive attitudes about school tend to do better academically. By ramping up the enthusiasm of the students’ attitudes, educators can use technology to raise student achievement.

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

Lee County School District Characteristics

Lee County School District is located in Marianna, Arkansas, population 4,204. One-fourth of the households in Marianna are headed by single females (representing 1,051 of Marianna's population). Slightly more than thirty percent (30.7%) of the females heading households have never been married, and 389 children under the age of eighteen are being raised by their grandparents. This represents 86.6% of Lee County School District's students under eighteen being raised by their grandparents. These children are attending school at Whitten Elementary, Strong Intermediate, and Lee High School, and less than 65% percent of the 9th graders in Lee County obtain their high school diploma. The percentage of ninth through twelfth grade students that do not obtain a diploma represents 21.6% of Lee County's population, 37.4% of the Lee County eighteen-years-old and older population receive a high school diploma or its equivalency, 18.1% have some or no college, and 6.4% of the population have obtained a Bachelor's degree. Graduate and professional degrees represent 2 % of Lee County's population, and associate degrees are earned by 3.5% of the population.

Housing Characteristics

The majority of Lee County residents are not home owners. In Marianna, 37.2% of the housing units are subsidized housing complexes. In addition, 12.4% of Marianna's population has no telephone service available. The newest subsidized housing division was constructed approximately ten years ago and provides opportunities for some low income families to escape the "project life" living. There is one "group home" in Marianna that houses teenage girls who have been displaced from their parents. Lee County has numerous therapeutic foster families' homes.

Economic Characteristics

Lee High School (LHS) is located in the city of Marianna in the Delta region of Arkansas. It is within a two mile radius of Lee Academy, a K-12 private school, and is surrounded by farm lands. LHS receives students from Anna Strong Intermediate School. Five percent of the schools' students are considered highly mobile. There are limited job opportunities for families that live in the area which often causes families to migrate in and out of Marianna on a regular basis. The city has a poverty rate of 87.14%. Many children in Lee High School live in one- parent households, extended family members, or foster parents. The school community consists of a population of 89% African Americans.

LHS is located in the path of Arkansas Highway 1 as it passes through Marianna, Arkansas. Over half the housing units in the area are government housing. According to the American Community Survey 2010-2011 of the US Census Bureau, the area has an estimated unemployment rate of eighteen percent median household income is \$10,000. Among families with children under the age of eighteen, forty-two percent have income below the poverty level; that number rises to forty-nine percent for

families with preschool children. The free and reduced meal rate has been over ninety percent for the past several years.

The students' mobility rate at Lee High School has reached as high as 25% or higher for the past ten years. Some of the causes of students' high mobility rate are due to parents relocating to find jobs. Another reason for Lee High School having a high student mobility rate is students' moving to other parts of the state to live with other relatives due to family hardship. The "foster" student population is also contributing to the high mobility rate.

Lee High School is a Title I school that has been designated as a "need improvement" school according to Arkansas Department of Education Standards. School data taken from Arkansas Data Center shows the school's performance data as being spotty to say the least. A review of the school's ESEA report shows the school is not achieving in literacy or math. Combined literacy scores have not reached over the 45 % mark over the last five years. While math scores have not reached over 58% in the past five years beginning with data reviewed starting in 2009. The Correction Process has been completed and the administration is hoping for some favorable results.

In addition to student academic needs and the needs of a high- poverty community, there are student behavioral needs at Lee Senior High. In a wealth of students behavioral forms collected from classroom since the beginning of the 2013-2014 school years, 33% of the students show disrespect to the classroom teacher. There is an average of 35 to 40 disciplinary referrals completed on a monthly basis that has to do with inappropriate behavior, profanity, fighting/physical aggression, and being insubordinate towards an adult. A significant number of Lee Senior High students are receiving counseling services from an outside agency.

An Alternative Learning Environment (ALE) is available for students in grade 7-12 to offer an alternative setting for secondary students experiencing difficulties with anger management, chronic disruption, and other serious disciplinary problems. Enrollment in ALE is also available for non-punitive reason. A review of the school's behavioral report shows the number and percentage of students referred to the principal by gender, grade level, and teacher. Consistent with academic and demographic data, students with chronic medical problems, Attention Deficient Disorder, and Attention Deficit Hyperactivity Disorder rate were referred to the school principal for chronic behavior problems. More importantly, more male students received out-of-school suspensions for physical aggression and lacking impulse control. Also included is the discipline data by type and by incidents such as fighting, physical aggression, and other serious disciplines. Other serious disciplines state offenses that included incidents of physical aggression or verbal abuse of staff. Our data was a wakeup call for the school

leadership team and staff. According to research article published by United States Department of Education, children who do not read by the end of third grade often fail to catch up and more likely to drop out of school, take drugs, or go to prison. Target analysis and conversation with stakeholders and faculty recognized that there is a school-wide discipline plan in place; however, implementation does not appear to have a significant or lasting experience and tools impact on deterring inappropriate student behaviors. Root causal analysis of the data conducted by the PBIS team/School Leadership Team, suggested possible causes for student discipline problems: Many repeated offenders are students who are receiving counseling services or should be receiving counseling services, teachers lack knowledge or training on how to deal with difficult students, students lack social skills training and coping skills on how to resolve conflicts, anger management, and problem solving skills; parents do not have or do not use the proper resources (state health (ARKIDS First), and dental insurance, transportation, etc) for those students who display chronic behavior problem; and chronically disruptive students were also the students not reading on grade level. The leadership team also noticed a correlation between classes with high number of office referrals and classes with higher number of the students not meeting grade level standards. Possible reason attributed to the correlations was classroom instruction lacked rigor, the lessons were not relevant, inconsistent implementation of rules and classroom procedures by the classroom teacher (classroom management), and the instructional lessons lacked student engagement.

Finally there are staff development needs at Lee Senior High School. Teacher turnover rates for the past ten years have been extreme. There has been an increase in inexperienced and nontraditional teachers over the past few years: teachers in the 0-3 year experience band increased. Many of the non-traditional teachers migrate from other professions and demands more intensive support. Also, some career teachers have limited content knowledge of comprehensive literacy and math or they experience difficulties in adapting to new teaching strategies. .

On the district's latest Scholastic Audit completed in 2009, most of the teachers were rated as limited development or implementation on Standard 3.1d (Teacher knows the content they teach). Also, most of the teachers were rated as little or no implementation on standard 4.1e (teacher accepts their role in student success).

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

Recipient	Grade Span		School(s) Feeder	Grade Span
Anna Strong Intermediate	3-6		Whitten Elementary	K-2
Lee High School	7-12		Anna Strong Intermediate	3-6

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

Lee Senior High School has two new building administrators--one for grades seven through nine and another for grades ten through twelve. The seventh through ninth grades principal has approximately twenty years experience in education. She has worked in several schools in the Arkansas Delta and was committed to school improvement. After graduating with a Bachelor's degree in Secondary English, she taught Reading to seventh and eighth graders in Elaine Public Schools in Elaine, Arkansas, on an ALP, which lead her to obtaining a Master's degree for Reading Specialist K-12. She has also taught English at Forrest City High School to tenth, eleventh, and twelfth graders. Not only has she taught in regular public school settings, she has also taught English in alternative learning environments--The Lord's Ranch Boys' School in Warm Springs, Arkansas, and SUCCESS Academy in Jonesboro, Arkansas. This principal continued her learning as she earned an Educational Specialist degree in Curriculum and Instruction Supervision and Management from Nova Southeastern University, Ft. Lauderdale, Florida, and completed the requirements for Educational Leadership certification in Arkansas State University in Jonesboro, Arkansas, which lead to certifications in Building Administration (standard) and Curriculum Program Director (initial) This principal also served as a Literacy Specialist for Crowley's Ridge Education Cooperative in Harrisburg, Arkansas, before serving the Osceola School District as their Instructional Facilitator and Middle School Principal. While serving as Osceola Middle School Principal, this principal lead the school to improving test scores, even receiving the honor of the titles Most Improved School in Math in Arkansas and Second Most Improved School in Literacy in Arkansas

between 2010 and 2011. This principal has several post-graduate hours from the University of Arkansas towards an Educational Leadership Doctoral degree. As the seventh through ninth grades principal at Lee High School (hired July 2013), the principal dedicates her efforts to increasing student achievement, improving the culture of the school and positively impacting the lives of the scholars, faculty, and community.

The 10th -12th principal has 16 years of experience and has worked for Hughes and Palestine/Wheatley Public Schools as a Special Education Teacher. While in Palestine/Wheatley, her duties were extended to include being responsible for the Special Education Budget. Later she was hired in the Earle Public Schools and held an array of positions that include Curriculum/Reading Director (K-12), Assistant Federal Programs Director (K-12), Arkansas Reading Excellence Project Director (K-3), Interim Assistant Elementary Principal (K-6), Section 504 Director (K-12), Arkansas Reading First Grant Chairperson (K-3), Third Party Evaluator, Reading Recovery Teacher (K-1), School Reform Leadership Team Member (K-12), Teacher Recruiter Representative, and Director of Special Education (K-12). The new principal was an approved Supplemental Educational Service Provider for the States of Arkansas and Oklahoma. According to the afterschool data for Lee County, students who attend her afterschool program showed a greater gain on the statewide assessments results as opposed to the students who did not attend that particular program. When the Arkansas Department of Education was approved for Flexibility and supplemental educational services were no longer required, the new principal was employed by the Arkansas Department of Education in the Division of Public School Accountability. In July 2013, she was hired as the new senior high principal in Lee County. The new principal works with youth in her community. These skills have provided the new principal with excellent leadership capacity as well as the knowledge of working with parents, students, and community leaders, which are all components needed to build an effective school.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Mary Hayden, Principal Grades 7-9	(312) Build Admin P-08, (313) Build Admin 7-12; (297) Reading Specialist P-08; (298) Reading Specialist 07-12; (166) Eng Lang Arts 07-12 (056) Middle School Eng 05-08	Seven months	0 Hired July 2013	0 Hired July 2013
Phylistia Stanley, Principal	Certified (403) Secondary Principal 5 – 12 (231) Special Education EC Instructional Specialist P - 4 (230) Special Education Instructional Specialist 4 -12 (311) District Administrator K - 12 (312) Building Administrator P - 08 (441) Curriculum Specialist K - 12 (451) SPED Supervisor (K – 12)	Seven months	Hired July 2013	Hired July 2013

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

Administrators in Lee County School District are evaluated by the superintendent of schools. The frequency of evaluation is dependent upon whether the administrator is on the probationary or career track. Probationary administrators will have three (3) formal observations and two (2) informal observations annually. Career administrators will have one (1) formal and one (1) informal observation annually. Each administrator will participate in a summative evaluation. Additional informal observations are encouraged for both probationary and career administrators. Novice administrators are assigned a mentor as identified in the Arkansas Competency Based Administrator Mentor Model and must go through the Beginning Administrators Training and complete

four modules in Arkansas Moodles. The superintendent conducts regular building walk through, classroom walkthroughs and focus walks and may begin the evaluation process of any administrator. Evaluations are conducted based on criteria established in the Lee County School District Personnel Manual which is reviewed annually by the administration and the Personnel Policies Committee. The Lee County School District will implement the Leader Excellence and Development System (LEADS) Model beginning with the 2014-2015 school year. The superintendent is working with one building level administrator in the Lee County School District this year to pilot implementing the LEADS Model.

The use of data gathered from these observations will adhere to the standards set in the Fair Dismissal Act and the state codes governing documents. All formal observations will be preceded by a conference between the superintendent and the administrator to be observed so that the administrator can be apprised of the objectives, methods and materials for the teaching learning situation. All required observations will be followed by a post conference. At the post conference the superintendent will share all data collected from the observation with the person being evaluated. At the end of the post conference the person being evaluated will sign the post conference form to acknowledge that he/she is familiar with the data. All data gathered from observations must be shared with the person being observed if it is to be used on the evaluation. Upon request, each administrator must have access to all data placed in his personnel file. Each staff member must receive a copy of each evaluation. Criteria for Evaluation Process: The evaluation system will:

1. Be based on classroom observations.
2. Use instruments which:
 - A. Promote open constructive communication.
 - B. Recognize diverse teaching styles.
 - C. Provide specific feedback.
 - D. Define a prescription for growth.
 - E. Provide evaluatee response to the evaluation.
 - F. Use a narrative format for appraisal.
3. Insure in-service programming and resources required by growth plans.
4. Designate the persons responsible for carrying out the evaluation process.
5. Require training for evaluators to help insure quality and uniformity of observations.
6. Require consistency in all departments and buildings.
7. Follow due process principles.

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

Teachers in Lee County School District are evaluated by the building administrator. The frequency of evaluation is dependent upon whether the teacher is on the probationary or career track. Probationary teachers will have three (3) formal observations and two (2) informal observations annually. Career teachers will have one (1) formal and one (1) informal observation annually. However, additional informal observations are encouraged for both probationary and career teachers. Novice teachers are also assigned a Pathwise Mentor. Career teachers are evaluated three times annually, to include one informal, a formal and the summative evaluations. The principal conducts regular classroom walkthroughs and focus walks and may begin the evaluation process of any teacher. Evaluations are conducted based on criteria established in the Lee County School District Personnel Manual which is reviewed annually by the administration and the Personnel Policies Committee. The Lee County School District will implement Charlotte Danielson for effective teaching beginning with the 2014-2015 school year. The building principal is working with one teacher in each building in the Lee County School District this year to pilot implementing the Charlotte Danielson model for effective teachers.

The district teacher evaluation process is based on four domains: Planning and Preparation, Classroom Environment, Instruction, and Personal/Professional Responsibilities. The administrator observing the teacher uses the Core Teaching Competencies Checklist. The checklist must be completed on each teacher being evaluated during the school year. The evaluation process is slightly different for probationary teachers, although all evaluations are based on the four domains. Data from a wide variety of sources is collected. The teacher prepares a recommended Professional Growth Plan (PGP) which is reviewed with the administrator in the post-evaluation conference. The administrator must complete all observations, the Core Teaching Competencies Checklist, the summative evaluation, and the review of the PGP with the teacher in the post-conference. These documents are submitted to the Superintendent of school by April 2nd of each year.

The use of data gathered from these observations will adhere to the standards set in the Fair Dismissal Act and the state codes governing documents. All formal observations will be preceded by a conference between the evaluator and the faculty member to be observed so that the evaluator can be apprised of the lesson objectives, methods and materials for the teaching learning situation. All required observations will be followed by a post conference. At the post conference the evaluator will share all data collected from the observation with the person being evaluated. At the end of the post conference the person being evaluated will sign the post conference form to acknowledge that he is familiar with the data. All data gathered from observations must be shared with the person being observed if it is to be used on the evaluation. Upon request, each staff member must have access to all data placed in his personnel file. Each staff member must receive a copy of each evaluation. Criteria for Evaluation Process: The evaluation system will:

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 - A. Promote open constructive communication.
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 - C. Provide specific feedback.
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 - F. Use a narrative format for appraisal.
3. Insure in-service programming and resources required by growth plans.
4. Designate the persons responsible for carrying out the evaluation process.
5. Require training for evaluators to help insure quality and uniformity of observations.
6. Require consistency in all departments and buildings.
7. Follow due process principles.

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

2009-2010

- Supplemental Educational Services were provided to students in need of additional literacy and math support attending Lee Senior High School.
- Instructional Facilitators for Math and Literacy were hired to work with curriculum, instruction and professional development.
- Lee Senior High School contracted with The Learning Institute (TLI) to provide formative assessments training and data analysis.
- Specialists were contracted as a part of a grant from
- Academic vocabulary in all classrooms became a focus. Teachers had professional development in the six step process to teaching vocabulary utilizing the process developed by Robert Marzano.
- The Principal and instructional facilitators were trained in Classroom Walk.
- Through (CWT) and the data collected was used to determine professional development for the next school term.
- Professional Learning Communities were established to allow for structural leadership changes that allowed for meaningful involvement in decision making by students, teachers and the community.

2010-2011

- The staff received training on teaching problem solving, higher order thinking skills and academic vocabulary from the EOL list.
- Remediation and enrichment, as well as After School continued to function throughout the school year.
- Lee Senior High School continued with TLI to provide professional development and data analysis.
- Supplemental Educational Services continued being provided to students in need of

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- additional literacy and math support attending Lee Senior High School
 - Specialists assisted the staff and leadership in: developing a work plan to address deficiencies identified by the data from TLI; and defining standards of performance and development of rubrics.
 - Teachers were provided with training during district in-service on practical applications of literacy skills across the curriculum.
 - Ninth graders were invited to attend a workshop and participate in a tour of the building upon registration.
 - Teachers with excessive behavior referrals were provided classroom management support through specific, school embedded professional development.
 - Common planning time was established in the master schedule.

2011-2012

- Learning Forward, an External Provider, was contracted with Lee County School District.
- A needs assessment instrument was designed to determine professional development needs within the building.
- The school utilized NWEA, Northwest Evaluation Association, assessments for interim-formative testing.
- Professional Learning Communities were established to allow for structural leadership changes that allowed for meaningful involvement in decision making by students, teachers and the community.
- Teachers received professional development in essential questioning.
- Diane Bounds and Linda Kellium for Arkansas State University Stem Program assisted the school on how to integrate math and science in the classroom and incorporate technology with the Smart Board.
- Teachers received professional development in how to incorporate literacy into the other content areas
- Teachers received professional development in scoring rubrics
- Academic vocabulary in all classrooms became a focus.
- Teachers had professional development in the six step process to teaching vocabulary utilizing the process developed by Robert Marzano.
- The Principal and instructional facilitators were trained in Classroom Walk.Through (CWT) and the data collected was used to determine professional

2012-2013

- Learning Forward, an External Provider continued under contract with Lee County School District.
- Under the direction of Learning Forward, a strategic literacy and math plan was developed, but was not implemented.
- Lee Senior High School is presently using the Gates Model adopted through help from Mrs. Peggy Woolsey, Educational Consultant with ADE.
- A needs assessment instrument was utilized to refine professional development needs within the building.

- Professional Learning Communities were still utilized to allow for structural leadership changes that allowed for meaningful involvement in decision making by students, teachers and the community.
- Teachers received professional development in essential questioning.
- The school utilized NWEA, Northwest Evaluation Association, assessments for interim-formative testing.
- Teachers received professional development in how to incorporate literacy into the other content areas
- Teachers received professional development in scoring rubrics.
- An intervention Matrix was created where the paraprofessionals were used as interventionists in the classroom.
- The school purchased more technology—iPads, Kindles and Kindle Fire.
- Academic vocabulary in all classrooms continued to be a focus.
- Teachers received additional professional development teaching vocabulary utilizing the process developed by Robert Marzano.
- Teachers received professional development in Standard Based Bulletin Boards
- The Principal and instructional facilitators were trained in Classroom Walk.Through (CWT) and the data collected was used to determine professional.
- No formal training was provided to the paraprofessionals
- Jeannie Pittman, a math specialist, from the Great Rivers Cooperative was brought in to assist teachers with math instruction and Singapore Math was purchased.
- The School Improvement Specialist from Arkansas Department of Education was sent to the school to assist with school improvement efforts.
- The teachers were trained on correctly writing professional growth plans by Dr. Bowers from Arkansas State University. She engaged them in a book study of *Enhancing Professional Practice* by Charlotte Danielson.
- Peer observations were started and the district created Partners in Pride to build school and district morale.
- The school was introduced to the Indistar®, a web-based system used with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities.

2013-2014

- Two new principals were hired.
- The school is presently using the Gates Model adopted through help from Mrs. Peggy Woolsey, Educational Consultant with ADE.
- The curriculum units are placed on the schools' "F" drive making them assessable for teachers
- ADE's Office of Intensive Support is assisting Lee County School in the school improvement efforts. Mr. A. Tolbert works directly with Superintendent W. Murdock and Mrs. J. Streeter assist the two building principals.
- Mrs. Cheryl Parish became the school's new School Improvement Specialists from ADE, but she only stayed a month and a half

- In January, ADE's School Improvement Specialist, Dr. Beverley Romanin has volunteered to assist Lee Senior High School in its improvement efforts.
- An interventionist was transferred to Lee Senior High to support math instruction to at risk students.
- The new principals changed the instructional organization by making sure content teachers had common planning time, whereby teachers can meet in their grade level PLCs to discuss students' data and strategies for success.
- Instructional time is protected.
- The principals established a procedural manual and gave all high school employees their job expectations at the beginning of the year.
- Principals spend 50% or more of their time in the classroom to ensure that quality instruction is taking place consistently.
- Teachers are required to submit Monthly Parent Contact logs the last working day of each month.
- Teachers are provided professional development based on need as well as data from CWTS.
- Classroom Walkthroughs are frequent with teachers receiving immediate and specific feedback.
- Protocols are being used by the facilitators and teachers to ensure all components are being implemented correctly.
- Teachers are required to submit weekly lesson plans.
- Facilitators are required to keep classroom modeling and observation data.
- Programs like NWEA and Orchard were eliminated.
- The staff and principals completed some professional development through the TESS evaluation modules whole group in order to discuss what was seen and clarify any misunderstandings.
- The leadership team and teachers monitor the curriculum units and make changes and adjustments along the way.
- The facilitators were trained in Understanding By Design Lesson Plan format (UBD) to better help teachers plan their weekly lessons.
- Teachers are also being trained on data collection and utilizing data to inform instruction.
- Teachers have to bring student work samples to PLC.
- Teachers have to keep Standards-Based Bulletin Boards up to date as well as word walls.
- All teachers completed a Professional Growth Plan (PGP) and they are monitored by the principal for progress.
- Lee Senior High School is implementing the math and literacy strategic plan and frequently monitoring ACSIP goals and the school's Priority Improvement Plan.
- Efforts are being aligned to meet the goals of ACSIP, PIP, and PGP.
- The leadership team meets twice a month and is included in the schools decision making process.
- The school also established a parent advisory panel.
- At the conclusion of meeting, Next Steps are identified to fully establish follow-up and individuals accountable.
- Information is shared with teachers in an effort to be transparent.

- The district hired a full time parent coordinator to assist with family and community involvement.

Step 2 - Develop a Profile of the School’s Performance

Lee High School was a 9-12 school up until the 2011-2012 school year. At that time, Lee High School became a 7-12. The district reconfigured in an effort to increase student achievement. During the last five years, there have been three principals at Lee Senior High Lee Senior High Schools’ students consistently struggle with vocabulary, listening, reading comprehension, and problem solving. In five years, students have not scored higher than 40% in literacy and 70.68% in math. All numbers below represent the combined population. Careful assessment of the data and school improvement efforts show that the school has not stayed with any initiative long enough to determine if the initiative works or not. The school is in need of consistency.

- 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	37%	23.9%	34.5%	39.7%	28%
Mathematics	56%	70.68%	53%	57.16%	37.5%
Science	11%	18.3%	13.3%	12.2%	6%
Social Studies					
Writing					

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

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Reading/ Language/ English					23.8 %	34.6 %								8.3 %	18.8 %
Mathematics					68.4 %	34.5 %									
Science					16.4 %	12.3 %								66%	66.7 %
Social Studies															

- c. 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									37%	
Mathematics							57%	56%		
Science								11%		
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									23.9%	
Mathematics							79%	39.7%		
Science								18.3%		
Social Studies										
Writing										
Other										

SIG ARRA 1003(g) – Revised November 6, 2014 Arkansas Department of Education
 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									34.5%	
Mathematics							69.8%	36.2%		
Science								13.3%		
Social Studies										
Writing										
Other										

- d. Average daily attendance percentage for the 2013-2014 school year:
- e. Mobility rate for the 2013-2014 school year:
- f. Graduation rate for all students for the 2012-2013 school year:

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

	All Students
2013	68.0%
2012	74.1%
2011	79.8%

Key Questions

1. **Which sub population of students are experiencing the lowest achievement?**

In literacy, Africans American, Economically Disadvantaged, and special education demonstrated significantly lower academic achievement. In math, the three year trend for TAGG denotes 57.66. African American students, especially males, score low in literacy and math.

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

The students with the lowest graduation rates are those in the African American and Students with Disabilities sub populations. In the case of African American students, they frequently fall into the Socio-economically Disadvantaged subpopulation as well. Within the African American subpopulation, males experience lower graduation rates than females.

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

Based on analysis of data, the school is experiencing the lowest achievement in literacy; however, students are not meeting their Annual Measurable Objective in literacy and math according to the augmented benchmark and end-of-course exams data.

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

In considering the school's demographical characteristics, one should be aware of the school's locality and the need of support for teachers from a provider that services teacher in the classroom through "real time" modeling and providing the teacher with models of concrete lessons based on Marzona's strategies for effective classroom instruction. Teachers at Lee Senior High have received training that has not been utilized in the classroom. This information was gathered through classroom walkthroughs and students' performance on standardized and formative assessments.

A large population of LHS's students lives in poverty. The county's poverty rate is 87.14. The school is 100% free/reduced lunch. This demographic applies to all races and ethnic groups, but since the school is predominately African American, we seek a provider that can help us close the achievement gap as well as address the needs of the low-socio-economic population of the school. Any chosen provider should have the capability to implement a model for creating a unified system reform that fully includes individuals with disabilities. Providers should be well versed in including students with disabilities within the various initiatives and the model and accompanying professional development programs should accommodate diverse students' needs. The external providers should be qualified to assist staff in making decisions that affect special education programs, as well.

Within the community, many students live with grandparents, in single parent homes, or with foster parents. Approximately half of the students live in single parent homes with a female head of household. Drugs and gangs are present in the community. There are not any recreational outlets for students in the community. We are seeking a provider who can assist in implementing after school activities to interest students and provide them with additional extended help in reaching academic goals set by the school and the state of Arkansas.

Student mobility should be taken into consideration. The chosen model should include professional development to enable teachers to effectively integrate highly mobile students into the classroom. External providers should have experience working with low-income urban populations, which generally contain a portion of highly mobile students.

The combined student population has extremely low math and literacy scores and has difficulty with writing across the curriculum. We seek an external partner with strong safety nets/interventions for students in literacy and math. It is imperative LHS's graduates are prepared to enter college or begin their careers.

The provider must have the ability to provide intervention in all core subjects to be integrated in literacy and math as well as work collaboratively with school leadership to plan for school improvement efforts.

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?

The school is located in a high-poverty community with limited educational resources for teachers and students. The school needs effective, highly trained classroom teachers who are willing to provide and assist their colleagues in implementing an effective program of instruction directed at assisting needy students. Students who attend LHS are from low economic backgrounds and are exposed to limited English language that is not correctly spoken in the home. Students come to school with very basic knowledge of sentence construction and vocabulary usage. The selected external provider needs to have knowledge of how to motivate students from low social economic backgrounds. They must have an understanding of working with students living in poverty. Many students come to school unprepared for learning. Some of LHS's students move more than once a school year out of the district and then return in mid-year or at the end of the school year. The enrollment has harbored around 420-439 this school year. LHS's population decline is due to students transferring in and out of the

school to attend schools in surrounding districts, such as KIPP and Forrest City School District. The students need an external provider that includes their needs in the curriculum design and intervention to reach all students using research based strategies and materials. Lee Senior High School is also seeking an external provider that will assist us in making additional achievement advances in order to attract students to LHS as their school of choice.

Step 3 Reviews of ADE Scholastic Audit and other School Data
LEA (Leadership) and/or school “Recommendations” identified for implementation; Implementation progress; Timeline of prioritized “Recommendations” and the Evaluation process.

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

9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - LEE COUNTY SCHOOL DISTRICT – Lee Senior High School

<u>Standard 1 - Academic Performance - Curriculum</u>	<u>Standard 4 - Learning Environment - School Culture</u>	<u>Standard 7 - Efficiency - Leadership - Leadership</u>
<p>1.1a Curriculum is aligned with Arkansas Academic Content Standards and Student Learning Expectations.</p> <p>1.1b District initiates facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to an academic core</p>	<p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for all students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of the local school board of education policy</p> <p>7.1j Local school board of education/school have intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning</p>

<p><u>Standard 2 - Academic Performance - Classroom Evaluation/Assessment</u> <u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Arkansas' Academic Core Content Standards</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g ACTAAP coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support</u> <u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>environment efficiency</p> <p><u>Standard 8 - Efficiency - School Organization and Fiscal Resources</u> <u>Organization of the School</u> <u>Resource Allocation and Integration</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p>8.2a Clearly defined process provides equitable and consistent use of fiscal resources</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c District and local school board of education analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p><u>Standard 3 - Academic Performance – Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p>	<p><u>Standard 6 - Learning Environment - Professional Growth, Development, and Evaluation</u> <u>Professional Development</u></p>	<p><u>Standard 9 - Efficiency - Comprehensive and Effective Planning</u> <u>Defining the School Vision, Mission, Beliefs</u> <u>Development of the Profile</u></p>

<p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence that teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities.alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional needs</p> <p>6.2f Evaluation process to provide teachers change behavior and instructional practice</p>	<p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b ACSIP identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of the ACSIP</p> <p>9.5d ACSIP is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a ACSIP is implemented as developed</p>
<p style="text-align: center;">Legend</p> <p>Green 4 - Exemplary level of development and implementation</p> <p>Blue 3 - Fully functional and operational level of development and implementation</p> <p>Black 2 - Limited development or partial</p>		

<p>implementation</p> <p>Red 1 - Little or no development and implementation</p>		<p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>
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1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

Standard 1 Academic Performance-Curriculum

The district has adopted the curriculum used at Conway. It is the Gates’ Model for effective instruction which consists of Common Core and various higher-order thinking questions embedded in the units.

Literacy and Math Coaches have been hired to support the teachers in the implementation and facilitation of instruction. The senior high principal, Mrs. Phylistia F. Stanley, is collaborating with the junior high principal, Mrs. Mary Hayden. Mrs. Hayden collaborates with Anna Strong Intermediate School’s Principal, Mrs. Linda Davis. Mrs. Davis collaborates with the principal at Whitten Elementary School, Mrs. Brenda Poole. This alignment process is implemented to discuss, identify, and make adjustments as needed to meet the curricular needs of the students, which has not been the case in the past. Principals plan to extend this vertical alignment opportunity to classroom teachers during the summer months. Teachers are no longer using textbooks to drive their instruction as stated in the 2012 Scholastic Audit. They have common planning time to work in PLCs discussing the curriculum, collect the data, while making changes in the curriculum when necessary. The principals are also monitoring alignment of objectives and lesson activities. The instructional facilitators provide “real time” support in classrooms to ensure teachers are implementing Marzano’s High Yield Instructional Strategies that projects the greatest percentile gain. They also ensure these strategies are implemented with fidelity.

Plans are in place to provide teachers with professional development on Rubric Stars, a program that helps with designing rubrics. The principals or instructional facilitators will monitor and discuss the use of scoring guides/rubrics in PLCs. Data concerning the effective use of rubrics/scoring guide is collected during CWTs. The

Literacy and Math Coach along with the principal will work with teachers on effective formative assessments. The suggested resources sited in the scholastic audit are appropriate and will be utilized as needed. The principals, coaches, and external support provided by the Great Rivers Educational Cooperative and Learning Forward are utilizing PLCs to introduce many concepts to teachers. We are also pushing in the classroom everyday to provide hands-on professional development for the teachers. The principals and coaches will model research-based instructional strategies while the teacher observes and take notes. The next week the principals and coaches observe the teacher implementation of the new strategy and provide immediate feedback. The principals are inspecting what is expected through CWTs, principal checklist, formal and informal evaluations, and lesson plans.

Standard 2 Academic Performance-Classroom

The Learning Institute is being utilized as our assessment tool. Formative assessments are given four times a year. The teachers and instructional facilitators work together to create additional formative assessments. Some skills are also assessed using a performance task at the end of each Common Core unit. The principals inspect the assessment for rigor and relevance of the curriculum and students and to determine if students are assessed over what was taught. Students are also provided intervention/remediation on our credit recovery computer program, APEX Learning. This digital curriculum provides the same rigorous, standard-based content that engages students to ensure mastery of skill and concepts necessary for future success. Weekly focus skills are administered that target essential parts of the curriculum. Teachers have begun to require students to solve a word problem and explain how they arrived at an answer. All parts of the developed curriculum are being assessed to determine gaps in the curriculum, which in the past, the school did not use various assessments to determine the gaps in the curriculum. During Classroom Walkthroughs and focus walks students are asked what they are learning, why they are learning it, are those skills important to know, and how may those skill be utilized outside of a particular classroom setting. PLCs and staff meetings are being utilized for data analysis and rich discussions are taking place about the various points in time. Conversations about the students' strengths and areas of improvements also take place during those data meetings and teachers are required to justify next steps for instruction based on data. During PLCs teachers have begun to analyze samples of student work. Other areas of standard 2 are ongoing. The principals and the literacy coach will work with teachers to formulate rigorous assessments tied to classroom instruction. Teachers are being trained on how to unpack Common Core State Standards and how to formulate rigorous instruction. Displaying of student work on a standards-based bulletin board has been introduced to teachers and the requirement is for them to

post students work with a rubric and commentary as written feedback to the students. Assessment are designed now with a variety of different levels of blooms questions, and not just knowledge-based and comprehension. Teachers are also expected to conference with students as an avenue for providing feedback on homework and class work to increase their chances of improving academically. Anecdotal notes of student work habits and conversations with students are required to include in data note book. Re-teach, retry, redesign, reconstruct is all a part of the vocabulary teachers hear from the administrators in order to impress upon teachers the importance of reaching and teaching all students. High order question skills are part of PLCs discussion. The principals and outside consultants assist teachers with implementation of effective research based strategy, utilizing Dufour, Marzano, Pickens, Ruby Pane, etc., book studies will become a part of the culture and climate of Lee Senior High School. The school as a whole is looking at the deficiencies of the various sub-population of students and making instructional, resource, and material adjustments as needed.

Standard 3- Academic Performance- Instruction

Each morning, our instructional time begins with a moment of silence. This time must be documented on the weekly lesson plans that are due each Friday by the close of business. Lee Senior High School's instructional time is protected via bell to bell instruction. Teachers are given feedback regularly by the principals on implementation of the curriculum based on weekly lesson plans. Teacher have begun to provide students with essential questions (that are included on the lesson plans) that follow the cognitive guided instruction format where students have to solve the problem and develop their own strategy to solve the problem without the assistance of the adult. The teachers analyze the students' replies to determine the strategy used and to use the students to teach the strategies to the class. Classroom instruction has begun to show improvements by providing teachers with specific job embed professional development during PLCs and faculty meetings based on Classroom Walk Through data, focus walks, as well as through a teacher needs assessment. Modifications of teaching practices are evident as a result of conversations centering student work samples. The classroom libraries as well as teachers' professional libraries have begun to grow. Principals and facilitators act as material and human resources. Students are provided homework several days a week and teachers are required to give students feedback and keep anecdotal notes of such practices. As a result of the new curriculum, classrooms are becoming more student-centered, which was not the case in the past. Some student learning centers are now a part of the classrooms and teachers are learning to include work that is a review and extension of what has been taught. Technology is being

integrated in classrooms. Lee Senior High School has three computer labs. The junior high labs has 24 computers housed in it. The senior high has two labs with a total of 64 (24 and 22 in each lab) computers. Classroom carts of iPads are available for checkout through our media specialist and all teachers have a cluster of computers in their classrooms.

Standard 4- Learning Environment- School Culture

This standard is ongoing. Procedures are in place to support a safe, dry, and warm learning environment. Teachers have begun working collaboratively to ensure our newly developed building level procedures are being implemented daily and in a consistent manner. As a high school team (principals, instructional facilitators, teachers, and paraprofessionals) have begun speaking the same “language” in terms of the expectations at Lee Senior High School. Behavioral expectations and consequences are posted in the classroom. The principals, faculty, and staff often communicate the expectations verbally while students are transitioning from class to class in the hall ways. Principals, faculty, and staff are volunteering the time to stand in the hall ways and/or at their classroom door during the changing of classes. Teachers, faculty, and staff are assigned to morning and/or after school duties. Many have begun to volunteer additional time as an avenue to help maintain an orderly environment that is conducive to learning. The Positive Behavior Intervention Support system has been adopted by the district to promote positive student behavior. A Disciplinary Referral form has been constructed to record students’ behaviors of categories one, two, and/or three offenses. Students, parents, and/or guardians have received 2013-14 Student Handbooks and have been asked to review it. Students are expected to know and/or locate the consequences for inappropriate behavior. Basically, students are able to determine the identified consequence for the behavior in question. Currently, Lee Senior High School is operating without a dean of students. There is on resource officer that spends most of his time at Lee Senior High School. Periodically, police officers will walk our hall ways to assist with maintaining an orderly environment. Parents are being notified of students’ infractions immediately. Per our 2013-14 Student Handbook, students are receiving consequences for their identified infraction(s) almost immediately.

A Building Level Leadership Team is in place. It is composed of students, teachers from across content areas, principals, community stakeholders, parent facilitator, and our media specialist. The leadership team meets every other Wednesday, immediately after school. Lee Senior High is utilizing monthly newsletters (that are developed as a class project), marquee, monthly menu, and an all call telephone

system, Connect Five, is be utilized to communicate school events and overall notifications with parents, students, and the community. This tool is also utilized for communicating with the faculty and staff. The district has secured a mileage increase to renovate the school buildings. A parent survey was given to parents to assess the school-home relationship. Results were used to determine needed adjustments. Fair treatment of all students is expected and communicated to the faculty and staff. A procedural manual was developed and provided to address the professional behaviors of the faculty and staff at Lee Senior High. The Code of Ethics for Arkansas Educators that defines minimum standards of ethical conduct for all licensed educators were in the procedural manual. Behaviors such as screaming, yelling, and/or hitting students are not acceptable.

Teachers, office personnel, paraprofessionals, and principals have to submit monthly parent contact logs the last working day of each month. Those logs are recorded and filed in the principals' office to ensure teachers are communicating with their parents about positive things and not just negative student behavior. Teachers also meet with parents during parent and teacher conferences to discuss student progress. Each nine weeks, the school hosts an honors program designed to celebrate the students' academic successes. This program includes the Principal's Honor Roll, A-B Honor Roll, Advanced Students, Proficient Students and/or Most Improved Students. Student work is posted in the classrooms, and work scored as "Advanced" is showcased in the hallways of the school with teacher commentaries. Teachers are developing as leaders. Student led classrooms are evolving. Students, faculty, staff, and principals have begun to conduct self-reflections. Teacher, paraprofessional, principals and student relations have improved. Now, some teachers eat lunch with students. Principals model praising of the faculty, staff, and students alike. As a result, the faculty, staff, and students have begun praises each other more. The principals have an open door policy with students, staff, faculty, and parents. The principals also provide opportunities for team building. To further transform the school culture, Lee Senior High School plans to utilize the Advancement Via Individual Determination Beginning Program (AVID). AVID is a school wide transformation effort focused on leadership, systems, instruction, and culture. It incorporates rigorous, relevant, differentiated opportunities for all students in an environment that promotes career and college readiness. The 2012 Scholastic Audit stated that most classroom instructional strategies were teacher-directed or text book driven, if driven at all. The findings addressed how teachers failed to utilized student-centered, culturally-responsive instructional strategies, such as cooperative learning, learning centers, and hands-on activities, to meet individual student learning needs. Through AVID, our students will receive

additional opportunities to master academic and social skills. This will help them develop the habits and behaviors needed to succeed in a rigor curriculum. The classrooms are designed to promote learning to WICOR (Writing, Inquiry, Collaboration, Organization, Reading). This program is strategy rich for the students, faculty, and staff. This program will also help Lee Senior High overcome the deficiency cited by the Scholastic Auditors that stated that professional development opportunities are not intentionally focused on improving classroom instructional strategies that challenge and motivate students to high levels of learning.

Standard 5-Learning Environment-Student, Family, and Community Support

Lee Senior High School's faculty, staff, and principals have begun to create an environment where parents feels welcomed, wanted, respected, and invited to our campus and to serve as members of various school groups. The parents were invited to an open house, Parent Teacher Conference, Math and Literacy Night, and Open Mic Night. In the Title I Annual Public Meeting, parents and other community stakeholders were provided information on the status of the school. We have a Parent Advisory Board and a group of parents and community volunteers to help monitor the campus. Our parent coordinator is constantly making contact with parents. Home visits, telephone calls, texts, emails, and other written communication sent home are avenues our parents are contacted. The faculty and staff are striving to improve our school to home communication. There is an interventionist on campus who works with small groups of at-risk students in the area of math and literacy.

Standard 6- Learning Environment-Professional Growth, Development, and Evaluation

Currently, Lee County School District has a Professional Development that was approved the Arkansas Department of Education for 2013-14 school year. Lee Senior High has developed Professional Growth Plans that are directed linked to the district's approved Professional Development Plan.

Due to the district's current evaluation tool, the summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations were not intentionally focused on student learning goals identified in the ACSIP. However, Lee Senior High School faculty, staff, and principals made the connection by collaboratively creating a vision, mission, motto, and core beliefs that were and are tied to the scholastic audit results and the schools ACSIP Plan. All documents were made transparent and

reviewed as a building level team to create a clear pictorial of the connection between the documents. In the past, most faculty and staff members did not utilize the summative evaluation to determine their individual growth needs. Under the leadership of new building level administrators, faculty and staff receive copies of the evaluation plan during orientation sessions prior to the beginning of school and the evaluation tool and job descriptions were discussed. School and district leadership provide fiscal resources for licensed staff members to participate in professional development activities related to their areas of responsibility. The local school board has adopted a staff development policy that establishes goals, strategies and procedures, guidelines, evaluation, and maintenance of the school's staff development plan. In the past, the policy did not ensure that the allocation of fiscal resources was appropriate and equitable and the former school leadership seldom evaluated the impact of professional development activities on student achievement or instruction.

This year, a needs assessment was provided by principals. Teachers and paraprofessionals received professional development based on their needs. District and school leadership have begun to develop a process to systematically support the staff's long-term professional growth needs. In the past, the focus of staff development had changed from year-to-year and did not intentionally reflect improvement of instructional capacity to meet student learning needs as identified in the ACSIP, nor did it attempt to build capacity. A greater degree of follow-up and support for successful implementation of newly-acquired information is required. Opportunities exist for some faculty and staff members to participate in professional development activities that support the development and enhancement of leadership skills and capacity building. The principals keep the focus on student data and lets that process drive professional development needs for teachers and paraprofessionals, which was not the case before new leadership was employed. More emphasis is being placed on teacher content knowledge and instructional practices. Teachers are now provided the opportunity to reflect, discuss, and process new learning. Principals and the leadership team use a protocol to assess implementation of new training and lack of understanding that may be occurring. The principals and instructional facilitators provide teachers with immediate feedback. Implementation of any new skills is the expectation.

Lee Senior High School's faculty, staff, and principals have begun to take advantage of IDEAS and have completed or are in the process of completing TESS modules. Lee Senior High School instructional team will continue to monitor additional need

for professional development based on ongoing classroom data connected to the students learning, results of TLI data, CWTs, and statewide assessment results.

Professional Growth and Evaluation

Based on last year's lack of teachers' summative evaluation, professional growth plans had not been developed. Initially, some of the teachers and paraprofessional did not have a clear focus of the principals' expectation and tools used to evaluate the implementation and facilitation of instruction. Great Rivers Educational Cooperative's math and literacy specialists have been asked to assist the school through providing some professional development and working with teachers of at-risk students. Through CWTs, the principal's checklist, and informal and formal evaluations an identified need for further work to help change teachers behavior are being identified. Once identified, the external providers, school teacher and building leadership, and the Great Rivers Cooperative specialists will make sure teachers and paraprofessionals are provided the help they need to expand their knowledge. If there was or is no improvement made by the teacher who receives the extra help, a growth plan will be formulated to further outline the needs of the teacher.

Standard 7-Efficiency- Leadership

The senior high principal has earned certifications in (403) Secondary Principal 5 – 12, (231) Special Education EC Instructional Specialist P - 4 , (230) Special Education Instructional Specialist 4 -12 , (311) District Administrator K - 12 (312) Building Administrator, P – 08, (441) Curriculum Specialist K – 12 and (451) SPED Supervisor (K – 12). The junior high principal is certified in (312) Building Administration P-08, (313) Building Administration 7-12; (297) Reading Specialist P-08; (298) Reading Specialist 07-12; (166) English Language Arts 07-12, and (056) Middle School English 05-08.

Both principals have demonstrated and feel confident in their abilities to provide leadership skills in academic performance, learning environment, and efficiency. During back to school in-service, the teachers, paraprofessionals and principals worked together daily as a team disaggregating data for the EOC Exams, Grade 11 Literacy Exams, and Benchmark results. That data was broken down to assist in identifying individual students and their earned scores. According to the 2012 Scholastic Audit Report, academic performance of individual students was seldom used to inform decision-making regarding interventions and actions for school improvement. The school has developed a sustained and shared vision among stakeholders. Lee Senior High School's motto is "The Standard is Excellence! No Exceptions! No Excuses!". Collaboratively, the faculty, staff, and principal created the core beliefs, mission, vision, mission statement and revisit them every day

during our morning announcements. This will help the campus gauge progress toward the school's goal. The district's curriculum director and principals ensure that all staff and paraprofessionals have access to curriculum materials and resources. Support from Mrs. Peggy Woosley is being provided to the faculty, staff, and principals on how to access and utilize the curriculum documents and transpose them into daily lesson plans. The school's leadership team that meets bi-weekly monitors the implementation of the written, taught, and tested curriculum. Results of these observations lead to modifications in instructional and organizational practices that promote and sustain continuous school improvement. Organizational practices are monitored.

Standard 8- Efficiency- School Organization and Fiscal Resources

Prior to the current senior high principal's employment with the district and according to the enrollment data or the lack thereof, it did not appear that all students were encouraged to enroll in the Smart Core. Criteria for admission into the various levels of classes (regular, Pre-Advanced Placement, Advance Placement) did not appear to be clearly defined. Students appear to have been enrolled in elective classes where spaces were available without regard to student's aptitudes or interest.

Now, the master schedule provides some common planning times. The senior high principal has begun developing a registration packet and process under the guidance of ADE's Office of Intensive Support. A separate registration form will be provided for each grade level. Each registration form will have pre-printed courses codes listed for each course. As a result, when the parents/guardians register a student, the senior high counselor will be provided the correct codes to be used while formulating students' schedules. This is done in hopes of eliminating course coding errors and ensuring Grade Point Averages are computed correctly for all senior high students. A meeting was held to include the district's Director of Special Education to gain additional support to ensure individuals with disabilities would be included in this correction process. Again, through the Office of Intensive Support, the high school principal was provided with a Credit Check Form to use a guide for recording the required and electives courses students will need to meet graduation requirements. This form identifies the numbers of required credits for each course and the space is provided to record the actual grades.

Faculty meetings and school leadership meeting are driven by data and ASCIP (special emphasis is placed on the PIP). Currently, Lee Senior High does not have significant funding available to support travel, field experiences, or the purchase of

materials and supplies. The superintendent has implemented an accounting system with a CPA in Jonesboro, Arkansas to ensure the high school utilizes proper financial coding and record expenditures and deposits correctly.

Teachers and para-professionals are being trained to work with at-risk students. In the past, the budget did not support all of the identified needs of the school. Presently, the principal keeps the focus on using allocated resources to focus on supporting the improvement of student learning and achievement. A process to measure the effectiveness in meeting the goals of the ACSIP has been developed by the external provider. The school takes advantage of some external resources such as grants from 1003ga and local fundraisers.

Standard 9 Efficiency-Comprehensive and Effective Planning

The teachers, parents, and students were all involved in developing the school's vision, mission, and motto.

Teachers are required to bring students' data to PLCs for discussion, review, and improving learning. Through the collecting of ongoing data, collecting goals, and objectives are formulated. Special education teachers have been assigned to different PLCs to ensure we maximize the educational opportunities for all of our students. Instructional facilitators have begun to assign other members of the PLC team, to facilitate some of the meetings. This opportunity is shared throughout faculty and leadership meetings as well. Again, allowing the opportunities to build capacity while increasing individual accountability.

An ACSIP committee has been formed to sustain the commitment made by the school to continue to improve students' achievement.

Program data from remediation, after school, and Saturday programs are being collected and analyzed to determine the impact of learning.

Discuss the specific findings that led to the "Recommendations";

Standard of Implementation 2012

Findings: Standard 1 : Curriculum

Summary of Recommendations in: **Academic Performance**

Standard 1: Curriculum

District and school leadership teams must initiate and facilitate alignment of curriculum standards to ensure that clear articulation occurs across all levels from kindergarten through twelfth grade. Teachers from the elementary, intermediate, and high schools must meet with similar content teachers to discuss curriculum and instruction. Time should be allowed for discussion of vertical and horizontal alignment of the curriculum, elimination of gaps, and overlaps in the curriculum, and key transition points from elementary to high school. Research-based instructional strategies should also be included in all curriculum documents. Teachers must be held accountable for documenting and utilizing these strategies to meet the needs of all learners. Instructional staff members in each building must have a clear understanding and working knowledge of curriculum, instruction, and assessments that are implemented at all schools. To help with this process, district and school leadership must develop a plan. This plan should be based on "backward design", the practice of looking at the outcomes in order to design for the end result. Steps include the following:

1. Deciding the skills/strategies students must have mastery of when the school year begins
2. Analyzing student data, evaluating the data to determine actual mastery level, and overlaps and gaps in the content area curriculum
3. Identifying deficits in student mastery
4. Integrating into the curriculum the strategies/skills students are deficient in and incorporating rigorous activities and projects to close achievement gaps
5. Utilizing performance assessments to evaluate mastery
6. Developing remediation/interventions to meet the needs of diverse student population in all subject areas
7. Monitoring, reviewing, and revising the curriculum transition plans

All curriculum meetings should have agendas, minutes, and sign-in sheets. Resources include "So Each May Learn" by Harvey Silver and "Understanding by Design", by Grant Wiggins and Jay McTighe; published by the Association for Supervision and Curriculum Development. All students attending Lee High School deserve equitable access to a rigorous curriculum and challenging instruction. The implemented curriculum must provide opportunities for students to reach their potential. All teachers must move from teacher-centered activities to student-centered activities. Professional development must be provided on high probability, research-based instructional strategies that address the learning needs of all students. Those strategies include, but are not limited to, cooperative learning, reflective writing, learning logs, the non-linguistic representations, Socratic Seminars, exit slips, café conversations, and literacy circles. The principal must assist teachers in identifying instructional growth needs and then provide assistance

necessary to ensure all teachers make continuous progress in their ability to deliver high-probability, research-based instructional strategies. The principal and all staff must consistently verbalize high expectations for academics to all students and high expectations must be clearly observable in all classrooms. The principal and teachers must accept their role in the academic successes and failures of all students. "Strategies that Work to Enhance Comprehension" by Stephanie Harvey and "Classroom Instruction that Works" by Robert J. Marzano are two possible resources.

District and school leadership must facilitate the development of an ongoing, systematic process to monitor, review, and evaluate the curriculum. A monitoring plan must be developed for school leadership to ensure that teachers address specific student learning expectations. The monitoring plan should contain timelines and identify persons responsible for implementation. The curriculum must be the driving force to provide students with rigorous, authentic learning opportunities. The principal must lead efforts to ensure the curriculum is aligned with Arkansas Curriculum Frameworks or Common Core State Standards. The principal must serve as the instructional leader and monitor progress on curriculum development and implementation. All meetings should have agendas, minutes, and sign-in sheets for documentation.

Summary of Recommendations in: **Academic Performance**

Standard 2: Classroom Evaluation/Assessment

The principal must immediately set the expectations that (1) teachers will use formative assessments to inform instruction and (2) instructional facilitators will provide teachers job embedded professional development on the effective use of formative assessments. Teachers must use formative assessments for the purpose of informing curricular and instructional decisions. Examples of formative assessments include conferencing one-on-one with students, observations and taking anecdotal notes, communication journals, strategic high-level questioning, thumbs-up, quick response using sticky notes or small dry erase boards, parking lot questions, and exit slips. Formative assessments allow teachers to provide immediate feedback to give students opportunities to revise and retry specific tasks before misconceptions in learning occur. Formative assessments are easy to implement, require little or no funding, and can be learned during a Professional Learning Community meeting using videos or professional text. For information about formative versus summative assessment use the Google search engine, type in formative assessments/video. Several videos will come up from Teacher Tube. Look for videos by Rick Wormelli or Robert Marzano. Another resource is the book by Robert Marzano; "Formative Assessments & Standards-based Grading."

The principal must require all teachers at Lee High to begin implementing assessments that are rigorous and require students to complete complex tasks. Teachers must use classroom assessments that are varied, rigorous, and relevant

to the real world in order to give students opportunities besides pencil and paper to demonstrate what they know and are able to do. The Common Core State Standards suggest performance-based tasks that require students to analyze, create, evaluate, and synthesize. Examples of performance-based tasks may include participating in debates, publishing a brochure, developing and presenting a lesson on a given topic, planning a family vacation, writing and performing a play or developing a WebQuest. An excellent resource for beginning this process can be found on this website:

<http://www.leadered.com/pdf/RR%20Handbook%20excerpt.pdf>. This is a free handbook that explains explicitly how to move from low-level assessments and questioning to a high level of performance task and questioning. This must be used as a book study and as a resource to plan lessons and assessments. Teachers must use rubrics as a method of clarifying expectations. To use a rubric effectively, teachers must use a backwards design for planning a lesson. Teachers must first decide on the lesson based on standards, then determine what you want the student to know and be able to do at the end of the lesson. Each graded component of the rubric must have the expected components you want learned, the weighted point value for each component and an explanation of each component. Before teaching a lesson or assigning a task, teachers must use the rubric to give students detailed criteria for reaching the expected outcome. Advantages to using a rubric include:

1. It allows assessments to be more objective and consistent.
2. It allows teacher to clarify the criteria.
3. It clearly shows the student how their work will be evaluated.
4. It can be used to provide feedback.
5. It provides benchmark for the learning goal.
6. It provides students with a clear method of self-assessing their product and for revising.

Summary of Recommendations in: **Academic Performance**

Standard 3: Instruction

A systematic process must be developed by the Lee High School principal to begin ongoing, job-embedded professional development for all teachers. This is essential for teacher success in learning new strategies for teaching and learning. The principal and teachers must develop a common understanding of research-based instructional strategies. Rigorous, student-centered instruction must be the goal. ACSIP actions that require ongoing, job-embedded professional development must be implemented with fidelity. Professional Learning Communities are an excellent vehicle to begin this process. Helpful resources are "Lesson Study: A Handbook of Teacher-Led Instructional Change", by Catherine Lewis, and Web sites www.lessonresearch.net and <http://youtube.com/watch?v=OhV65KlItIE>

Leadership must guide teachers in the systematic collection of as much information on their students as possible in order to plan effective differentiated lessons that will engage all students in high levels of learning. Currently, many students are not authentically engaged in the whole group, teacher-centered lessons. Learning inventories and multiple intelligences inventories are excellent tools for gathering data on how individual students are best able to learn. This knowledge must be used in a variety of ways to help motivate students and increase student achievement. For example, when planning lessons, learning tasks can be planned to accommodate the various learning styles or multiple intelligences of students. Students can be flexibly grouped for projects and assignments based on their preferred styles. Choice in assessments can be given to students to allow them to demonstrate newly acquired knowledge using their favored learning style, modality, or intelligence. For example, if students are interested in sports, they might demonstrate their understanding of physics or mathematical concepts using football or basketball as the context. In addition, self-awareness of their favored learning styles and interests can motivate students to study and learn new information at home or on their own. Rubrics accompanying these tasks can ensure that quality products will be created. Helpful resources to begin this process include "7 Kinds of Smart: Identifying and Developing Your Multiple Intelligences", by Thomas Armstrong, "Fulfilling the Promise of the Differentiated Classroom", by Carol A. Tomlinson, and the Web site

<http://literacyworks.org/mi/assessment/findyourstrengths.htm> . Student use of technology must become an integral part of student learning. All teachers must provide for student use of integrated technology to promote creative, higher-order thinking and give students alternate ways of showing what they know through a variety of measures available through technology software. Leadership must provide professional development using technology to maximize access to content and allow for exposure for real-world applications through the use of technology.

Teachers must design lessons and create opportunities for students to use technology to expand and share their learning. Group or partner activities allowing selected students to share their solutions can produce powerful learning skills for the world of work. School leadership should search out several technology-savvy teachers who could serve as models for others. Time should be provided for collaborating, visiting other schools, and conducting Web searches to discover ways to highlight and use the technology available. To engage students and prepare them for their future, classrooms should mirror the outside world. Possible resources include "Using Technology with Classroom Instruction that Works" by Howard Pitler, et al and "Technology to Improve Learning" by Mike Muir. There are numerous free wikis, blogs and newsletters such as SmartBrief on EdTech from the Association of Supervision and Curriculum Development.

Summary of Recommendations in: **Learning Environment**

Standard 4: School Culture

School leadership, with a sense of urgency, must establish a culture of high academic expectations for all students and staff. The entire staff, all certified and classified, must accept responsibility for student learning. School leadership must provide opportunities for all teachers to study the connection between instructional practice and student success. This connection must be evident in the design of instruction, including modifications to better meet the needs of students. Instructional issues and student learning must be the focus of Professional Learning Communities. School leadership must analyze agendas, meeting minutes, and next steps to ensure that instructional issues are being addressed with appropriate follow-up. School leadership must immediately provide professional development to improve student access to a rigorous, relevant, and culturally responsive curriculum. Faculty meetings and Professional Learning Communities must be focused on conversations related to implementing research-based, high-probability instructional strategies. Implementation and refinement of high-probability strategies attained through professional development cannot be viewed as optional. School leadership must frequently monitor the implementation of the strategies. Leadership must assist teachers in identifying instructional growth needs and provide whatever assistance is required to ensure that all teachers make continuous progress in their ability to deliver high-probability instructional strategies. A good resource is Marzano's book, "High Yield Strategies That Work" 2nd edition. The Parent/Community Coordinator must lead the school in a collaborative initiative with all school staff and representatives of all community stakeholder groups to build on current communication efforts through the development and implementation of a comprehensive, systematic, and interactive communications plan with home and community. A standing communications committee, comprised of stakeholder representation, including staff, students, parents, and community members, should be charged with this initiative. Leadership should provide ongoing monitoring of implementation of this effort at every stage of its development.

Summary of Recommendations in: **Learning Environment**

Standard 5: Student, Family and Community Support

Structures must be put in place to ensure ongoing, cohesive collaboration among families, the community, and the school. School leadership, working with the Parent/Community Coordinator, must actively engage families, businesses, and community organizations in decision-making at the school. Non-school stakeholders should be made aware of ongoing revisions in the ACSIP and be given opportunities to provide input. Efforts to create a parent/teacher organization and a parent advisory board should be continued and expanded. Greater effort must be made to identify areas in which parent volunteers could be utilized to improve learning and to actively recruit parents and other adults to serve as active partners in the educational process. School leadership must guide efforts to collaboratively address ways to reduce barriers to learning for all students. A possible resource is Joyce Epstein, "School, Family, and Community Partnerships." The principal and instructional facilitators must lead implementation of instructional

practices to reduce barriers to learning. Lessons must be created that take into account different learning styles and different cultural perspectives. The use of high-probability, research based strategies must become the norm in all classrooms. District leadership must provide ongoing professional development to administrators and staff to provide those professionals with tools to remove these barriers to learning. Professional development must address the use of high-probability, research-based strategies to engage all students and recognize multiple intelligences. A possible resource is "What Works in School: Translating Research into Action" by Robert J. Marzano School leadership must expand efforts to provide extended-day or in-class opportunities for all students to master the core curriculum. All programs that provide additional opportunity to learn must be coordinated with teachers that provide the initial classroom instruction. The additional opportunity to learn must be scheduled in a way that avoids conflict with the student's primary instruction. Additional opportunities to learn must employ instructional strategies, materials, and assessments that are different from those employed in initial instruction. A possible resource is "Focus: Elevating the Essentials to Radically Improve Student Learning" by Mike Schmoker.

Summary of Recommendations in: **Learning Environment**

Standard 6: Professional Growth, Development, and Evaluation

The ACSIP, Individual Professional Growth Plans, professional development, Classroom Walkthroughs, focus walks, and formal evaluations must form a coherent system. The intent of the system must be to build instructional capacity, to create an effective learning environment, and to increase student achievement. Leadership must use the data from Classroom Walkthroughs, focus walks, and formal evaluations to determine the professional development needs of all teachers. Professional development must be based on classroom observations of instruction, student performance data, level of student engagement, and actions in the ACSIP. Data from the Classroom Walkthroughs, focus walks, and formal evaluations must be used to identify and analyze trends related to the effectiveness of instructional strategies used in classrooms and professional development activities. One resource is "Transforming Professional Development Into Student Results" by Doug Reeves. The responsibilities of the instructional facilitators' positions must be clearly defined and focused on improving instructional practice. Instructional facilitators must become well versed in providing ongoing job-embedded professional development in areas that include but are not limited to producing well-developed lesson plans and modeling the implementation of effective instructional practices. Well-developed lesson plans are a first step to effective instruction. Well-developed lesson plans yield a high level of rigor, allow students to answer questions at the higher levels of Bloom's Taxonomy, foster cooperative groups, and encourage students to problem-solve through discussions. Leadership must monitor implemented lessons and provide immediate feedback. Teachers

must share their new knowledge with their Professional Learning Community or with the entire faculty. A possible resource is "The Learning Leader: How to Focus School Improvement for Better Results" by Douglas B. Reeves. The principal and facilitators must organize, initiate, and oversee a process to insure that professional development actions in the ACSIP are implemented. The entire staff must be a part of the process to insure ownership and possess an adequate understanding of how each ACSIP action is to be implemented. The Professional Learning Communities must be engaged, possibly by dividing the task with each Professional Learning Community focusing on one action. A process should be instituted for each action. The Professional Learning Community or group working on the implementation must reach agreement on how student performance will be impacted, how collaborative follow-up will be accomplished, how to debrief teachers, and how to provide additional support for teachers having trouble implementing the action. One shot, sit-and-get professional development is rarely integrated into a teacher's regular classroom practice. Successful professional development of the kind needed to fully implement an ACSIP action requires support for teachers along with frequent feedback and collaboration with colleagues. Professional Learning Communities are an excellent format to begin the task.

Summary of Recommendations in: **Efficiency**

Standard 7: Leadership

The principal must become the instructional leader of the school, clearly demonstrating that instructional leadership is his primary focus. This role should include becoming the leader in the development of the ACSIP and ensuring that it is carried out. The principal must recognize his role as the leader in decisions about professional development, analysis of data, and improving student achievement. He should work collaboratively with his immediate supervisor, the assistant principal, instructional facilitators, and external provider to build capacity in instructional leadership. The principal must attend professional development targeted at building leadership in coaching for high-probability, research based, instructional strategies, and rigorous and relevant instruction. District office administrators should support the principal, by providing the resources necessary for him to develop these skills. He must utilize knowledge and skills gained from the professional development activities to engage the staff in in-depth, targeted conversations about:

1. Use of data to make decisions about instruction
2. Implementation of differentiated instruction
3. Professional Learning Communities
4. Creating an inviting learning environment for students

A possible resource is "Failure is Not An Option: Six Principles that Guide Student Achievement in High Performing Schools" by Alan M. Blaine.

The principal must become the driving force behind the ACSIP. The principal must create an ACSIP development process that leads to a shared sense of responsibility among all staff. The ACSIP must be data-driven, research-based, and serve as a road map toward school improvement. Without the use of data along the continuum of development, the plan becomes something that may or may not bring success. The principal must take the lead in the development of the ACSIP beginning with evaluating the success of the previous year's plan and using data to determine what parts of the plan were successful and no longer need to be the primary emphasis. Data must determine what parts of the ACSIP are moving the school toward success and need to be continued for the upcoming year. Data must determine what part of the plan should be eliminated because it is not producing success. The principal must then determine, through analysis of the data, student needs that will be targeted in the ACSIP. He must lead the process for including staff, students, and parents in the ACSIP planning process. The principal must ensure that Individual Professional Growth plans for administrators and teachers are linked to the school goals and should focus on the continuous improvement of instruction. School leadership must tie all professional development to improved student achievement. Ongoing, job-embedded professional development opportunities must be based on individual as well as school-wide needs that address data analysis, curriculum development, research-based instructional practices, classroom discipline, and building instructional leadership capacity. The principal must develop his individual professional growth plan with his supervisor to build his capacity as a school leader. A good resource for the principal in understanding the skills needed by a principal are "Leadership that Works" by Robert Marzano and Timothy Waters.

Summary of Recommendations in: **Efficiency**

Standard 8: School Organization and Fiscal Resources

The principal must hold all staff members accountable for implementing school improvement plans. This can be accomplished with the following initiatives. The principals must review lesson plans and provide teachers individual feedback specific to the degree to which the lesson plans reflect the expectations established for instruction through the ACSIP and coaching provided by principals and instructional facilitators. The instructional facilitators and the principals must become instructional coaches. The principals and instructional facilitators must schedule classroom observations of 20 minutes or more in three or four classrooms each day. Following these observations, timely feedback designed to drive continuous improvement of instruction must be provided in face-to-face discussion. Teachers, instructional facilitators, and the principals must use opportunities for collaboration provided by common planning time to focus on ACSIP goals, interventions, and activities to improve staff and student performance. The principals must become active participants in all Professional Learning Communities. The instructional facilitators must provide sustained, job-embedded professional development

specifically designed to move teachers from ineffective instructional practices to effective instructional practices that support ACSIP goals, interventions, and actions. The professional development provided by the instructional facilitators must be based on the needs of individual teachers and the learning needs of their students. The principals must monitor the use of common planning time and ensure that it is used effectively to support the continuous improvement of instruction. Possible resources are "Coaching: Approaches and Perspectives" by Dr. Michael James Knight and "The Math Coach Field Guide: Charting Your Course" by Burns, Felux, and Snowdy. Not all students have access to the entire curriculum in all classes because instructional strategies chosen by most teachers do not provide each student an appropriate opportunity to learn. Leadership's number one priority, all day every day, must be moving teachers from predominately teacher-centered instruction to predominately student-center instruction. Principals and instructional facilitators must continue to build the knowledge and skills necessary to monitor instruction and coach teachers to achieve continuous improvement of instruction. Professional development in these areas must be ongoing and job-embedded. Principals and instructional facilitators must provide teachers feedback that is timely, specific, and focused on eliminating ineffective instructional practices and using effective instructional practices. All teachers must regularly use a variety of high-probability, research-based instructional strategies intentionally chosen to address each student's learning styles, multiple intelligences, developmental characteristics, and academic needs. Instructional strategies employed by teachers must include feedback, which is timely, specific, and understandable to students. Following feedback, students must have opportunity to refine, revise, practice, and retry the knowledge or skills not mastered. Possible resources are "So Each May Learn" by Harvey Silver, Richard Strong and Matthew Perini, "Assessment as Feedback" by Grant Wiggins at <http://education.jhu.edu/newhorizons/strategies/topics/Assessment%20Alternatives/wiggins.htm>, and "Classroom Instruction That Works" and "A Handbook for Classroom Instruction that Works" by Robert Marzano, Debra Pickering and Jane E. Pollock.

District leadership and principals must develop formal procedures that, annually, include all staff members in an assessment of resources needed to support high levels of student achievement and staff performance. The focus of the resource needs assessment must be student learning needs. This assessment of resources needed should be applicable to both discretionary and categorical funds. This assessment of needs must address both material and human resource needs.

These procedures should be developed and implemented in a time frame that:

1. Enables school leadership to inform appropriate district leadership of resources needed for the next school year.
2. Is aligned with development of the school and district ACSIPs. District leadership must empower the principal to manage the instructional budget allocated to Lee High School and hold him accountable for management of those

funds. The principal should meet with all teachers to discuss the school's budget after district leadership allocates funds to the school. A possible resource is the Arkansas School Business Officials, a constituent group of the Arkansas Association of Education Administrator 501-372-1619

Summary of Recommendations in: **Efficiency**

Standard 9: Comprehensive and Effective Planning

Leadership must initiate a process of clearly defining the school's desired goals for organizational effectiveness. Organizational effectiveness includes defining a clear method of communicating, defining clear roles for accountability, and setting clear measurable goals that are evaluated and redefined at frequent intervals. These components create systems that promote a seamless network in the organization. The first step for this staff in creating a cohesive organization is to involve all staff members in the development of the ACSIP. This should be as active contributors and not just as passive editors.

Other steps for creating an organized system are:

1. Disseminate perceptual surveys to parents and stakeholders, communicate the results to entire staff, and use the results to set desired measurable goals.
2. Conduct a Root Cause Analysis for the purpose of determining the causes for student success and failures.
http://www.isbe.state.il.us/spec_ed/conf/2010/pdf/session3_root.pdf or ADE staff
3. Set and communicate clear, attainable, measurable goals based on the data, the Scholastic Audit recommendations, and recommendations from Learning Forward.
4. Review and use current research that is aligned to the ACSIP goals and actions that will help the staff understand the purpose of the selected actions and their roles in implementing the actions. Every staff meeting must consist of a journal article or book that depicts research supporting the current school topic. Staff members should read and discuss the article before being presented a new task.
5. Evaluate progress toward achieving the goals quarterly. Communicate the results to all staff members.

The mission, vision, and belief statements of Lee High School must be the decision making filter and compass for the staff members, students, and family members in the work of the school. Leadership must immediately re-start the mission statement and begin developing vision and belief statements. Leadership should review the district mission, vision, and belief statements and use these as a foundation for developing school-specific statements that are aligned with the needs of the current student population. All stakeholder groups, including administrators, teachers, classified staff, parents, community representatives, business and industry leaders, and students, must be engaged in an open dialogue to develop vision and belief statements and revise the mission statement. Attention must be taken to ensure that the school's vision, mission, beliefs statements, and ACSIP are aligned and guide all

decision-making at the school. Draft copies of the statements must be presented to the general public at open meetings for comments and revision before the statements are finalized. Final copies should be disseminated to the public through the news media, school Web site, student handbook, and other avenues of communication. The statements should be posted in prominent places in the school and all classrooms. Agendas for meetings should be developed and minutes should be kept to record progress and to serve as a means of reflection. Leadership must regularly call attention to these guiding statements through communication with students and staff.

School leadership must immediately develop and implement a process to monitor the effectiveness and implementation of actions in the ACSIP. A monitoring process should be collaboratively developed by the school leadership with input from stakeholders responsible for implementation of each intervention. The process should be designed to build capacity within the staff to monitor instructional and organizational effectiveness. One way to achieve this is by developing an implementation/progress matrix. The matrix should reflect the extent of implementation of the action and progress toward the expected outcomes of the action. The matrix should reflect four levels of implementation/progress. Levels of implementation could include descriptors of exemplary, fully functioning, moving toward, and unacceptable. Levels of progress toward expected outcomes could include descriptors of achieved, substantial progress, some progress, and no progress. Such a matrix would include a row with eight columns for each ACSIP action; one column for each level of implementation and one column for each level of progress. Progress toward achieving ACSIP goals should be reported to the staff and other stakeholders on an ongoing basis, at least quarterly. Recommendations for revisions in the ACSIP should be shared and documented based on the degree of implementation and progress toward expected outcomes. Actions that are not working should be considered for removal or modification so that the ACSIP becomes a living document that guides school improvement at Lee High School.

Standard 1 Leadership Recommendations:

The instructional facilitators should continue to provide professional development in the creation of comprehensive curriculum documents that are aligned with the Arkansas Academic Content Standards. There should be a school-wide format for the curriculum that supports student learning at high levels, incorporates research-based instructional strategies, and provides opportunities for cross-curricular and multicultural connections. Teachers should implement the curriculum documents as provided by Mrs. Peggy Woosley, the ADE Curriculum Consultant for identified courses as these documents appear to be rigorous and relevant, providing students with real-world experiences. These documents include concepts such as enduring understandings, essential questions, task analysis, key vocabulary, instructional strategies, methods of assessment, materials and resources, and evaluation

procedures. The curriculum documents are an on-going endeavor as we transition to fully defined curriculum units for all content areas.

The district should provide time for horizontal and vertical articulation of the curriculum. Teachers should compare the curriculum maps in all subject areas, looking for opportunities to make cross-curricular connections (horizontal articulation). When possible, sequencing of content-area topics should be adjusted so that students experience the related curriculum in the different subjects during the same time period. For example, if Social Studies students are studying the geography of Africa, their Literacy class could implement open response items regarding the biography of Nelson Mandela. In addition, the district should implement a systematic process for sequential grades to compare curriculum with the purpose of eliminating gaps and overlaps (vertical articulation).

School leadership should monitor teacher lesson plans for implementation of the district curriculum in all subject areas. Classroom Walkthroughs and focus walks should be used to validate that the approved lesson plans are effectively implemented. Specific, constructive feedback should be given to teachers in a timely manner. On-going and job-embedded professional development should be provided on an individual basis to teachers needing assistance in implementing the written curriculum appropriately. A system should be developed within the school that uses multiple indicators of student performance to evaluate, monitor, and make recommendations for any needed revisions to the curriculum.

Standard 2 Findings: Classroom Evaluation/Assessment

2.1a- The local school board has not adopted a policy that addresses classroom assessments. Lee Senior High School utilizes data quarterly assessments for mathematics and literacy are administered. The district math and literacy facilitators, along with teams of teachers, developed the assessments for grades kindergarten through second, while grades three and four use the Target Test provided by Great Rivers Education Service Cooperative. These assessments are aligned with Arkansas Academic Content Standards. The primary sources for additional classroom assessments are textbook ancillary materials. Most assessments do not require students to demonstrate what they know and are able to do at a rigorous level. Many assessment items incorporate lower-level thinking skills and utilize multiple choice and matching as the primary question format.

2.1b- Quarterly assessments in literacy and mathematics were collaboratively designed by the curriculum facilitators and teachers in kindergarten through second grade. Common tests on specific topics in mathematics were collaboratively developed and are administered approximately three times each quarter. Grade-level team meetings are seldom used to collaboratively design authentic assessment tasks. Most classroom assessments utilize multiple choice or matching questions that do not require student demonstrations of what they know and are

able to do at higher levels of learning. Open response items are seldom included on classroom assessments. Teachers do not consistently provide students with a variety of choices in the forms of assessments. There is no established process for school leadership to review and provide feedback on teacher-created classroom assessments.

2.1c- Most students cannot verbalize the objective being taught in the classroom. Few students understand what rubrics are or their function in classroom instruction. Progress reports are the primary source of information for parents and students to determine the proficiency level of students' classroom work. Rubrics posted in some classrooms generally identify the number of questions that need to be correctly answered for students to score at one of the identified levels. Most rubrics are not task-specific and do not reflect the requirements of quality work for different subject areas. Students are not taught to systematically evaluate and reflect upon their own work for the purpose of improving individual learning.

2.1d- Results of student assessments are not used to identify curricular gaps or implications of needed changes in instructional practice to increase student performance. The district and school leadership use ACTAAP test results to establish goals during the ACSIP planning process. The ACTAAP Benchmark test results are not disaggregated to the classroom or individual student levels to identify student learning needs. Goals in the ACSIP are developed for the school-wide population and do not reflect the needs of sub-populations or individual students. Stakeholders are not intentionally involved in data analysis of assessments. Instructional facilitators assist grade-level teams in informal analysis of quarterly assessments that sometimes result in a change in curricular materials or instructional strategies for particular skills.

2.1e- Most classroom assessments are based on ancillary materials included in adopted textbook series. Some assessments are teacher-created and follow the same format as the textbook assessments. Few teachers provide a variety of assessment tasks from which students have an opportunity to choose their own way to demonstrate knowledge or capacity to perform a given task. Some teachers analyze assessment results to determine skills that students have not mastered. These skills are identified for re-teaching and reinforcement until the student demonstrates mastery. Few teachers design modifications to instruction to increase the success of students not achieving mastery on specific skills. Most teachers assign homework on a regular basis. Some teachers do not require students to submit their homework once completed. Not all teachers return student homework. Some teachers assign grades to student work that reflect completion of the task without evaluating quality or correctness of the student work. Teachers do not consistently provide students with written feedback intended to improve student performance on assessments or homework assignments.

2.1f- Rubrics posted in most classrooms establish the number of multiple choice questions a student must correctly answer to achieve different performance levels. These rubrics seldom clarify for students how to improve their academic performance. Student writing samples are posted in some classrooms, showing the differences in work identified at various performance levels. "Basic" and "Below Basic" work is often organized under a heading of "Work in Progress." Strategies for improving work to meet proficiency requirements are sometimes recorded on student work. These strategies are not consistently reinforced in classroom instruction. Most classroom assessment tasks are designed at the knowledge and comprehension levels of Bloom's Taxonomy, providing students minimal opportunity to demonstrate the characteristics of rigorous work. School leadership expects teachers to communicate with families about student progress at least every five weeks.

2.1g- Implementation of ACTAAP is coordinated by school personnel. There is no local school board policy regarding the administration of the ACTAAP Benchmark exams. The school counselor conducts training for staff members in all areas of test administration and security prior to the week of testing. A testing schedule is developed and communicated to staff, families, and students along with information concerning the role families should play in good test-week procedures. Appropriate accommodations for special education and designated 504 students are implemented during the week in the same way they have been for classroom assessments throughout the school year.

2.1h- District and school leadership have not provided training to teachers in procedures for analyzing student work. Student work is not systematically analyzed to revise curriculum, instruction, or assessment practices. Some teachers review student work for the purpose of determining mastery and creating a checklist that indicates which students should receive re-teaching or reinforcement of particular skills. Teachers do not use student portfolios to measure growth over time.

LEADERSHIP RECOMMENDATIONS:

Teachers and facilitators should collaboratively create classroom assessments that are standards-based, rigorous, and authentic. Currently the majority of classroom assessments are formatted as practice for the Benchmark exams' multiple choice sections. Students are not required to show their work as a step in responding to multiple choice and matching-type fill-in-the-blank questions. While the ACTAAP short answer questions are multiple choice, they are more rigorous and authentic than those used in Lee Senior High School classroom assessments. Students should be required to show their work and/or justify their answers so that teachers can modify instruction in order to correct students' misunderstandings. Assessment tasks should require students to use higher-order thinking and problem-solving skills rather than low-level recall. Open-ended and open-response assessment items should be a regular part of classroom instruction and assessment and not reserved for infrequent formal testing. Daily classroom questioning should also be conducted

at higher-order thinking skill levels. In order for teachers to guarantee the success of each student, questions should be addressed to specific students rather than to the whole group. All students should have equal participation in lessons. Students should be asked to justify their answers, whether they are correct or incorrect. School leadership should establish procedures for monitoring the effective use of classroom assessment techniques requiring higher-order thinking and problem-solving skills from all students.

Students should understand and be able to articulate the curriculum goals for each lesson throughout the school day. This information should be posted in student-friendly language and verbally stated to students as the lesson begins. The teacher's expectations for what the student will know and be able to do should be clearly communicated to the students, and students should be able to communicate this in their own way both before and after instruction. Teachers and students should have an understanding of what quality work looks like in various subjects and presentation forms. To create an understanding of quality work, school leadership should facilitate the development of commonly-held standards for, and examples of, high-quality work. Teachers and facilitators should work collaboratively to develop rubrics that describe the expectations for proficient work on open-ended tasks in all content areas. Student work samples on open-ended tasks and accompanying rubrics should be posted in classrooms. Students should be taught to use rubrics as a tool to reflect on, evaluate, and improve their own work. School leadership must provide on-going, job-embedded training in the effective construction and application of rubrics and on the implementation of a rubric-based analysis of student work. The Great Rivers Education Service Cooperative is a resource for these instructional strategies.

The primary purpose of student assessment should be to inform teachers and school leadership of needed changes in curriculum and instructional strategies. Data should be disaggregated to the sub-population and individual student level in order to learn what students know and are able to do. The end result of data analysis should be appropriate changes in curriculum, instructional strategies, and assessment techniques. Changes to curriculum should be made when gaps are identified. Instructional strategies should be modified when what is being done in classroom instruction is not producing the desired results for students. Assessment strategies should change when analysis does not give the staff the information needed to make informed decisions. District and school leadership should provide long-term, sustained training in disaggregating data and using the results to identify gaps between the taught and tested curriculum, levels of student achievement, and effectiveness of instructional strategies. Decisions about necessary changes should include immediate modifications, as well as long-term changes. Results from a variety of student assessments should be used in this process, including ACTAAP, Target Tests, district quarterly assessments, and classroom assessments.

Findings Standard 3: Instruction

3.1a- Most classroom instructional strategies are teacher-directed. Few teachers utilize student-centered, culturally-responsive instructional strategies, such as cooperative learning, learning centers, and hands-on activities, to meet individual student learning needs. Most classroom activities do not accommodate students' preferred learning styles or multiple intelligences. Whole-group instruction and worksheets are the primary instructional strategies used throughout the school.

3.1b- Not all instructional strategies are aligned to the district curriculum. Few learning activities require students to complete assessment tasks similar to those on the state assessments. These assessment tasks lack open-response questioning and do not demonstrate rigorous levels of student work similar to the expectations of state-level Benchmark exams.

3.1c- School leadership conducts Classroom Walkthroughs and focus walks to monitor the effective use of classroom instructional practices. School leadership does not provide teacher-specific feedback that would assist teachers in modifying instruction to meet student needs. Teacher-developed lesson plans are checked weekly. The process includes school leadership initialing lesson plans and returning them to teachers. Minimal written feedback is provided to teachers on the submitted lesson plans.

3.1d- District and school leadership recruit highly-qualified staff. Two teachers are not licensed in their assigned areas. Teachers participate in a minimum of 60 hours of professional development as required by ADE guidelines. School leadership provides limited opportunities for on-going, job-embedded professional development throughout the school year. Professional development opportunities are not intentionally focused on improving classroom instructional strategies that challenge and motivate students to high levels of learning.

3.1e- Most teachers do not consistently incorporate technology into classroom instruction. Technology is not equitably allocated to all teachers and students in all classrooms. One interactive whiteboard is located on campus. Most kindergarten through second-grade classrooms have a cluster of computers available for student use. Few third- and fourth-grade students have access to classroom computers. Students attend a reading or math lab once per week and take Accelerated Reader tests on computers in the library. School leadership has not established an expectation that all teachers incorporate technology into classroom instruction on a consistent basis.

3.1f- Most classroom instruction is textbook-based. A variety of instructional resources is provided in most content areas to support implementation of the written curriculum. Few teachers consistently access the available resources to expand the use of instructional resources beyond the adopted textbook series. The majority of

instructional resources do not reflect diversity. Not all instructional resources are age or developmentally appropriate. The media center provides students and teachers with some instructional resources that support the implementation of the school's written curriculum.

3.1g- District and school leadership have not provided training to teachers in procedures for analyzing student work. Teachers meet with the principal and instructional facilitators on a weekly basis to discuss academic concerns. This time is not intentionally utilized to analyze student work that will lead to the modification of instructional practices. Some teachers review student work for the purpose of determining mastery and creating a checklist that indicates which students will receive re-teaching or reinforcement of particular skills.

3.1h- Some students can articulate the purpose of homework. Most teachers assign homework four nights per week. Some teachers do not monitor student progress through homework completion. Many teachers do not provide written feedback beyond assigning a grade to the assignment. Homework is not consistently used as an extension of what has been taught in the classroom and seldom connects to real-world experiences. The local school board has adopted a homework policy.

LEADERSHIP RECOMMENDATIONS:

School leadership should ensure that all teachers receive training in developing and utilizing varied instructional strategies and activities. Strategies most likely to impact student learning include recognizing similarities and differences, graphic organizers, differentiated instruction, inclusionary practices, cooperative learning, double-entry journals, reading/writing workshops, and manipulatives. These effective strategies should be implemented, observed, and measured by student performance at all times. Training should provide teachers a variety of instructional strategies that can replace textbook-driven instruction. Teachers should use teacher-generated materials specific to the standards being addressed instead of textbook-provided ancillary materials. Resources on research-based instructional strategies can be found at the Great Rivers Education Service Cooperative. One source for brain-research related high-yield strategies is "Worksheets Don't Grow Dendrites" by Marcia Tate. Another possible resource is "Classroom Instruction that Works" by Robert Marzano.

School leadership should develop a comprehensive professional development plan that equips faculty and staff with strategies for maximizing academic learning time through the use of bell-to-bell instruction. This training should include

- questioning techniques, such as ask, pause, call;
- using rubrics with open response items;
- incorporating the best practice lesson line that includes modeling, providing guidance throughout the lesson, allowing for independent practice, and providing closure;
- effectively using the pacing guides to plan lessons; and

- creating effective lesson plans.

School leadership should continue to require lesson plans be submitted weekly, and provide meaningful feedback on lesson plans to individual teachers as a means to improve instructional practices. School leadership must consistently monitor classrooms for student engagement and provide assistance for redirecting student behavior. Teachers must adjust their feeling tone with students and find other methods for redirecting student behavior, such as praise and acknowledging students that are on task. School leadership can provide training for teachers through the Great Rivers Education Service Cooperative.

School leadership should explore possible sources of funding for increasing student-level access to technology in classrooms.

School and district leadership should collaborate with the school staff to research the effectiveness of a variety of electronic resources, selecting those that hold the greatest promise of increasing student achievement. In addition to using technology as an integral part of the delivery of instruction, teachers should also provide students the opportunity to use technology to expand their learning opportunities and demonstrate their mastery of the curriculum in a variety of contexts. School leadership should monitor lesson plans for weekly integration of technology in order to enhance instruction and learning.

Findings Standard 4: School Culture

4.1a- District leadership does not consistently provide support for the maintenance of the physical structure of the school in order to provide a safe, healthy, orderly and equitable learning environment. Four fire extinguishers are located throughout the building. Some playground equipment pieces have been discarded and remain in a pile on the playground area. Long periods of rain result in water levels rising above the walking paths and flooding the areas around the portable buildings. These water levels sometimes rise beyond exterior doors into the hallways and classrooms near the doorways. The local school board has adopted a student discipline policy that is included in the Student Handbook. Many classrooms have behavioral and classroom expectations posted on the wall. Few teachers consistently enforce these expectations. Use of the school-wide intercom is limited to emergencies and afternoon dismissal announcements. In October, 2009, district leadership collected approximately 189 responses to a perceptual survey regarding the learning environment. School leadership collected approximately 60 parent surveys, administered in November, 2009, as part of the preparation for the Scholastic Audit. Results from these perceptual surveys have not been analyzed for use in planning and decision-making to provide a safe, orderly, and equitable learning environment.

4.1b- School leadership and staff do not consistently demonstrate a belief that all children can learn at high levels. School leadership does not intentionally create experiences that foster this belief or motivate staff to produce continuous improvement in student learning. The school has not established vision or belief

statements that guide all decision-making that impacts teaching and learning. A leadership team and grade-level teams have been established. The focus of these team meetings is not always based on issues related to continuous improvement in instructional practice and student learning.

4.1c- Few teachers communicate high academic expectations for all students. Assignments do not consistently require higher-order thinking and problem-solving skills. Classroom instructional strategies used by most teachers focus on lower levels of Bloom's Taxonomy that do not engage all students throughout the lesson. Behavioral expectations are posted in many classrooms and are communicated to students. Consequences for inappropriate behavior are not consistently applied to all students. Many teachers shout directions and corrections at students. Some teachers make comments and assign consequences that demean students.

4.1d- Many instructional staff are aware of the school's mission statement. This statement does not consistently guide decision-making throughout the school. Some classified staff members are aware of the school's mission and are invited to serve on school committees. Most classified staff members collaborate with teachers when making decisions in their areas of responsibility related to student learning.

4.1e- There is no district policy that links teacher efficacy and student academic performance. Many teachers do not verbalize or demonstrate recognition and acceptance of their role in promoting student successes and failures. Some teachers reflect on the impact of their instruction. This reflection seldom results in changes to instructional practices based on student performance. Most teachers do not provide students an opportunity to evaluate their instructional performance.

4.1f- Students have equitable access to all classes. Art, music, physical education, and computer lab classes are offered in addition to the core content classes. The district adheres to ADE regulations regarding student/teacher ratio. Few attempts are made to match teacher strengths with individual student needs when assigning students to classes. Teaching assignments are seldom adjusted to impact student learning.

4.1g- The local school board has adopted a policy on parent communication. The school communicates with families through the school Web site, take-home notices, and parent-teacher conferences. Some teachers create class newsletters that include practice exercises and upcoming test information. Teachers are required to send progress reports to parents once every five weeks throughout the school year. Few teachers include students in conferences when they report their progress to families.

4.1h- Teachers and staff do not consistently demonstrate that they care about students. Some students believe teachers care about them. Few positive interactions between teachers and students occur in most classrooms. Teachers seldom praise students for academic performance and appropriate behavior. Few positive interactions between staff across all grade levels occur. Few teachers inspire students to do their best. Students have not been formally assigned an adult who serves as their advocate.

4.1i- The local school board has adopted a policy that addresses parent and community communication. The school uses a variety of communication strategies to disseminate information to school stakeholders. The school Web site includes a calendar of upcoming events, staff e-mail addresses, and pictures of school activities. Some school information, including the weekly cafeteria menu, is submitted to the local newspaper, "The Courier Index." The school sends take-home notices to parents/guardians. The school marquee informs the community of upcoming events.

4.1j- Each semester, the school hosts an honors program designed to celebrate the students' academic successes. This program includes the Principal's Honor Roll, A-B Honor Roll, and Most Improved Students. Student work is posted in most classrooms, and work scored as "Advanced" is showcased in the hallways of the school. Some displayed work includes limited teacher feedback. Student work, rubrics, and scoring guides are not consistently used to guide student learning and self-reflection.

4.1k- There is not an intentional focus on minimizing the impact of physical, cultural, or socio-economic factors on learning. Instructional strategies seldom reflect multicultural considerations. The media center contains limited materials addressing diverse cultures. The local school board has adopted a non-discrimination policy.

Leadership Recommendation:

School leadership should hold high academic expectations to ensure student success. One method for demonstrating high academic expectations is to consistently provide students with quality instruction that leads to improving their academic achievement. School leadership should immediately implement the action item in the 2009-2010 ACSIP to provide training for all staff members on Robert Marzano's "Classroom Instruction That Works." This book offers guidelines for using effective instructional strategies that enhance student achievement. A handbook for this study is also available. Research-based instructional strategies should be reviewed during staff meetings to ensure continual focus on quality instruction that leads to improved student achievement. School leadership should assign teachers to experiment with the suggested strategies and report on the findings. This should also serve as an opportunity for teachers to model successful teaching strategies and promote team-building experiences.

School leadership should hold high behavioral expectations for all adults and children in the school. School staff members must immediately stop shouting at students and providing consequences for inappropriate student behaviors that are demeaning and humiliating. "Assertive Discipline" resources by Lee Canter provide administrators and teachers with simple, easy-to-follow steps for implementing an effective school-wide discipline plan. An additional resource for impacting school culture is Marcia Tate's book "Shouting Won't Grow Dendrites!"

The district should develop a policy that acknowledges the link between teacher efficacy and student achievement and sets the procedures that teachers and administrators use to systematically review and revise instructional practices based on student performance. School leadership should guide teachers to reflect upon the connection between the instruction they provide and students' learning and achievement. A resource to consider is the work of J. H. Stronge, "Qualities of Effective Teachers," 2nd Edition and "Handbook for Qualities of Effective Teachers" from the Association for Supervision and Curriculum Development. These publications can be used as the basis for professional development that improves the teacher qualities that research indicates are most apt to raise student achievement. Other resources include articles about teacher efficacy by Anita Woolfolk-Hoy. A list of articles and resources can be found at ehe.osu.edu/epl/people/anita-hoy.

Findings Standard 5: Student, Family, and Community Support

5.1a-

The local school board has adopted a parent involvement plan. School leadership has recruitment procedures for parents and community members to partner with the school. Parents and community members volunteer in classrooms and the cafeteria. Parents complete a Parent Information Sheet that identifies volunteer interests. A copy of the form is maintained in the counselor's office. Interactive communication between home and the school includes the school Web site which lists staff e-mail addresses. Strategies to promote interaction with families are listed in the ACSIP, including an invitation to the district alumni advisory committee, parent information kits, and the school's annual public meeting. The school does not provide service learning project opportunities for students.

5.1b- All students are provided equal access to all of the curriculum. In addition to classroom assignments for teaching in the core content areas, every student participates in an alternating wheel of enrichment classes for one hour per day. Included in the wheel are art, choral music, physical education, library skills, and computer lab. Orchard software is used for remediation in the computer labs, as well as in classrooms. All grade levels are scheduled a 30-minute period for

physical activity during the day. Reading Recovery is provided for the lowest performing students in first grade. Students who score below basic on the quarterly district literacy assessments are assigned to small literacy intervention groups which meet with the Reading Recovery teachers every afternoon for 20-30 minutes. In previous years, this supplementary instruction has been in place by October. As of December 9, 2009, it was yet to be implemented. The after-school program provides intervention for students who score below 65 percent on both literacy and math quarterly assessments. Students are organized into small groups based on topics in which they need remediation. Students attend the program for two hours after school, three days a week, from October through March. Once students are identified for the program, they remain in the program until March. Instructional aides assist in classrooms by providing supplementary and remedial instruction to small groups of students during classroom instruction. No plan is in place to utilize available data to determine students' exit from these programs or to evaluate program effectiveness. The school counselor uses a comprehensive Student Services Plan to meet the various intellectual, social, developmental, and career needs of all students and to support the particular needs of at-risk students. Specific blocks of time are identified in the counselor's schedule to provide appropriate services to both individual and groups of students. Counseling Services of Eastern Arkansas and the Behavior Health Center provide on-site professional counseling services to students identified as needing specific services beyond the scope available through school staff. Technology resources are not equitably available to all students. Computers available to students in classrooms vary in number from zero to six. Some classrooms have no overhead projection capacity, while others have as many as two document cameras. One teacher has an interactive whiteboard which was awarded through a grant. Manipulatives to support the "Growing with Mathematics" curriculum are in all classrooms. Calculators need to be resupplied. Activities funded through Title I are integrated into the school's ACSIP to fund programs that support the stated goals and interventions for improved student achievement. The local school board does not have a policy that ensures all students have equal access to a common academic core.

5.1c- Few teachers use varied instructional materials in the curriculum. Referrals to health and social services are handled by the nurse or social worker. The district collaborates with community agencies, including Youth Moves and Action for Kids, to strengthen youth partnerships and encourage academic success. The majority of teachers do not use a variety of instructional resources that promote active learning. Few teachers use instructional strategies that accommodate students' preferred learning styles or multiple intelligences. Research-based instructional strategies are seldom used during class.

5.1d- A variety of programs support student learning through supplemental instruction beyond the initial classroom instruction. Instructional aides work part-time within each classroom to provide targeted support to struggling learners in

small-group settings. Literacy and mathematics remedial and supplementary instruction is provided using Orchard software in two computer labs which are utilized by every student once a week during a regularly scheduled pullout time. Some students also have access to this software in their classroom. The Reading Recovery program provides supplementary instruction to the most struggling readers. A literacy intervention pullout program provides small group supplemental instruction to students based on the Dynamic Indicators of Basic Early Literacy Skills and Developmental Reading Assessments. The after-school program is offered to students scoring below 65 percent on both the math and literacy district quarterly assessments. Supplementary services are sometimes evaluated. Data are seldom used to evaluate the effectiveness of programs and modify them to meet the identified needs of students. There are no extracurricular programs offered in the school.

5.1e- Cumulative Student Folders are maintained by the counselor for each student. These folders include the student's personal information sheet, birth certificate, shot records, social security card, and standardized test reports. Folders are stored in the vault in the main office. Access is limited to the principal, counselor, and classroom teachers. Parents may access the folders after signing a consent form. Student Achievement Folders are maintained by the counselor for each student. These folders include a copy of the student's personal information sheet, standardized test reports, and academic progress reports. The folders are stored in unlocked file cabinets in the counselor's conference room. Individual files are maintained by the school nurses for each student receiving medication during the school day. Entries are made, recording the date and time medications are given to each student. Technology resources for student record keeping include APSCN for attendance and discipline, NORMES for statewide testing, and TRIAND for Target Testing.

LEADERSHIP RECOMMENDATION:

Staff and school leadership should regularly evaluate remedial and supplemental instruction programs to determine their levels of success in improving student achievement. Programs included in the evaluation process should include, but not be limited to, Reading Recovery, computer lab use of Orchard software, Literacy Intervention Program, After-School Program, and use of instructional aides in classroom settings. Specific goals should be established annually for the outcomes of each program. These goals should be included in the ACSIP. The goals should be directly correlated with the analysis of ACTAAP results and other relevant local assessments. Program evaluation should include periodic formative assessments to determine the effectiveness of individual students, as well as their entrance into and exit from the programs. These formative assessments should be used to determine short-term, immediate modifications to programs. Summative assessments at the end of the program cycle or school year should be used to measure the value of continuing a particular program as it has been implemented, or making significant changes to the program, possibly including elimination or

replacement with another program that is designed to meet the specific needs of students. The district should provide specific training in the development, use, and evaluation of authentic data for the purpose of program evaluation.

A Student Services Team should be formed to coordinate efforts to remove barriers to learning for at-risk students. Members of this team should include, but not be limited to, the counselor, social worker, nurses, APSCN clerk, dean of students, and In-School Suspension supervisor. Input should be sought from members of all stakeholder groups. The team should meet regularly and use multiple indicators to identify students whose needs are not being met. Students may be referred to the Student Services Team by staff or community members or may request help for themselves. Data sources should include discipline records, attendance, health information, parental involvement, academic achievement, retention rates, perceptual data, and staff and community referrals. Each student's situation should be evaluated using all available sources of data to identify areas of concern. An individual student intervention plan should be developed, including actions, timelines, and persons responsible for implementation. An evaluation system with benchmark dates should be developed to regularly measure the success of the implemented plan towards eliminating the barriers to the student's learning.

School leadership should implement and monitor service learning projects in selected classrooms. Service learning projects would strengthen collaborative efforts with the community and provide a sense of self-worth and pride for the student. The National Service Learning Clearinghouse is an organization dedicated to help schools connect with the community and foster civic responsibility for students. The National Service Learning Clearinghouse website is www.servicelearning.org.

Findings Standard 6: Professional Growth, Development, and Evaluation

6.1a- District and school leadership have not developed a process to systematically support the staff's long-term professional growth needs. The focus of staff development has changed from year-to-year and does not intentionally reflect improvement of instructional capacity to meet student learning needs as identified in the ACSIP. A variety of professional development sessions is offered by the district. There is limited follow-up or support for successful implementation of newly-acquired information. Opportunities exist for some staff members to participate in professional development activities that support the development and enhancement of leadership skills.

6.1b- District and school leadership have not developed a plan that is intentionally focused on building instructional capacity through on-going, job-embedded professional development. No formal process for determining the specific professional growth needs of individual teachers has been adopted. School leadership does not systematically analyze multiple sources of student achievement

data to determine short-term and long-term professional development needs of individual teachers.

6.1c- Decisions regarding professional development offerings are seldom based on analyzed student achievement data and are not consistently aligned with the identified student learning needs. The formal teacher evaluation process is not utilized to identify needed professional development. Professional development opportunities do not always address individual professional growth needs of staff members.

6.1d- There is no formal process to determine priorities for professional development. Few professional development activities included in the ACSIP focus on improving and updating teachers' content knowledge or instructional practices. Most professional development is provided to meet ADE Rules and Regulations, such as parental involvement, technology, and Arkansas History, or to meet requirements related to the implementation of new programs, such as Arkansas Better Chance and America's Choice.

6.1e- Professional development opportunities are offered during summer workshops and at various times during the school year. School leadership has not developed a systematic process to support and monitor the effective implementation or impact on student learning of new instructional practices acquired through professional development training. Teachers are provided few formal opportunities to reflect, discuss, and process new learning. Minimal follow-up to professional development training is provided. There is not an intentional focus on utilizing professional development to build the instructional capacity throughout the school.

6.1f- Professional development opportunities are not aligned to results from an analysis of student achievement that is reported in the ACSIP. Most professional development opportunities are isolated, providing limited follow-up, coaching, and monitoring to ensure implementation and gauge effectiveness. Professional development does not always address increasing teachers' instructional capacity to meet the identified learning needs of all students.

6.2a- The local school board has adopted a policy on the evaluation of professional staff. The summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations are not intentionally focused on student learning goals identified in the ACSIP. Most staff members do not utilize the summative evaluation to determine their individual growth needs. Copies of the evaluation plan are distributed to returning professional staff members in their mailboxes. New professional staff members receive an explanation and copies of the evaluation plan during orientation sessions prior to the beginning of school.

6.2b- School and district leadership provide fiscal resources for licensed staff members to participate in professional development activities related to their areas of responsibility. The local school board has adopted a staff development policy that establishes goals, strategies and procedures, guidelines, evaluation, and maintenance of the school's staff development plan. The policy does not ensure that the allocation of fiscal resources is appropriate and equitable. School leadership seldom evaluates the impact of professional development activities on student achievement or instruction.

6.2c- The summative evaluation of licensed personnel is based on eight "Essential Teaching Competencies and Minimum Job Expectations." These competencies and expectations are not intentionally correlated with the individual learning needs of all students and the individual professional growth needs of all staff members. Most licensed employees have Individual Professional Growth Plans. These Individual Professional Growth Plans are developed by teachers in isolation not in collaboration with school leadership. The Individual Professional Growth Plans are not intentionally connected to summative evaluations.

6.2d- The district evaluation process meets the requirements of state statute and ADE regulations. School leadership does not implement the process for personnel evaluations as outlined in the local school board policy manual. As of December 9, 2009, few teachers have been observed informally or formally by school leadership or provided feedback to refine their instructional practice.

6.2e- Most of the goals, interventions, and actions included in the ACSIP are based on the review of ACTAAP data. Approximately six of the 140 ACSIP actions address instructional leadership needs. For example, school leadership facilitates weekly grade-level professional learning community meetings to guide team discussions concerning such issues as curriculum, discipline, and professional development. School leadership is currently participating in the Arkansas Leadership Academy. Most additional professional development activities involving instructional leadership are connected to the implementation of programs, such as Arkansas Better Chance and America's Choice. School leadership participates in professional development activities that meet the requirements established by the ADE.

6.2f- School leadership seldom uses the evaluation process to provide teachers with follow-up or support to impact instructional practice. Teachers develop Individual Professional Growth Plans in isolation. Most of these plans are not directly linked to the teacher evaluation process. School leadership provides limited feedback to teachers following informal and formal classroom observations.

LEADERSHIP RECOMMENDATIONS:

School leadership must consistently implement the district personnel evaluation system to improve effective teaching practices and student achievement. In addition to the five evaluative observations required for probationary teachers and the two required for non-probationary teachers, the principal should consistently and regularly observe classroom instruction and look for the use of standards-based lessons, high-yield instructional strategies, learning activities that require students to use higher-order thinking and problem-solving skills, high levels of authentic student engagement, and assessments that inform instruction. The Classroom Walkthrough instructional observations, conducted in collaboration with the America's Choice cluster leader, are perhaps a starting point for this process. Conferences between the principal and individual teachers should be conducted following every observation, whether evaluative or walkthrough. During these conferences, observers should provide specific, meaningful feedback to teachers related to the levels of implementation and the effective use of research-based strategies that improve teaching and learning. Purposeful reflection must also be an intentional part of these conferences to challenge teachers' thinking and cause them to refine their professional practices that will result in higher academic achievement for all students. The principal should also engage in purposeful reflection of the academic dialogue of the conference to determine strategies for providing support for teachers in the form of professional development, resources, and coaching, as well as for her own professional growth as the instructional leader of the school.

School leadership should work collaboratively with staff to use disaggregated data from multiple sources to determine the professional development needs of instructional staff that will lead to greater student achievement. School leadership should develop a needs assessment survey based on the results of the data analysis. The survey should be distributed to all staff members and collected in the early spring to plan for the upcoming year. Survey results should be used to inform professional development decisions. Professional development opportunities should directly address needs identified through analysis of student data.

The school district should use quality professional development from multiple sources, which may include internal presenters, the Great Rivers Education Service Cooperative, staff from neighboring school districts, book studies on instructional topics, and state, regional, and national sources. All professional development should include on-going training. School leadership should establish the expectation that all teachers will immediately implement learned strategies. A systematic plan to incorporate follow-up coaching in the effective implementation of learned strategies should be developed and utilized. School leadership should monitor the professional development plan of each staff member to ensure it is aligned with the school's learning goals for students, Individual Professional Growth Plans, and the ACSIP. Professional development should be systematically evaluated to determine the level of implementation and impact on student learning. The principal should utilize weekly grade-level team meetings to provide professional development follow-up instruction. The team members should share

responsibility for their own learning and provide assistance to one another through collegial support and coaching. Follow-up to professional development should be consistent, intentional, and a priority for all stakeholders.

Findings Standard 7: Leadership

7.1a- District leadership has developed a motto, "One vision, one mission, one goal - no excuses," that is posted in several hallways in the school. School leadership has developed a mission statement with input from the 2008-2009 Whitten Elementary School staff. This collaborative process was begun during professional development activities for implementation of Stage 1 of America's Choice during the 2008-2009 school year. The current mission statement is posted in most classrooms and common areas. School leadership seldom reinforces the mission statement or refers to it when selecting instructional programs or making other instruction-related decisions. Progress toward accomplishing the mission statement is limited to the review of annual ACTAAP data to determine School Improvement status.

7.1b- School leadership reviews ACTAAP data to determine the school's progress toward meeting Adequate Yearly Progress goals. Decisions regarding the selection and implementation of instructional programs are based on these data. Two types of quarterly assessments are administered to students: 1) Target Tests provided by Great Rivers Education Service Cooperative for third- and fourth-grade students, and 2) locally-created assessments for kindergarten, first- and second-grade students. Results from these assessments are seldom analyzed to the classroom and individual student levels for the purpose of impacting instructional practices and programs.

7.1c- The administrator's Individual Professional Growth Plan focuses on building culture. The plan was designed without input from the evaluator and is not intentionally linked to the evaluation process. The goal of the Individual Professional Growth Plan is to become a good leader by understanding the "needs of self and the building employees in order to move student success in a positive manner." The plan is not reviewed to monitor progress or make modifications during the school year. Evaluation of the goal occurs at the end of the current school year when the evaluator and evaluatee collaboratively determine if the goal was met.

7.1d- The school leadership and ACSIP planning teams review grade-level ACTAAP achievement data during the development of the school improvement plan. These data are the basis for determining goals and benchmarks for literacy and mathematics priorities. The academic achievement of population subgroups or individual students is seldom used to inform decision-making regarding interventions and actions for school improvement.

7.1e- School leadership ensures that all staff has access to curriculum materials, including the Arkansas Academic Content Standards. School leadership utilizes external professional resources, such as curriculum documents developed by the Northwest and Great Rivers Education Service Cooperatives, to collaboratively develop the written curriculum. Staff members have received limited training on ways to use the curriculum documents. Instructional facilitators meet weekly with grade-level teams to address curriculum issues. A leadership team has been established at the school. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week.

7.1f- School leadership provides little structure and support for maximizing academic learning time. Policies and procedures for student behavior have been approved by the local school board and are communicated to students and parents. These policies and procedures are not always implemented. Use of the intercom for school-wide announcements during the school day is limited to emergencies and directions for dismissal. Few teachers facilitate bell-to-bell instruction that requires students to use higher-order thinking and problem-solving skills. Research-based, high-yield instructional practices that positively impact student learning are seldom integrated into lessons. Many students who are not involved in teacher-directed small groups are not engaged in learning activities. There is no formal job description or expectation for the use of instructional aides in classrooms. Their time is not always focused on improving student achievement. Academic learning time is often spent correcting student behavior and lining up students for bathroom breaks and pull-out classes or waiting for all students to enter the classroom after such transitions.

7.1g- District leadership determines the allocation of fiscal resources for the school. School leadership consults with district leadership to determine the allocation of human, physical, and time resources at the building level. Allocation of these resources is not always based on the mission statement of the school or intentionally focused on improving student learning. Categorical funds are allocated to support selected instructional programs, such as Reading Recovery, America's Choice, and Effective Literacy. The allocation of these funds is embedded in the ACSIP. Revenue from various sources is sometimes utilized to maximize fiscal resources toward meeting student learning needs. School leadership, along with America's Choice cluster leader, conducts Classroom Walkthroughs to review instructional practices with minimal feedback provided to teachers. Results of these observations seldom lead to modifications in instructional and organizational practices that promote and sustain continuous school improvement. Organizational practices are seldom monitored. School leadership is aware of problems related to the physical condition of the school property. District leadership determines the schedule of repairs and upgrades of facilities.

7.1h- The local school board has adopted a variety of policies, such as the provision of a drug and tobacco-free workplace, the requirement of school uniforms and identification badges, student discipline, and staff evaluation policies to create and maintain a safe, healthy, orderly, and equitable learning and working environment. These policies are not consistently enforced throughout the school. Many teachers shout directions and corrections at students. Some teachers make comments and assign consequences that demean students. District and school leadership allocate limited resources for facilities and equipment to support the learning environment.

7.1i- The local school board has adopted policies required by statute. All policies are available to the public upon request at the district office. Most reviews and revisions of policies occur when changes in ADE regulations or new state laws require it. School leadership and staff members have limited working knowledge of all local school board policies and seldom provide feedback to the local school board concerning the impact of those policies on teaching and learning.

7.1j- School leadership reviews ACTAAP data for inclusion in the ACSIP and shares this student achievement data with the local school board upon request. Most interventions and actions for mathematics and literacy priorities are based on School Improvement status and do not intentionally focus on increasing student academic performance. The local school board approves school-level ACSIP documents and budgets. The actions of the school and the local school board in this school improvement process are not always aligned with the school's belief and mission statements.

7.1K- The principal is a second-year administrator. This is the first year that the two schools, Whitten Elementary School and Strong Elementary School, have been combined. The schools were combined to maximize financial efficiency. Some divisions among the staff exist. For example, ACSIP action steps are a mixture, rather than a blending of the two plans; teachers from each school continue to seek instructional guidance from their previous learning facilitator, rather than according to the facilitators' current content assignments; and inequalities in access to technology exist along previous school lines. The principal's Individual Professional Growth Plan focuses on building culture. She is utilizing team-building strategies suggested by Arkansas Leadership Academy and America's Choice to create a supportive and healthy environment that is conducive to teaching and learning. Faculty/staff development meetings are held on Tuesdays and Thursdays, as necessary, and focus on school improvement strategies identified in collaboration with the America's Choice cluster leader. The principal does not consistently implement policy or established procedures. Most staff members view the instructional facilitators as the instructional leaders of the school. A school leadership team has been established. These team members meet weekly with the America's Choice cluster leader to determine progress toward the implementation of directives outlined the previous week. Weekly grade-level meetings serve as the

forum for sharing information with teachers. The principal, along with America's Choice cluster leader, conducts some Classroom Walkthroughs as a means of identifying trends in instructional practice and providing questions that encourage teachers to reflect on their practice. The principal completes summative evaluations of staff annually. As of December 9, 2009, the principal had conducted approximately ten informal or formal observations. She provides little specific feedback to teachers to impact teaching and learning. School leadership and staff are aware of their Year 5 School Improvement Status. There is little sense of urgency to improve students' academic achievement in order to reverse this trend.

LEADERSHIP RECOMMENDATIONS:

School leadership must take responsibility for altering the culture of the school. The principal should be highly visible in classrooms and common areas on a daily basis. Teachers and students should have a clear understanding of the principal's behavioral expectations, and consequences should be consistently applied each time a behavioral expectation is violated. When behavior problems arise, teachers and other staff members should speak to students in a respectful manner.

In order to unify the staff at Lee Senior High School, the school leadership should facilitate a plan to create partnerships among staff members across grade levels. This plan should include the creation of content-area vertical teams. Each team should consist of one teacher from each core content area, one from fine art, parent, community stakeholder, both principals, parent facilitator, two student (one junior high and one senior high) media specialist, and instructional facilitators. Each vertical team should be assigned as either literacy or mathematics, which will serve as the primary focus of teaming sessions. School leadership should designate one staff meeting per month as a time for vertical teams to share ideas and resources.

The school should develop vision and belief statements with input from all stakeholder groups. The school's mission statement should be revisited so that it reflects input from former Strong Elementary staff members. Rather than revising the current mission statement, which was developed with Whitten Elementary staff, the development process that was previously facilitated through America's Choice training should be repeated with all current staff, as well as representatives of all stakeholder groups. Once the vision, belief, and mission statements are approved by the local school board, they should be disseminated to all stakeholders through such avenues as student handbooks and the school Web site. These statements must serve as the basis for all school decisions and the evaluation tool to measure the effectiveness of those decisions.

The principal must become the instructional leader of the school. She should create a learning and working environment in which the belief that all students can and will

learn at high levels and reach proficiency and beyond is pervasive. The expectation must be that all faculty and staff maximize academic learning time by keeping students in the classroom and authentically engaged in learning. The principal must clearly communicate her expectations and demonstrate support for continuous instructional improvement. Classroom Walkthrough observations must become a daily priority. Leadership must provide meaningful feedback to teachers regarding the impact of their teaching on improving student achievement.

Findings Standard 8: **School Organization and Fiscal Resources**

8.1a- The local school board has adopted resource management policies. The policies are developed by representatives from various stakeholder groups. The local school board adopts a budget with input from multiple staff members. The budget does not support all of the identified needs of the school. The allocation of resources is not focused on supporting the improvement of student learning and achievement. There is no process to measure the effectiveness in meeting the goals of the ACSIP. The school takes advantage of some external resources, such as grants from Exxon-Mobil and the Lee County Chamber of Commerce.

8.1b- Students have equitable access to classes. Priority is not given in regard to the unique needs of special education students. The school has multiple triggers identified for students with disabilities. The school schedule reflects a block of three hours in the morning for uninterrupted instruction in core content subjects.

8.1c- The local school board does not have a policy that requires staff assignments be intentionally aligned to best match the identified student learning needs. The local school board has adopted policies encouraging staff to become licensed in multiple areas and at higher levels of expertise. The district policy allows for partnership agreements between staff and the district in paying for these multiple areas of licensure. Two teachers are not licensed to teach in their assigned areas. There is a policy requiring mentoring for new teachers. Classroom teaching arrangements provide opportunities for collaboration and sharing of resources. There is no process to measure the impact collaboration and resource sharing have on student learning. Instructional aides are employed to provide Point-In-Time Remediation. Instructional aides are not trained to address students' specific learning needs.

8.1d- Most teachers do not incorporate classroom management and organizational practices that ensure instructional time is maximized. Teachers repeatedly warn students about inappropriate behavior with no consequences given when misbehavior persists. Student seating arrangements are designed to foster cooperative learning. Teachers do not closely monitor work and conversation when students are in cooperative groupings. Staff members do not adjust class routines to address individual instructional needs. Few classroom organizational practices, such as rituals and routines, ensure that instructional time is maximized. Class time is consistently spent on non-instructional issues and conversations that do not relate

to instruction and learning. Many students are not actively engaged in the learning process while the teacher facilitates small-group instructional activities.

8.1e- School leadership encourages teacher collaboration. The master schedule provides opportunities for common planning during the regular school day. This time is not always utilized for that purpose. Staff members discuss academic concerns and issues during weekly grade-level team meetings. Few of these meetings focus on the goals and objectives of the ACSIP. There are limited procedures to monitor the effectiveness of collaborative efforts to impact student learning. Each teacher maintains individual lesson plans in a variety of formats at different stages of alignment with frameworks and standards. There is an implemented procedure for collecting and reviewing lesson plans on a weekly basis.

8.1f- The school's schedule is designed to provide the staff adequate instructional time to meet students' learning needs. Few teachers provide bell-to-bell instruction during allotted class time. Most students are assigned to age-appropriate, grade-level classrooms without consideration of learning styles and developmental needs. The after-school intervention program is designed to provide extended learning time for students who score below 65 percent on both literacy and math quarterly assessments. No systematic process has been adopted to evaluate the effectiveness of expanded instructional opportunities on increasing student learning and achievement.

8.2a- The local school board has adopted a budget policy. There is no systematic procedure to allocate budget funds to meet the identified needs of all students. District and school leadership support staff in obtaining funding from external sources to support school-provided resources. Teachers are provided equal access to fiscal resources as stated in local school board policy. Resources for technology are not equitably distributed to meet the needs of all students.

8.2b- Expenditures of discretionary funds support the mission of the school. Many expenditures are identified in the ACSIP. The expenditure of funds is not always prioritized based on identified student learning needs. There is no systematic process to ensure that expenditures are intentionally aligned to meet identified student learning needs. The budget planning process does not include the completion of a comprehensive needs assessment. Staff members are surveyed for a list of needs. Operational procedures are followed in expending funds. The school has an activity account that is used to support student programs and needs.

8.2c- The ACSIP includes funding for many of the activities in the plan. There is no systematic process to monitor the impact of funding on meeting identified student learning needs or to make adjustments to expenditures as new or emerging student learning needs are identified.

8.2d-Categorical funds are allocated to support programs such as Reading Recovery and Effective Literacy, selected to meet students' specific learning needs. The allocation of these funds is embedded in the ACSIP. Revenue from various sources is sometimes integrated to maximize fiscal resources toward meeting student learning needs. For example, Title IIA and professional development funds provided by the state are utilized to provide opportunities for improving instructional practice. Expenditure of categorical funds is monitored and reviewed on a monthly basis. This review seldom results in the revision of program strategies.

LEADERSHIP RECOMMENDATIONS:

District and school leadership should develop a procedure to involve staff and members of other stakeholder groups in the development of a budget plan that allocates resources to support the identified needs of the school. The goal of this plan should be to provide resources that support improvement of student learning and achievement. A process should be included that measures whether the plan is effective in meeting the improvement of student learning and achievement. As part of the budget plan, a policy should be adopted by the local school board that requires staff assignments be intentionally aligned to best match the learning needs of the students. Primary consideration in making assignments should be based on what is best academically for students, not on teacher preference. Teachers should only be assigned to teach in areas for which they are fully licensed.

A comprehensive needs assessment should be included as part of the planned budget development process. Budgetary procedures to allocate funds to meet the identified needs of students and staff should be implemented by district and school leadership. A systematic process should be established to monitor and revise the use of resources when student learning needs are not being met or when emerging student learning needs are identified. Both discretionary and categorical funds should be prioritized to meet the greatest identified needs in order to improve academic progress by students and staff. District and school leadership should continue to seek grants and outside funding resources to meet the comprehensive needs of the school.

The school should be organized to meet the academic needs of students. A planned and systematic staff development program should be fully funded that addresses student academic needs. Licensed staff and instructional aides should be trained together in analyzing test data that indicate areas of improvement needed to increase student achievement. District leadership should allocate fiscal resources to provide training to instructional aides in how to address specific learning needs of students. After being trained, staff should be assigned specific times for collaboration and sharing of resources to improve student learning. Discussions during these collaboration and resource sharing meetings should be focused on the goals and objectives of the school's improvement plan. The school leadership team should lead the school in ensuring that resources

are best utilized to address the academic needs and direction of the school. Leadership should assign instructional aides academic responsibilities that ensure that they assist students with their specific learning needs. Instructional aides should not be used to perform disciplinary or supervisory duties during instructional time, which take them away from their primary responsibility to assist students with their learning needs. Instructional aides should work with and under the direct supervision of licensed staff.

School leadership should require a uniform method of maintaining lesson plans in a specified format. Lesson plans should reflect alignment with Arkansas Academic Content Standards and student data results. A systematic process of monitoring and revising lessons to meet the needs of students should be a goal of the leadership team. School leadership should hold staff accountable for teaching what is reflected on approved lesson plans. Staff should provide bell-to-bell instruction during allotted class time. Staff should be required to consider the learning styles and developmental needs of their students as they plan and teach each lesson. School leadership should support and hold staff accountable for incorporating classroom management and organizational practices that ensure instructional time is maximized. Teachers should not waste instructional time repeatedly asking students to follow directions or rules without assigning meaningful consequences when the students misbehave or fail to follow directions. Teachers and instructional aides should closely monitor the work of all students at all times. Classroom interruptions should be held to a minimum so that time for instruction and learning is maximized.

Findings Standard 9: Comprehensive and Effective Planning

9.1a- Leadership must initiate a process of clearly defining the school's desired goals for organizational effectiveness. Organizational effectiveness includes defining a clear method of communicating, defining clear roles for accountability, and setting clear measurable goals that are evaluated and redefined at frequent intervals. These components create systems that promote a seamless network in the organization. The first step for this staff in creating a cohesive organization is to involve all staff members in the development of the ACSIP. This should be as active contributors and not just as passive editors.

Other steps for creating an organized system are:

1. Disseminate perceptual surveys to parents and stakeholders, communicate the results to entire staff, and use the results to set desired measurable goals.
2. Conduct a Root Cause Analysis for the purpose of determining the causes for student success and failures.
[http://www.isbe.state.il.us/spec ed/conf/2010/pdf/session3_root.pdf](http://www.isbe.state.il.us/spec%20ed/conf/2010/pdf/session3_root.pdf) or ADE staff

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3. Set and communicate clear, attainable, measurable goals based on the data, the Scholastic Audit recommendations, and recommendations from Learning Forward.
 4. Review and use current research that is aligned to the ACSIP goals and actions that will help the staff understand the purpose of the selected actions and their roles in implementing the actions. Every staff meeting must consist of a journal article or book that depicts research supporting the current school topic. Staff members should read and discuss the article before being presented a new task.
 5. Evaluate progress toward achieving the goals quarterly. Communicate the results to all staff members.

The mission, vision, and belief statements of Lee High School must be the decision making filter and compass for the staff members, students, and family members in the work of the school. Leadership must immediately re-start the mission statement and begin developing vision and belief statements. Leadership should review the district mission, vision, and belief statements and use these as a foundation for developing school-specific statements that are aligned with the needs of the current student population. All stakeholder groups, including administrators, teachers, classified staff, parents, community representatives, business and industry leaders, and students, must be engaged in an open dialogue to develop vision and belief statements and revise the mission statement. Attention must be taken to ensure that the school's vision, mission, beliefs statements, and ACSIP are aligned and guide all decision-making at the school. Draft copies of the statements must be presented to the general public at open meetings for comments and revision before the statements are finalized. Final copies should be disseminated to the public through the news media, school Web site, student handbook, and other avenues of communication. The statements should be posted in prominent places in the school and all classrooms. Agendas for meetings should be developed and minutes should be kept to record progress and to serve as a means of reflection. Leadership must regularly call attention to these guiding statements through communication with students and staff.

9.2a- There is no formal, systematic process to incorporate data from all test results into a comprehensive data analysis program. The school conducts numerous assessments throughout the grade levels at different intervals during the school year. TLI assessments are given throughout the year. The ACSIP provides school-level data that are disaggregated by sub-populations as mandated by No Child Left Behind legislation. Data are collected using a combination of locally-created assessments, commercially-prepared tests, and state-mandated criterion-referenced exams. These data are not analyzed to the classroom and individual student level.

9.2b- There is no formal, systematic process for incorporating data from all test results into a comprehensive school improvement planning program. The implications of data analysis are not fully reflected in the objectives of the

ACSIP. School-wide learning needs are identified and reported in the ACSIP at the kindergarten through fourth-grade levels in the Supporting Data sections of the ACSIP. Benchmark goals for kindergarten through second grade are included in the ACSIP. Benchmark statements do not identify goals for third- and fourth-grade students beyond the Adequate Yearly Progress targets for the overall population. Benchmark goals are not expressed at the classroom, sub-population or student levels.

9.3a-The school ACSIP planning team reviews some current education research during the school improvement planning process. This review is not comprehensive and the action items in the ACSIP do not fully reflect the implications included in the cited research. The 17 pieces of education research included in the ACSIP, several of which are repeated in multiple interventions, are cited as supporting more than 140 action items in the ACSIP. Priority 1: Literacy includes 83 action items based on seven articles of education research. There is minimal inclusion of state and national standards in determining goals and objectives within the ACSIP interventions and actions

9.3b- District leadership has collected responses of approximately 189 district-developed parent surveys that were administered in October, 2009. School leadership collected approximately 60 parent surveys, administered in November, 2009, as part of the preparation for the scholastic audit. Results from these surveys have not been analyzed by district and school staff to determine strengths and weaknesses. School-wide and grade-level achievement data are collected and reported in the ACSIP at the population subgroup levels required by legislation. Not all interventions and actions in the ACSIP intentionally address the learning needs of specific sub-populations or individual student levels as identified through data analysis.

9.3c- General, school-wide goals and benchmark statements for student learning are included in the ACSIP. Few of the desired results are stated in terms that are meaningful and measurable beyond the context of meeting state-defined Adequate Yearly Progress percentage goals on a whole-school level. Most of the action items are not stated in measurable terms of intended impact on student learning. The six priority areas included in the ACSIP contain 19 interventions with more than 140 action items. The ACSIP identifies 10 classroom teachers as members of the planning team. The personnel roster lists more than 30 staff members. There is not a shared sense of responsibility for developing the school improvement plan or for the implementation of the interventions and actions included in the adopted plan.

9.4a- School leadership collected approximately 189 surveys in October, 2009, to measure stakeholders' perceptions of school-wide strengths and limitations. Student achievement data are collected, analyzed and reported in the ACSIP at the school and sub-population levels required by legislation. This analysis

is not intentionally utilized to verify perceived strengths and limitations of the organization and the instruction provided by teachers.

9.4b- School improvement goals are stated in general terms of whole-school advancement toward meeting state-defined Adequate Yearly Progress goals. Few school improvement goals are stated in measurable terms that are focused on building and strengthening the instructional and organizational capacity of the school.

9.5a- Many goals, interventions, and actions in the ACSIP are not intentionally aligned to impact closing the achievement gaps among the sub-populations as identified by the collected and analyzed data. The benchmark goals address the school-wide achievement of meeting state-mandated Adequate Yearly Progress percentages and do not specifically address the learning needs of identified sub-populations. Some educational research literature has been included to support the ACSIP action items.

9.5b- Most of the ACSIP action timelines have start dates that correspond to either the beginning of the fiscal year in July, 2009, or the start of the academic year in August, 2009. The end date for the majority of timelines is the end of the fiscal year, June, 2010. The established timelines do not provide for intermediate checkpoints during the school year that would facilitate school leadership conducting point-in-time reviews of available data to measure progress toward the identified ACSIP goals. Many resources are identified in the ACSIP as most actions requiring funding have specified financial allocations. A variety of personnel at the school and district level are identified as persons responsible for implementing the actions in the ACSIP.

9.5c- There is not a systematic process in place to evaluate the effectiveness of the ACSIP throughout the school year. Annual review of student results on the Arkansas Benchmark literacy and mathematics exams serve as the primary measurement to monitor the effectiveness of ACSIP actions on increasing student achievement. Other available data sources are not intentionally analyzed and evaluated to make appropriate modifications to the ACSIP during the school year.

9.5d- Most ACSIP action steps are aligned to the school's mission statement and address Arkansas Department of Education requirements, such as parental involvement, wellness, and restructuring. Data disaggregated to the school and sub-population levels are presented in the Supporting Data sections of the ACSIP. Specific benchmarks to identify desired results for student learning are not included for all priorities.

9.6a- Many action steps in the ACSIP have been implemented. The school's leadership team and grade-level professional learning communities lead the

initiation of interventions and actions in the plan. District and school leadership provide fiscal resources to support the implementation of programs included in the ACSIP. Most faculty members are aware of the ACSIP. Classified staff members were not included in the ACSIP process and have little knowledge of the ACSIP.

9.6b-School leadership has not adopted a systematic process for collecting and analyzing student performance data at regular intervals to evaluate the effectiveness of ACSIP action items in achieving the desired student learning outcomes. The annual review of student results on the Arkansas Benchmark literacy and mathematics exams and the school's progress in meeting Adequate Yearly Progress percentages are the primary evaluation methods for evaluating ACSIP effectiveness

9.6c- Student achievement data are collected and reviewed to determine school-wide progress toward meeting ACSIP goals. School leadership has not adopted a systematic process for collecting and analyzing student performance data at regular intervals to evaluate the impact of ACSIP action items on classroom instructional practices.

9.6d- There is no on-going, systematic process to conduct a comprehensive analysis of the school's progress toward meeting Adequate Yearly Progress and School Improvement goals. An annual review of student achievement results is limited to Arkansas Benchmark exams. Limited feedback is collected from all stakeholder groups throughout the school year to make point-in-time modifications to the implemented ACSIP. No formal process is in place to systematically identify new or emerging learning objectives for improving student performance throughout the school year.

LEADERSHIP RECOMMENDATIONS:

School leadership should facilitate the collaborative development of school-specific mission and vision statements that reflect the current pre-kindergarten through fourth-grade configuration. Representatives from all stakeholder groups, including administration, faculty from each grade level, classified staff, parents, students, and community members, should be actively involved in this effort. The mission statement should clearly indicate the school's purpose for existence, and the vision statement should vividly define what the school could become if that mission is accomplished. Draft statements should be written and presented at public meetings to encourage community input before final adoption occurs. Once adopted, the new mission and vision statements should serve as the unifying element and driving force behind all decision-making processes that impact student learning and achievement at Lee Senior High School.

School leadership should conduct a comprehensive review of current educational research literature to determine the research-based, best-practice instructional

strategies that will meet the academic and behavioral needs of all students at Lee Senior High School. Based on the results of this literature review, specific action and/or steps should be identified and incorporated into the ACSIP that intentionally target identified student learning needs as determined through an analysis of student achievement results.

The current practice of using annual statewide assessment results to measure the overall impact of ACSIP interventions and action items is not sufficient. School leadership should develop a systematic procedure for evaluating the level of implementation of each ACSIP intervention and action item and their effectiveness on increasing student learning and closing student achievement gaps. Steps for this procedure should include 1) Reviewing each intervention and action to determine if it is aligned with the newly-created mission and vision statements, removing those not aligned to these statements and adding others that will support achieving the mission and vision of the school; 2) Defining which data sources will be used to measure growth for each intervention and action item, not just the ACSIP as a whole; 3) Developing a process for collecting and analyzing data; 4) Determining intermediate timelines for when data will be collected and analyzed; and 5) Adjusting ACSIP interventions and action items based on the analysis of collected data. Teachers should be included in this procedure, as school leadership should facilitate the use of weekly grade-level team meetings as a vital part of the data analysis process.

**Implementation progress;
Timeline of prioritized “Recommendations” and the Evaluation process.**

Lee High School

**Summary of Next Steps :
School Deficiency and Next Steps**

1. Deficiency **The principal does not serve as the instructional leader of the school.**

Next Steps The principal must take an active role in leading Professional Learning Communities. He must lead discussions about implementing research-based, high-probability instructional strategies in all classrooms. He must monitor classrooms and give specific feedback for the teacher, designed to support teachers as they incorporate effective research-based instructional practices in their classrooms.

District Action Steps to Overcoming Obstacles Principals will attend and take leading roles in PLCs. They will conduct CWTs, focus walks, informal/formal observations and provide immediate and supportive feedback to teachers designed to incorporate effective research-based instructional practices in their classrooms.

Timeline/Person Responsible	August 2013 and annually thereafter/Principals Hayden and Stanley
2. Deficiency	Most instruction is teacher-centered.
Next Steps	School leadership should plan and implement opportunities for teachers that are proficient in student-centered instructional strategies to model those strategies for other teachers. As teachers begin implementing the modeled strategies they must be provided the coaching and support needed to achieve proficiency.
District Action Steps to Overcoming Obstacles	A systematic process has been developed by the Lee High School principals to begin and constantly monitor ongoing, job embedded professional development for all teachers. The principals and teachers are in the process of developing a common understanding of research-based instructional strategies. Rigorous, student-centered instruction is the goal. ACSIP actions that require ongoing, job-embedded professional development are being implemented with fidelity. Professional Learning Communities are being used as a vehicle to begin this process.
Timeline/Person Responsible	August 2013 and annually thereafter/Principals Hayden and Stanley with the assistance of Instructional Facilitators
3. Deficiency	Teachers do not use daily formative assessment to inform instruction.
Next Steps	Teachers must immediately utilize daily formative assessments such as exit slips, think-pair-share, and thumbs up/thumbs down nonverbal response from students as a basis for planning instruction. Job-embedded professional development such as instructional facilitators modeling use of daily formative assessments must be provided.
District Action Steps to Overcoming Obstacles	Teachers will attend weekly PLCs. They will bring students work and discuss the results. Teachers have begun participating in in protocols for analyzing student work. Core content teachers share common planning time by discipline. We are working on the Master Schedule to incorporate other disciplines. Other teachers meet before or after the school day in order to have

time for collaboration. Teachers are required to develop multiple forms of assessment data and analyzed the data to determine instructional modifications to support student learning. Explicit, targeted feedback following assessments is being implemented to promote continuous progress toward mastery to students on a regular basis. Teachers are receiving professional development to initiate or enhance their proficiency at using data as a way of determining where each student is, where he/she needs to go, and what instructional next steps must be planned to move the student to that point.

Timeline/Person Responsible August 2013 and annually thereafter/Principals Hayden and Stanley with the assistance of Instructional Facilitators

4. Deficiency Instructional strategies are not purposefully chosen to address students' learning styles and multiple intelligences.

Next Steps Teachers should administer a learning style survey to all students. Teachers should plan and implement lessons that require students to use their learning styles and multiple intelligences. Utilize math and literacy instructional facilitators to help review data and plan lessons.

District Action Steps to Overcoming Obstacles Bell-to-bell instruction is being protected in classrooms. Instruction has begun to transition to one that is student-centered by utilizing and incorporating a variety of research based high-probability instructional strategies to accommodate various learning styles. Principals conduct CWTs, focus walks, informal/formal observations and provide immediate and supportive feedback to teachers as avenues for monitoring instruction.

Timeline/Person Responsible August 2013 and annually thereafter/Principals Hayden and Stanley with the assistance of Instructional Facilitators

5. Deficiency Teachers do not use rubrics for informing students of what is expected, to assess student work, or to help students self-assess.

Next Steps Teachers must create or locate a rubric to use as an assessment tool for specific assignments. Instructional Facilitators should have access to multiple examples of rubrics. The Internet is another possible source. The rubric must be given to students at the beginning of the assignment so they

understand what proficiency looks like and are able to assess their own work.

District Action Steps to Overcoming Obstacles

Additional professional development training will be provided in developing rubrics and in UBD. Teachers have begun to use a backward design for planning a lesson and are using rubrics as a method of clarifying expectations. The standards are used as a blueprint in developing lesson plans. Based on particular standards teachers are required to determine what student should know and be able to do at the end of the lesson. Each graded component of the rubric has the expected components students should learn, the weighted point value for each component and an explanation of each component. Before teaching a lesson or assigning a task, teachers are required to use the rubric to give students detailed criteria for reaching the expected outcome. Teachers are also being trained in the advantages to using a rubric. Some of the training in rubrics includes:

1. It allows assessments to be more objective and consistent.
2. It allows teacher to clarify the criteria.
3. It clearly shows the student how their work will be evaluated.
4. It can be used to provide feedback.
5. It provides benchmark for the learning goal.
6. It provides students with a clear method of self-assessing their product and for revising.

Teachers are being given the opportunities to view examples of completed rubrics <http://rubistar.4teachers.org/index.php> and/or <http://webquest.sdsu.edu/rubrics/weblessons.htm>

Timeline/Person Responsible

August 2013 and annually thereafter/Principals Hayden and Stanley with the assistance of Instructional Facilitators

6. Deficiency

Staff, students, and parents do not receive the information they need or want in a timely fashion.

Next Steps

Communication to staff, students, and parents must become timely and specific. Multiple forms of communication with students and parents must be used. Monthly newsletters, e-mails, and Edline training for parents must begin immediately.

District Action Steps to Overcoming Obstacles

The LCSD has a new operating system and a new "all call" system. Lee Senior High School uses Window and the Connect Five Calling System. Both principals have immediate access to send instant or delayed telephone messages and email to

faculty, staff, students, and/or parents. The school has updated its website and is using it as a mode of communication. Our junior high keyboarding students produce a monthly newsletter as a class project. Text messages between the senior high principal with faculty, staff, student and/or parents were initiated at the beginning of this school term. Parents have access to Edline. Additional trainings are being planned for parents having access to Edline. Monthly Parent Contact Logs are submitted to principals the last working day of each month.

Timeline/Person Responsible	August 2013 and annually thereafter/Principals Hayden and Stanley with the assistance of Instructional Facilitators
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1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level.

There will be operational flexibility for programs as the afterschool program, Saturday School, summer school, and extended learning opportunities for faculty, staff and students.

The district will establish a Superintendent's Advisory Council (SAC). The council will consist of: Superintendent, Principal, SIG Team Members (5 teachers), SIG Site Coordinator, Community Involvement Partners (representative), Two student representative, and a representative from the special education department. The SAC Council will meet monthly to discuss implementation and any barriers that may be impeding the efforts to implement the SIG Plan. Barriers will be identified by the Professional Learning Communities (PLC). Principals will make the necessary recommendations to the superintendent of school for policy changes to reduce barriers. The superintendent will make the required recommendations to the Board of Directors as requested by the principal. The Site Coordinator will prepare monthly reports that will be made to the presented to the SAC for review and approval before being presented to the superintendent of school in preparation for the district's Board of Education documenting progress of school improvement initiatives.

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).

Arkansas Leadership Academy: The superintendent will sign the statement of support and agree to attend an orientation session about the Master Principal, approve the principals to attend the Arkansas Leadership Academy. The focus will center on effective and instructional leadership for building level administrations that will result in successful student outcomes and capacity building among staff, while allowing the practicing principals to achieving *Master Principal* designation.

The LEA will continue to provide support through both district personnel and external consultants who will help support and monitor the grant implementation through formal and informal visits to Lee Senior High School as well as participating in various stakeholders meetings.

Spring of 2013, Lee county adopted the Gates Model for Instruction with assistance from Peggy Woolsey. The district will continue to the partner with Mrs. Woolsey, but with flexibility that allows the principal, teachers, instructional facilitators, and the

curriculum coordinator to tweak the curriculum to meet the needs of the student population as well as encompass more writing into the curriculum units. The curriculum has helped in teaching effective classroom instruction. The staff will be trained (mostly through Saturday and summer professional development opportunities) on how to improve practices in the use of vertically and horizontally aligned district-developed curriculum maps/guides and in the utilization of differentiated teaching strategies informed by analysis of data to meet the unique needs of the student population.

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

Marianna, Arkansas, Lee County is unique in locality. Marianna is located twenty-five miles from Forrester City, forty-five miles from Tennessee, and twenty-five miles from Helena/West Helena. The town is centrally located, making it accessible for parent travel to doctor or dentist appointment provided they have transportation. Many of the students who transfer to Lee County School District are coming from surrounding schools within a forty-five miles radius of Marianna. Making Lee Senior High School a hub for students who are sometime experiencing out of school suspension due to chronic negative behavioral problems or disagreement with school officials. Students who are removed from their families are placed in therapeutic foster homes in Lee County and enrolled in one of the three schools in Lee County. Lee County has numerous therapeutic foster families because traditional employment is a shortage for the residence of Lee County. Lee County School District over several years has experienced a decline in student enrollment. The October 1st Enrollment Count is has varied throughout the years and constantly changing with the influx of new students who transfer in or leave the community. Lee Senior High has a significant number of highly mobility students due to students moving into home with their grandparents or other relatives. Some teachers in Lee Senior High School travel thirty to ninety miles one way each day to work in the Lee County School District. Some of the students have economical, social, mental, and/or physical barriers that create obstacles in their education. Most of the faculty and staff are strong minded individuals that are determined to reach and teach to the needs of Lee Senior High School's student population. This is evidence by the long commute to and from Marianna a lot of our teachers make each. The Men of Action, a community partner, volunteers and monitors the hallways, assist with lunch bus ramp duties. They are often observed helping in the cafeteria during lunch or breakfast duty. The district hiring of new principals have made significant changes in the school culture and climate. The new principals bring experience in curriculum, content literacy, understanding of how K-12 systems work in school special education background, and a foundation for working collaborative with the school to help bring about changes that carry over into the community.

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).

In addition to the needs assessment, which included an analysis of the disaggregated student data, there is a variety of other data that is used regularly. Student data includes the TLI Interim Assessments in Literacy Math, students writing samples. Other non-student data about the school's current and past improvement efforts included in the consultant reports from Learning Forward the past three years. The district has also viewed disciplinary referrals, parent involvement data, quarterly ACSIP review data, along with classroom walk through and focus walk data. All data reviewed led the stakeholders to the conclusion that significant turnaround efforts need to be taken to bring Lee Senior High School to the point where the school can be a school of choice.

External Provider Reports

Reports from Learning Forward continue to cite inconsistencies on utilizing data to inform instruction, a lack of focus on teaching the Common Core Standards at the appropriate level of rigor, and a lack of effective delivery of instruction that includes the use of high yield strategies to engage the learner. A systematic approach to school improvement continues to be a concern at Lee Senior High. Although, progress has been made under current district and school leadership, the evidence is clear that there is much to be done.

Certified Staff Attendance Data

In analyzing data this year on teacher Attendance from August 2013 until January 2014, 28 Certified employees were absent from instruction an average of 9 days each out of a total of 100 days. Because well trained substitutes are in high demand in every school and because of the knowledge level required to be able to teach the Common Core Standards, a limited pool of qualified substitute teachers exists for Lee Senior High School.

Lesson Plans

CWT and focus walk data collected as well as informal observation collected thus far suggest that some teachers are not delivering the lessons as indicated on the lesson plan form. Differentiation of instruction and engaging students at higher levels of Blooms is noted as a deficit area. The current administration and leadership team are carefully monitoring lesson delivery to ensure that it matches the instructional plan.

Classroom Walkthroughs

Classroom Walkthroughs collected by administration, district leadership and Learning Forward indicate that questioning is primarily at the lower and middle level of Bloom's Taxonomy, students do not have knowledge of the rubrics are not widely used and

students are not aware of how they are used to assess their learning and student engagement is at the well managed or compliant based on command level.

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?**

Lee County School District has tried transferring or reassigning teachers within the district. The LEA have tried restructuring grade levels by transforming Whitten Elementary School from a K-2 school to a K-4 school, then returning grades three and four back to Anna Strong and making it a 3-6 school and shifting grade 7-8 grade to the high school. There has been a constant change in leadership at Lee Senior High over the past five years, with three principals leading the school during that time. There has also been a constant change of superintendents in Lee County School District. The present superintendent has been in the present position one year. There has been a constant change of service providers, programs, and initiatives within the past five years. The change process is never easy, especially in a public school where there are stakeholders. The goal is always to improve the school to the point that it is a school of choice for all students. Lee Senior High School has been involved in significant school improvement efforts for at least ten years and is still failing to meet expected goals for student achievement. The district, school, and the school's partners feel that there is a need for the intensive intervention of the Turnaround Model. The failure of these initiatives can be directly tied to quality of teaching staff. The district does not have a history of terminating ineffective teachers

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

Please see the letter of recommendation from the leadership team and staff, stakeholders, and school boards minutes.

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

LEA has had several school improvement specialists from ADE this year. Cheryl Parish replaced the old school improvement specialist last year and she was working with Lee Senior High School for about two months. Now, Dr. Beverley Romamin became the school improvement specialist in January 2014. Lee Senior High has made every attempt to implement 100% of the school improvement specialist efforts.

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

All of the schools in Lee County have been required to implement specific school improvement initiatives. New principals were hired for all three schools in the Lee County School District. The restructuring of all schools in the Lee County School District, shifted Whitten Elementary from a K-4th to a K-2. Strong Middle School was restructured to house 3-6 and renamed as Strong Intermediate School. Seven through eight graders recently housed at Strong were shifted to the high school. Now, Lee Senior High accommodates 7th -12th grades. The district also utilized its reduction in force policy. However, some staff was called back.

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

The superintendent is a product of Lee County School District. She has held teaching and building level positions in the district. The superintendent is supervised by the local school board that is comprised of some former teachers and students from Lee County. The board is committed to changes within the district that provide for the academic needs of the students of Lee County School District. The district administrative staff consist one a curriculum director who has served as an assistant principal, literacy coach, and classroom teacher in the Lee County School District. The school LEA special education supervisor, a former special education teacher, has been with the district for eight years in this capacity, and the GT coordinator is a product of the Lee County School district and ensures compliance with gifted and talented regulations. The new senior high principal is a lifelong resident of Lee County and is a former graduate of Lee Senior High School.

6. Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each priority school.

Significant efforts will be made to recruit new staff for Lee Senior High School. Through visiting education job fairs, college recruiting officers, and advertising in the state newspaper, Arkansas Democratic Gazette. Using the state's formula for teachers' performance pay, a significant sign-on bonus will be offered to eligible teachers.

Details about this bonus plan will be widely disseminated both within and outside the school system. District policies restricting voluntary teacher transfers will be waived for teacher requesting a transfer to Lee Senior High School who meets the eligibility requirements for the sign-on bonus. A selection process mirrors that of the rehire process spelled out above will be used in selection new staff. A significant retention bonus will be offered to teachers at Lee Senior High who are rehired and who meet specific growth and evaluation criteria. Details of this bonus plan will be developed and simulated to teachers and the Lee County Education Association.

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

Currently, Lee County School District is struggling to avoid being designated as being in fiscal distress. Because of our financial status, the Arkansas Department of Education is providing deliberate assistance. The district has entered into an agreement with a Certified Public Accountant from Jonesboro, Arkansas. The district has implemented proper accounting procedure that are implemented on a daily basis.

Under Arkansas State Standards Lee County School District provides personnel, facilities, transportation and food services that comprise those services required to provide a free and appropriate public education. The Forrest City School District budgets a portion of it Title I, NSLA, Title IIA, Professional Development and Title IV state dollars.

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

LEA Plan to allocate resources	Model(s)	Alignment with SIG
Federal Resources		
Title I, Part A - Regular and stimulus funds (school wide or targeted assistance programs)	Turnaround, Transformation,	<ul style="list-style-type: none"> • Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.
1003(a) Statewide System of Support – AYP funds	Turnaround, Transformation,	<ul style="list-style-type: none"> • Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in

		implementing the intervention model.
Title II, Part A	Turnaround, Transformation	<ul style="list-style-type: none"> Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.
Title II, Part D - Ed Tech	Turnaround, Transformation,	<ul style="list-style-type: none"> Provide staff online job-embedded professional development. Promote the continuous use of student data through electronic means.
Title III, Part A- LEP	Turnaround, Transformation,	<ul style="list-style-type: none">
State Resources (suggested resources may include, but are not limited to, the following)		
Office of Education Policy Office of Intensive Support IDEAS	Turnaround, Transformation	<ul style="list-style-type: none"> Identify and reward school leaders, teachers and other staff who have increased student achievement and graduation rates. Recruit, place and retain staff with the necessary skills using financial incentives and increased opportunities for promotion and career growth. Provide high-quality job-embedded professional development designed to assist educators in implementing the intervention model.
Professional Development – 2% of state general revenue for professional development	Turnaround, Transformation,	<ul style="list-style-type: none"> Provide staff with high-quality job embedded professional development designed to assist them in implementing the intervention model.
Family and community (School Health funding and Grant)	Turnaround, Transformation,	<ul style="list-style-type: none"> Provide family and community activities that will have positive impact on the school and community.

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

If the ADE determines that an LEA has more capacity than the LEA demonstrates using the above criteria, the ADE will contact the LEA for a consultation to identify ways in which the LEA can manage the intervention and sustainability. The consultation will include but will not be limited to the following:

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

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

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

Transformation

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

The major barrier to any model of school intervention centers on the removal of staff that are not performing. Additional statutes need to be developed to address more rapid removal of staff in state directed priority schools. Other supports include Arkansas State Statutes requiring that teachers to have at least 40 minutes of preparation time per day. State statutes also provide for a maximum class size and teacher load. This can support transformation in some ways or add barriers in other ways, however it would tend to be more supportive in nature in creating the transformed school. Through Act 1467, support is provided for districts/schools in fiscal, academic or facilities distress. The new principals will ensure that this uninterrupted time is used for planning for effective instruction as allowed by the Statute.

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

There are no district policies that directly address transformation at this time, nor do any district policies limit, or create barriers to transformation. Some district policies address issues that pertain to the elements of effective schools and are revised as needed to address the school improvement needs of the schools.

One example is the transfer policy, which might be put into action to change the staffing at the school.

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

The school district is not involved in collective bargaining. Teachers and administrators receive an annual contract. The district has an active Personnel Policies Committee which acts in an advisory capacity to the local Board of Education. Teachers are evaluated, removed, and/or disciplined under the regulatory direction in Arkansas State Law and the Teacher Fair Dismissal Act.

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.

The selected intervention is the Turnaround Model which requires replacing at least 50% of the staff. Two of the greatest needs of Lee Senior are to improve low student achievement and to improve the quality of instruction. Replacing at least half the staff will allow the school to recruit and retain higher quality teachers and instructional support staff. Financial incentives for both staff chosen to return and for newly-recruited staff should provide motivation to improve student achievement. This motivation coupled with team-building efforts before the start of the next academic year should provide the renewal this school needs. Lee County School District (LCSD) does not foresee obstacles in implementing the Turnaround Model, for the school(s) for which this application seeks 1003(g) School Improvement Grant Support. Where district or school specific issues emerge, LCSD will coordinate within its region as well as engage external stakeholders as applicable so that policies are adopted to support these efforts.

The U.S. Department of Education School Improvement Grant, under section 1003 (g) require LEAs to consult and/or collaborate with various groups in the development of the LEA's School Improvement Grant Application. LEAs must include representatives of collective bargaining units and recognized parent groups in the consultation around the LEA's school Improvement Grant Application. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing.

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

Currently, the only way to replace half the staff at a school is to reassign this staff to other buildings within the school district. This tends to transfer the problem from one school to another school that is performing at a higher level. There are currently no statutes that support the removal of teachers in a turnaround school through a process other than the one set forth in the Arkansas Teachers Fair Dismissal Law. It is not possible to remove fifty percent of the staff using this process, so the alternative is to transfer low performing staff to other schools.

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

There is no collective bargaining agreement in the Lee County School District. The district maintains a Certificated Personnel Policies Committee made up of teachers and administrator representatives and a Classified Personnel Policies Committee made up of classified representatives of each workplace or school. These committees are active in providing input in policy matters. The Board of Education may accept or reject recommendations from these committees in establishing policy.

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 not aware of any statutes or policies that specifically address or interfere with district contracts with EMOs except for the limitations with 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:

There are currently no district policies that address contracts with EMOs.

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

None Exists

Step 2: Develop Profiles of Available Partners

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

Transformation

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

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Lee County School District Central Office	N	Y	District professional development and support progress monitoring	Increased teacher/administrator growth and implementation of best practices
Great River Service Cooperative	N	Y	Consulting, Job Embedded Professional development, School Improvement Specialists	Provides districts with technology support and professional development aimed at meeting individual needs of the school. (Public Schools)
Learning Forward	N	Y	Consolation	Work with administrator in Improving teacher practices resulting in increases in student achievement and proficiency rates on IOWA assessment, providing “push-in” model for direct support of teaching

				practices, helping to design professional development plan, and monitoring school progress.
Lee County Health Department	N	Y	Health Services	It provide health screening and other services to the community.
Lee County Cooperative Clinic	N	Y	Medical	It provides medical services on a sliding financial scale.
Parent Teacher Organization & Community Partners	N	Y	Bus, car, and Hall monitors, assist with non-academic support for teachers and staff, coordinate fundraiser efforts, make collaborative educational decisions with the school and learn parenting skills that will increase student achievement.	Research Supports parental and community involvement in schools.
Kid for the Future, INC. and Mid-South Counseling Services	N	Y	Counseling services for students and support for parents	Experienced in providing metal health services.
Office of Educational Policy	N	Y	Technical Assistance	Experience in development and implementation of Differential Pay for Performance Plans (Public School)

Turnaround

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

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)
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Lee County Health Department	N	Y	Health Services	It provides health services to the community.

Lee County Cooperative Clinic	N	Y	Medical Services	It provides medical services to on a sliding financial scale.
Parent Teacher Organization & Community Partners	N	Y	Bus, car, and Hall monitors, assist with non-academic support for teachers and staff, coordinate fundraiser efforts, make collaborative educational decisions with the school and learn parenting skills that will increase student achievement.	Research Supports parental and community involvement in schools.
Kid for the Future, INC. and Mid-South Counseling Services	N	Y	Counseling services for students and support for parents	It is experienced in providing metal health services.
Office of Educational Policy	N	Y	Technical Assistance	Experience in development and implementation of Differential Pay for Performance Plans (Public School)

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.

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)

Step 3: Determine Best-Fit Model and Partners

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

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

The Transformation Model

How will the LEA select a new leader for the school, and what experience, tra

Lee Senior High School has two new building administrators--one for grades seven through nine and another for grades ten through twelve. The seventh through ninth grades principal has approximately twenty years experience in education. She has worked in several schools in the Arkansas Delta and was committed to school improvement. After graduating with a Bachelor's degree in Secondary English, she taught Reading to seventh and eighth graders in Elaine Public Schools in Elaine, Arkansas, on an ALP, which lead her to obtaining a Master's degree for Reading Specialist K-12. She has also taught English at Forrest City High School to tenth, eleventh, and twelfth graders. Not only has she taught in regular public school settings, she has also taught English in alternative learning environments--The Lord's Ranch Boys' School in Warm Springs, Arkansas, and SUCCESS Academy in Jonesboro, Arkansas. This principal continued her learning as she earned an Educational Specialist degree in Curriculum and Instruction Supervision and Management from Nova Southeastern University, Ft. Lauderdale, Florida, and completed the requirements for Educational Leadership certification in Arkansas State University in Jonesboro, Arkansas, which lead to certifications in Building Administration (standard) and Curriculum Program Director (initial) This principal also served as a Literacy Specialist for Crowley's Ridge Education Cooperative in Harrisburg, Arkansas, before serving the Osceola School District as their Instructional Facilitator and Middle School Principal. While serving as Osceola Middle School Principal, this principal lead the school to improving test scores, even receiving the honor of the titles Most Improved School in Math in Arkansas and Second Most Improved School in Literacy in Arkansas between 2010 and 2011. This principal has several post-graduate hours from the University of Arkansas towards an Educational Leadership Doctoral degree. IAs the seventh through ninth grades principal at Lee High School (hired July 2013), the principal dedicates her efforts to increasing student achievement, improving the culture of the school and positively impacting the lives of the scholars, faculty, and community.

The 10th -12th principal has 16 years of experience and has worked for Hughes and Palestine/Wheatley Public Schools as a Special Education Teacher. While in Palestine/Wheatley, her duties were extended to include being responsible for the Special Education Budget. Later she was hired in the Earle Public Schools and held an array of positions that include Curriculum/Reading Director (K-12), Assistant

Federal Programs Director (K-12), Arkansas Reading Excellence Project Director (K-3), Interim Assistant Elementary Principal (K-6), Section 504 Director (K-12), Arkansas Reading First Grant Chairperson (K-3), Third Party Evaluator, Reading Recovery Teacher (K-1), School Reform Leadership Team Member (K-12), Teacher Recruiter Representative, and Director of Special Education (K-12). The new principal was an approved Supplemental Educational Service Provider for the States of Arkansas and Oklahoma. According to the afterschool data for Lee County, students who attend her afterschool program showed a greater gain on the statewide assessments results as opposed to the students who did not attend that particular program. When the Arkansas Department of Education was approved for Flexibility and supplemental educational services were no longer required, the new principal was employed by the Arkansas Department of Education in the Division of Public School Accountability. In July 2013, she was hired as the new senior high principal in Lee County. The new principal works with youth in her community. These skills have provided the new principal with excellent leadership capacity as well as the knowledge of working with parents, students, and community leaders, which are all components needed to build an effective school.

Under the leadership, the school has adopted a strong focus on the quality of instruction by implementing comprehensive integrated literacy and math Common Core curriculum, protected instructional time, weekly PLCs, establishment of a collaborative leadership team, and true data driven instruction that goes beyond the numbers. Other instructional enhancements includes implementing/activating and promoting a culture of learning for all students and staff. Based on these accomplishments, the district supports retaining Mrs. Mary Hayden as the junior high principal and Mrs. Phylistia Stanley as the senior high principal of Lee Senior High School. To further their development as instructional leaders, the school district will continue to provide support by requesting additional assistance from the Office of Intensive Support with Mr. A. Tolbert and Mrs. J. Streeter, along with support from consultants and Great Rivers educational Cooperative, and ensure enrollment in the Arkansas Leadership Academy.

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

LCSD will provide the new administrators with greater operational flexibility by supporting the principal in making necessary changes to ensure that highly qualified staff are hired and assigned to Whitten, approve the teacher hiring processes at the site level to ensure the process aligns with appropriate intervention strategies as outlined and allow the principal to have decision making Authority relative to staff

assignment. The goal will be to create a cadre of highly-effective teachers for Whitten Elementary, who will have high expectations for students, the ability to raise performance of low-achieving students, a high commitment to the turnaround and the ability to work collaboratively with other educators. Support will be provided to the principal in implementation of the Arkansas Fair Teacher Dismissal Act.

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

The Lee County School District, Local Education Agency (LEA), has the capacity to provide adequate resources and related support to Lee High School a state priority school in order to implement, fully and effectively, the required strategies of the school improvement Grant Turnaround Model. The LEA recognizes and understands the implementation of the School Improvement Grant (SIG) Turnaround Model and will provide support and resources to the priority school.

The LEA is committed to supporting the school in implementing the strategies of the grant and is willing to be flexible in removing barriers that may hinder implementation of the School Improvement Grant Turnaround Model with fidelity. The LEA embraces the sense of urgency for turnaround and student achievement; therefore, it is committed to providing professional learning that will enhance the capacity of Lee High School's leader, teachers, and support staff.

Specific employees will be involved in the process of providing adequate resource and support to Lee High School, District level Curriculum Coordinator, Superintendent, LEA Supervisor, District Parent Coordinator, Gifted and Talented Coordinator, Professional Learning Communities and School Leadership will support the school in various ways, such as, conducting walk-throughs with follow up feedback sessions, modeling classroom instructional strategies, providing job-embedded professional learning to leaders, teachers, and support staff, and monitoring collaborative and vertical team meetings. The LEA will meet monthly with school level administrators as an effort to build leader's capacity as the instructional leader and aid in sustainability of required strategies for the Turnaround Model.

The Human Resource personnel will assist the school with recruiting and hiring staff that are highly skilled and willed. Newly hired staff must be willing to embrace the sense of urgency to transforming the school and improve student achievement as well as accept accountability for students' learning.

Lee County School District is designated as a Title-I School Wide District with 100% of the student population qualifying and receiving free/reduced lunch. The school utilizes specialist from Great River Service Cooperative to assist with PD. The district supports the school by providing instructional coaches and a district level curriculum director. Whitten receives Title I funds which is primarily used for salaries. A small portion is used for supplies and materials other expenses. We would like to develop a plan to utilize the universal screening to identify students in need and build targeted programming for intervention into a system of support.(For example: Reading Mastery or Corrective Reading used as a program of support for students below grade level). Because Whitten is located in a rural setting with limited educational providers, the school is left with utilizing assistance twenty-five miles away, the regions service cooperative for Lee County. Whitten Elementary will use their regular Title I funds as well as local flexible funds to sustain the progam once the funding period has ended. We will continue to seek additional grant funding opportunities. The LEA will support Whitten Elementary with spending the funding to provide pervavise coaching and support to build sustainability withing the faculty to maintan best practices strategies after the grant funding period.

Due to a need for continuity and maintenance of quality personnel for the after-school program, the LEA will assist Whitten Elementary with securing an outside agency to partner with to support the after-school tutorial program and to collaborate with school personnel to implement a well run, effective program. Potential providers will be well screened for quality track record (results history), record of consistent performance, and quality of personnel

The LEA will support Whitten Elementary fully implementing the Single School Culture Model by fully insuring the school incorporate all three components of the program: Academics, Behavior, and Climate.

A core planning team at the school level will be assembled immediately after grant approval to fully support the intervention model at Lee High School during the 2014-2015 year.

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

When the district receives approval of the SIG application, the district leadership team will examine every aspects of Whitten's plan to determine the specific practices or policies that are needed to implement the intervention fully and

effectively. The school's current leadership team should review the completed and approved application for the needed changes within a week of receiving the information from the district. Some changes may require immediate action.

The principal and leadership team will examine the grant for designated needed changes, examine the findings of the current school leadership team, and review requirements made by the district in response to the application.

4. 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?

We need to build the Technology infrastructure of Lee High School . We have been able to begin building capacity through Title I and school improvement priority funds but have not been able to provide or fully meet the needs of all grade levels. We believe that once we have a 21st century classrooms(Smart Board, Promethean boards, projectors, student response systems, 21st century carts, then we will be able to sustain this level of technology with existing funds from local, state, and other federal funding sources.

The School Improvement Plan requires that processes, procedures, training, and collaboration take place to support capacity for the system and school staff. Instructional and leadership growth will be paramount to sustain the changes outlined in the plan. The plan for improvement outlined in the grant provides a platform of support for teachers' professional growth, instructional improvement, student support for achievement, and leadership responsibility.

The plan will be embedded into the school's Title I School Improvement Plan. Following the outline of the plan with deliberate implementation and fidelity will build a foundation for sustained reform at the end of the grant funding period. The use of outside agencies will allow the system to monitor the fidelity of the implementation through the eyes of outside evaluators removed from the day-to-day process of school and system operations. Through those supports the focus for improvement will remain laser-like even through changes that may occur in attrition of personnel.

Year 1-year 3: 1 additional interventionist will be supported full time with 1003(g) SIP funds with a concentration on working with at risk kindergarten students. We believe that this should be sustainable with Title I and district funds taking the place of 1003(g) Funds in year 4 and beyond.

District Academic coaches will work with the staff to establish policies that will be sustained after the grant time. The principal will establish a plan for monitoring and ensuring an implementation that is consistent and pervasive.

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

All teachers are required to participate in professional development which includes collaboration with building leaders and outside consultants and specialists. School classroom walkthroughs will occur weekly and district level classroom walkthroughs will occur monthly. Specific feedback will be given to teachers. Emerging teacher leaders will be identified to build capacity within the building.

Additionally, the LEA will attend job fairs and college recruiting office to solicit highly qualified teachers to work in Lee County Schools. The LEA will advertise in the Arkansas Democratic Gazette for new teachers and support staff. The Gazette covers all of Arkansas.

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?

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support from consultants and Great Rivers educational Cooperative, and ensure enrollment in the Arkansas Leadership Academy.

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

Significant efforts will be made to recruit new staff for Lee Senior High School. The principal, district office representation, and teachers will screen and interview potential applicants. Exemplary staff who possess the qualifications to support activities necessary to significantly improve student achievement would be considered for employment.

- A sign-on bonus will be offered to eligible teachers. Details about this bonus plan will be widely disseminated both within and outside the school system. District policies restricting voluntary teacher transfers will be waived for teacher requesting a transfer to Strong who meets the eligibility requirements for the sign-on bonus. A selection process mirror that of the rehire process spelled out above will be used in selection new staff.
- A retention bonus will be offered to teachers at Whitten who are rehired and who meet specific growth and evaluative criteria. Details of this bonus plan are included.

Finally, under the SIG grant, Lee Senior High School will work with the Office of Education Policy to implement an incentive Performance Pay system which will provide annual bonuses for all staff when specific growth criteria are met. Three levels of bonuses will be offered under this plan:

- Whole school bonuses
- Grade-level bonuses
- Individual teacher- level bonuses

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

Lee Senior High currently has 42 teachers of core and non-core academic subjects, a computer lab tech, and five paraprofessionals. Based on the total of 42 certified staff members, no more than 21 of certified individual may be rehired as classroom teachers for the 2014-2015 school year. To be eligible to reapply, instructional staff must have been rated proficient on their most recent evaluation, as well as, have met the status of meeting growth on their most recent improvement plan if one has been implemented. Or the teacher must have

received nothing less than a three in all areas of their most recent summative evaluation. Non-certified staff must have received acceptable rating in areas of their most recent evaluation. In order to determine which staff member are to be rehired, the principal with partner with district staff and will implement the following selection process. All eligible staff wishing to remain at Lee High School will:

- Write a response to the prompts, why Lee Senior High School needs to implement the turnaround process and what I need to do to be an integral and effective part of the school's turnaround process.
- Complete the Haberman Star Pre-screener (Instructional Staff only)
- Interview with the principal, district office representative and other administrators in the district. The district will construct or utilize a set of well constructed questions or standardized set of questions suitable for the position that the teacher will respond to during the interview process.

Using the entirety of the input above, the principal will make offers to hire no more than 21 certified members of the staff. The offers will include a requirement that the recommended staff members sign a letter of commitment to actively support and participate in Strong SIG's turnaround plan.

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

Lee County School District does not participate in collective bargaining.

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

Teachers would be given additional professional development and support would be provided from current principal, instructional facilitators, consultants, outside specialists at the receiving school site for the new model of a turnaround school and any content knowledge and best practice training needed.

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

There are negative budgetary implications of retaining additional staff. This action of retaining surplus staff has caused school districts across the state to be designated in

fiscal distress. Other grant opportunities and funding sources will have to be sought out.

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 Lee County School District, Local Education Agency (LEA), has the capacity to provide adequate resources and related support to Strong Intermediate School a state priority school in order to implement, fully and effectively, the required strategies of the school improvement Grant Turnaround Model. The LEA recognizes and understands the implementation of the School Improvement Grant (SIG) Turnaround Model and will provide support and resources to the priority school.

The LEA is committed to supporting the school in implementing the strategies of the grant and is willing to be flexible in removing barriers that may hinder implementation of the School Improvement Grant Turnaround Model with fidelity. The LEA embraces the sense of urgency for turnaround and student achievement; therefore, it is committed to providing professional learning that will enhance the capacity of the school's leader, teachers, and support staff.

Specific employees will be involved in the process of providing adequate resource and support to Lee Senior High School. District level Curriculum Coordinator, Superintendent, LEA Supervisor, District Parent Coordinator, Gifted and Talented Coordinator, Professional Learning Communities and School Leadership will support the school in various ways, such as, conducting walk-throughs with follow up feedback sessions, modeling classroom instructional strategies, providing job-embedded professional learning to leaders, teachers, and support staff, and monitoring collaborative and vertical team meetings. The LEA will meet monthly with school level administrators in an effort to build leader's capacity as the instructional leader and aid in sustainability of required strategies for the Turnaround Model.

The Superintendent will assist the school with recruiting and hiring staff that are highly skilled and willed. Newly hired staff must be willing to embrace the sense of urgency to transforming the school and improve student achievement as well as accept accountability for students' learning.

Lee County School District is designated as a Title I School-Wide District 1 with 100% of the student population qualifying and receiving free/reduced lunch. The

school utilizes specialist from Great River Service Cooperatives to assist with PD. The district supports the school by providing instructional coaches and a district level curriculum director. Whitten receives Title I funds which is primarily used for salaries. A small portion is used for supplies, materials and other expenses. We would like to develop a plan to utilize the universal screening to identify students in need and build targeted programming or intervention into a system of support (For example: Reading Mastery or Corrective Reading used as a program of support for students below grade level). Because Lee High is located in a rural setting with limited educational providers, the school is left with utilizing assistance twenty-five miles away, the regions service cooperative for Lee County. Lee County will use their regular Title I funds as well as local flexible funds to sustain the program once the funding period has ended. We will continue to seek additional grant funding opportunities. The LEA will support the school's with spending the funding to provide pervavise coaching and support to build sustainability among the faculty to maintan best practices and strategies after the grant funding period.

Due to a need for continuity and maintenance of quality personnel for the after-schol program, the LEA will assist Lee High School with securing an outside agency to partner with to support the after-school tutorial program and to collaborate with school personnel to implement a well run, effective program. Potential providers will be well screened for quality track record (results history), record of consistent performance, and quality of personnel

The LEA will support Lee High School in full implementation of the Single School Culure Model by ensuring the school incorporate all three components of the program: Academics, Behavior, and Climate.

A core planning team at the school level will be assembled immediately after grant approval to fully support the intervention model at Strong Intermediate School during the 2014-2015 year.

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 principal will have greater flexibility and decision making authority as to how state and local funds are spent. Additionally, the principal will collaborate with the district office staff on the assignment/reassignment of staff with the principal making the final decision. Collaboration between school and district leadership on scheduling will

- The LEA will create teams to address each portion of the action plans. Marzano (2003) recommends leadership is best accomplished with a team approach. A teach approach distributes the leadership.
- The SIG Team will develop statements of purpose and by-laws for the team's operation.
- Teams will receive work plans for the year and will be assigned specific work products to produce.
- Each team will maintain plans, agendas, minutes, and meeting attendance.
- Professional development will be provided the goals and objectives sited in the grant proposal and based on the latest researching practices, Benchmark assessment alignment using TLI, curriculum alignment, and Marzano's *What works in Schools strategies*.
- The SIG Site Coordinator, Principal, Curriculum Director, and Superintendent will be responsible for providing timely access to information needed to complete tasks, such as student data.
- SAC Council will meet twice a month for one or more hours.
- Instructional teams will meet twice each month for one or more hours to conduct general business and a minimum of 90 minutes per week to review student learning data and to refine instructional plans.
- Teachers returning to the district in 2014-2015 will be required to sign an agreement indicating they are in support of the SIG application and the Turnaround Model, and they agree to the performance based evaluation as terms of their employment.

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 LEA will be responsible for ensuring that outside parties that assist in turnarounds have track records of success and can succeed in Lee County. LEA will manage the request for proposal and selection process for service providers.

Candidate for hire will occur on the site level and recommendations will be made to district office.

Site Level Hiring. LCD will also approve the teacher hiring processes at the site level to ensure the process aligns with appropriate intervention strategy as outlined. The goal will be to create a cadre of highly-effective teachers for each site, who will have high expectations for students, the ability to raise performance of low-achieving students, a high commitment to the turnaround and the ability to work collaboratively with other educators.

Teacher development. LCSD will provide guidance and recommended curriculum for professional development of teachers in turnaround school, including cultural competency training, based on the demographic makeup of the turnaround site.

LCSD will collect data to monitor implementation of the selected intervention model. This ongoing data collection will allow for the tracking of progress toward grant goals and leading indicators as well as for the identification and dissemination of successful implementation practices and lessons learned. Finally, the data collected will assist with desk reviews and on-site monitoring visits. The LEA will provide data to ADE for the purposes of monitoring that may include, but is not necessarily limited to the following areas:

- Site progress toward achievement goals (including student achievement and academic growth).
- The effectiveness of teaching and the quality of the learning environment.
- Feedback from students and parents to learn if the school and staff are seen as being invested in the success of every student- regardless of background or academic challenges/performance.
- Progress toward improvement on the leading indicators
- Staffing decision based on skills, qualifications and experience relevant to the selected intervention model.
- Progress toward taking advantage of increased operational flexibility.

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	An ADE staff member is assigned to assist the school with any school improvement matters including assisting in the writing the school improvement plan.
Local Education Agency Superintendent of Schools	Lee County School District with assist with monitoring the interventions the school implement through district walk-through. The superintendent is

	assigned to supervise the school and to evaluate the principal. The curriculum staff is also available to assist the schools.
Internal Partner (LEA staff) Director of Curriculum	The curriculum Director will provide for membership as part of the school core planning team.
Lead Partner Learning Forward	Learning Forward will be responsible to provide their comprehensive school design, technical support services. This consultant will be onsite weekly.
Support Partner Learning Forward	Learning Forward will continue to provide support to the school through weekly visits. Modeling research based strategies, and supporting the principal in her efforts to change the climate and culture of the school.
Principal	The principal will ensure the chosen model is implemented with fidelity. Through monitoring daily implementation based on a protocol. Mrs. Davis is expected to provide leadership and to implement all necessary activities.
School Staff	All staff will be committed to working together to change the projector of the school for the past ten years. Through implementing the chosen curriculum, planning with colleagues, monitoring adjusting instruction to reach all students. They will sign a letter of commitment upon signing their contracts.
Parents and Community	The parents and community are expected to support the activities of the school. Set in on meetings and provide guidance on ways to increase parent involvement in the school.

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.

The intervention partner will be expected to be consulting in the building on school improvement goals using their research-based model four days per week. Daily reports will be completed by the district part-time SIG site coordinator. These daily reports will be forwarded to the Superintendent. The Superintendent of Lee County School District will review the daily reports and complete a quarterly report to the School Board concerning the progress in implementing the turnaround model.

The intervention partner will be expected to note progress toward accomplishing the established goals in the daily reports and assist the Curriculum Director in bringing together the salient information for the quarterly reports.

The intervention partner and the Lee County School District will be expected to provide high quality, job embedded professional development to the entire staff at Lee Senior High School, as well as to provide focused school-wide professional development as needed. The intervention partner will focus on Reading, math, and the correct integration of science and social studies in literacy and math and providing specific assistance to the teachers. The intervention partner will make recommendations to the principal on how to improve the culture of the school, and work with the leadership team to improve the overall culture of the school.

The intervention partner will work with the principal in the area of leadership, assisting with the leadership team, in establishing the Response To Intervention Committee process, and in conducting Professional Learning Community activities. The schools Literacy and Math facilitators, Gifted and Talented director, parent director, school Social Worker/Human Resource personnel, Dean of Students and principal will meet monthly with the curriculum director to discuss progress and suggestions that either individual may wish to communicate. Any area of concern or priority issue should be discussed in these meetings. At the end of each year, the intervention partner, the Curriculum Director, and the Director of School Improvement will complete a Program Evaluation of the progress made toward the goals established in this Turnaround Model for Lee Senior High School. A report of this evaluation will be forwarded to the Superintendent and presented to the school board.

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

School administrative staff will conduct daily classroom walkthroughs (CWTs), Formal and informal observations, instructional coordination meetings will be held monthly and learning team meetings in core areas will occur weekly. The ADE will receive updates at the end of each term. The instructional facilitators and district curriculum personnel will provide additional support to monitor and assist teachers in their classroom and instruction plan and plan implementation. Best practices and/or strategies will be included and monitored through monthly review of school improvement plan. The school principal, superintendent, SIG Coordinator and Curriculum Director will monitor the implementation of the intervention model through district responsibilities. The SIG Coordinator will provide the Superintendent with quarterly reports on the progress of the implementation. These reports will be shared with the school board.

The intervention partner, Learning Forward will be expected to be in regular communication with the school principal and the State's Improvement specialist and will meet monthly with the Curriculum Director. The daily reports written by the principal will be reviewed as they are received and updates on progress will be discussed in the meetings. At the end of each year, a joint program evaluation will be conducted by the district Curriculum Director, part-time SIG coordinator and/or other representative of the external partners, and the district administrators. The report of this evaluation will be forwarded to the superintendent of school and presented to the school board.

Step 5: Forge Working Relationships

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

The SIG Site Coordinator along with the building principal will be the lead in this implementation at the site level and district office, and will act as the source of information concerning direction from the State. The lead partner and the SIG site coordinator will have regular communication and will have established meeting dates each month in order to discuss implementation issues. We already have a good working relationship with the team of Learning Forward that will be assigned to Lee County School District.. There will be some changes in the structure of the support provided by the intervention partner but these changes will also strengthen the working relationship. The principal is very committed to this undertaking and has already acknowledged that a good relationship has been developed. The principal recommended that we stay with Learning Forward as our lead partner because of this relationship. The overall Lee County Community is committed to Lee Senior High School as indicated by a mileage being passed in October 2013, but there is a need to strengthen parent and community involvement in the school.

Lee County already receives lots of state support through improvement specialist and curriculum consultants. The staff has built a relationship with state specialist and look forward to the continued support.

The new principals have already done a good job at inviting the public into school. She has also attended local organizational meetings to solicit support from the community. The president of Men of Action a non-profit group in the community assists the school with morning and lunch duty as well as monitor the hallway.

The already monthly parent meetings will be enhanced by allowing the parents increased decision making on the type of learning programs are needed for parents to increase interaction with school faculty and assist their children at school and at home.

Next year, in addition to the two parent conference days, the school will continue to conduct an Open House, Math and Literacy Night, and will conduct home visits. Parents have a Parent Center available at the school and are welcome to use school computers to access general information or Edline in order to check their student's grades and assignments.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role
Principal	Guide the Process
Curriculum Director	Communicate effectively the overall growth through the use of disaggregated data
Math Instructional Facilitators	Describe improvement in math, discuss students' data
Literacy Instructional Facilitators	Describe improvement in literacy discuss students' data
Lea Supervisor	Review the gains made with IEP and struggling students. Provide further insight into the way the school can achieve success with struggling students or IEP students
School's Counselor	Assist with strategies to use with students who pose behavior problems
Human Resource Personnel/Social Worker	Assist with ways to reach parents and provide insight into the ways in which services are being provided to needy students and their parents. Provide a critique of how well the school is doing in providing service to our most needy students.
District Parent Director	Assist with ways parents can be contacted
Gifted and Talented Director	The Gifted and Talented Director will provide research based strategies that teachers can implement with all students.

	Assist with monitoring the proper facilitation of the strategies

Meetings

Location	Date		Location	Date

Step 7: Sustainability

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

The LEA's 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 LEA will continue to involve our stakeholders in the continued improvement of Strong Intermediate School through continuing our monthly meeting with the SAC Council. Teachers will continue to be required to participate in professional development on the following topics to sustain reforms:

- Data analysis,
- Curriculum,
- Differentiated instruction (RTI),
- Understanding the community and culture,

We will continue to provide a mentor to all new teachers. The district will also establish and maintain a set aside in the budget for recruitment and differential pay performance. These funds will be used to provide "signing incentive bonuses"

to assist the district/school in attracting the best leadership and teacher candidate not just a “warm body” as in the past. The district will continue to work and expand our relationship with recruitment officers at school in Arkansas to recruit the best teachers and certified staff to Lee County School District. Lee County School District will establish a team to continue to promoting the school in the community in order to maximize the opportunities for the school. Strong Intermediate will utilize research based strategies in planning and coaching to plan and monitor the school’s improvement efforts. Formative and Summative data collection has been implemented in Strong Intermediate School. The following procedure/strategies for continued and ongoing assessment of performance and operations to serve as a guide for changes in the plan or to ensure sustainment of school improvement;

- TLI Benchmark Intern Assessment
- Teacher and Leader Performance based-evaluation
- Policies requiring pre-and post test assessments to be used in all classroom programs
- Annual review of summative data to identify achievement gaps, gaps in curriculum and to identify professional development needs.

The district receives Title I, Title II, and Title IV fundings. The district will continued to seek community support as a mean of maximizing community assess. These partners coupled with federal funding will allow the district to continue many aspects of the intervention model beyond the funding period. The district will reallocate existing federal funds to sustain the elements of the programs that positively impacts student’s achievement. The district will work to secure funding from corporation, state, federal sources to establish a local community foundation to continue the support for the community project that connects family and the community with needed resources.

The school’s ACSIP Plan will continue to be aligned with the need of the school’s improvement needs tied to the school performance data on end of year assessments and federal category spending regulations.

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

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school’s mission, goals, and needs.

- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

SECTION B, PART 3:

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

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

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

Goals: Increase the performance of students in literacy to meet the requirements for annual Annual Measureable Goals (AMO)

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal.	Implementation Date	Completion Date	Person Responsible
Classworks will be assigned to provide students extra intervention and support in literacy.	A 10% increase in proficiency Rate on ACTAAP literacy assessments for assigned students	Growth recorded on interim assessments from Classworks and TLI. Annual analysis of proficiency levels based on ACTAAP testing.	July 2014	Annually	Literacy Facilitator
The literacy instructional facilitator will administer the DRA to 7 th and 8 th grade students at least twice per year to set prescriptive learning goals for the students and to monitor growth.	Each student will make at least one year of growth each year.	Recorded growth on pre- to post assessments. Annual analysis of growth.	July 2014 and	annually	Literacy Facilitator
Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	1.3 Classroom walkthrough and focus walk data will be collected and analyzed.	Classroom walkthroughs logged in the Teachscape website. Focus Walk analysis as part of daily or weekly report.	August 2014	annually	Literacy Facilitator
A summer Early Start Program, allowing students to continue reading and participating in interesting learning activities.	A pre-tests and screenings will be administered during the Early Start program.	Results of post assessment at the end of the school year state exams.	July 2014	Annually	Literacy Facilitator
The Response to Intervention Committee will have regular meetings no less than once monthly, keeping records on interventions and students' response to the interventions.	Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well	Meeting minutes and intervention attempts. Monthly reports to SPED Dir.	July 2014	Annually	RTI Chair Person

**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 To increase the percentage of students in all subgroups scoring proficient or above in math.

Objective	Measureable Objectives	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
Classworks will be assigned to provide students extra intervention and support in math.	A 10% increase in proficiency Rate on ACTAAP literacy assessments for assigned students	Growth recorded on interim assessments from Classworks and TLI. Annual analysis of proficiency levels based on ACTAAP testing.	July 2014	Annually	Literacy Facilitator
The math instructional facilitator will administer the DRA to 7 th and 8 th grade students at least twice per year to set prescriptive learning goals for the students and to monitor growth.	Each student will make at least one year of growth each year.	Recorded growth on pre- to post assessments. Annual analysis of growth.	July 2014 and	annually	Literacy Facilitator
Teachers will implement the Workshop Model, following district curriculum maps and implementing high-yield strategies.	1.3 Classroom walkthrough and focus walk data will be collected and analyzed.	Classroom walkthroughs logged in the Teachscape website. Focus Walk analysis as part of daily or weekly report.	August 2014	annually	Literacy Facilitator
A summer Early Start Program, allowing students to continue math preparation and participating in interesting learning activities.	A pre-tests and screenings will be administered during the Early Start program.	Results of post assessment at the end of the school year state exams.	July 2014	Annually	Literacy Facilitator
The Response to Intervention Committee will have regular meetings no less than once monthly, keeping records on interventions and students' response to the interventions.	Meeting minutes will include the interventions being implemented for each student served and responses to the interventions will be maintained as well	Meeting minutes and intervention attempts. Monthly reports to SPED Dir.	July 2014	Annually	RTI Chair Person
Teacher incentives will be paid to all teachers if there is a 10% growth goal is met.	Ten percent growth in Literacy and Math	2.6 Reaching 10% annual goal based on analysis of ACTAAP	August 2014	Annually	Principal

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: Increase math and literacy instruction time to include interventions time for struggling learners. Provide enrichment opportunities to enhance student background knowledge and learning experiences. Implement PBIS training to improve overall school climate, classroom management and student behavior.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Increase student proficiency on State Mathematic Assessments by 10% annually</p>	<p>Conduct universal screening of all students to identify those at risk for future academic failure in mathematics in order to provide early interventions</p> <p>Provide double-blocked classes for ELA and Math classes for 7th and 8th grades.</p> <p>Provided focused Tier 2 interevntion to students; who demonstrate</p>	<p>TLI Math Assessment</p> <p>Mock Benchmark exams results</p> <p>End of Year Benchmark exam results</p> <p>Common Formative Assessments</p> <p>Classroom walk-throughs (weekly)</p> <p>Lesson plans that include differentiation strategies</p> <p>Learning Team Meeting protocols</p> <p>Instructional Coordination meetings</p> <p>Professional development rosters</p>	<p>August 2014</p>	<p>annually</p>	<p>Math Facilitator</p>

	<p>difficultis on screening measures or demonstrate weak progress (e.g. monitoring students during the intervention)</p> <p>Provide focused Tier 3 Intervention to students who require more intensive assistance monitoring student progress during intervention)</p> <p>Create common formative assessments that are administered on a consistent basis</p> <p>Analyze available assessment data during Learning Team Meetings and utilize results to inform instructional practice</p> <p>Differentiate instruction based on student need</p> <p>Incorporate use of SMART Board Technology into classroom instruction</p>	<p>District-level Math Coach's feedback</p>			
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	<p>Integrate appropriate math standards into lessons for music, art, and physical education classes</p> <p>Provide ongoing professional development for mathematics teachers(e.g., instructional strategies, differentiated instruction, investigations)</p> <p>Provide coaching support for math content area teacher</p>				
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**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 To increase students proficiency in literacy and math through providing teachers with professional development target at increasing teachers knowledge in technology, and implementation of best practices for instruction/assessment including the use data to analyze students data

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>Increase teachers knowledge on effective math strategies and integration of technology</p> <p>To fully implement professional development strategies for improvement of technology integration</p>	<p>Increase in students' performance on standardize assessments</p>	<p>TLI intern assessment and End of Year assessments</p> <p>Incorporate use of SMARTBoard Technology into classroom instruction which will include, math resources-visual Learning animations and electronic manipulative; investigation into number, data and space games activities</p> <p>Provide on-site coaching support for math content area</p>	<p>August 2014</p> <p>August 2014</p>	<p>annually</p> <p>annually</p>	<p>Math facilitator</p> <p>Math facilitator</p>

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: To increase the percentage of students in all subgroups scoring proficient or above in math and literacy.

Objective	Measurable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
AMO proficient rate will increase in each subgroup	Utilize data to inform instructional practices Implement intervention programs to support struggling students Provide ongoing professional development for mathematics teachers(e.g., instructional strategies, differentiated instruction) Provide support for math teachers Provide professional development for educating Black Economically Disadvantaged Students	End-of-Quarter assessment End-of Grade assessments Common formative assessments Learning Team Meeting Protocols Lesson Plans Instruction Coordination Meeting (district walk-throughs) Teacher evaluations District-level Math Coach's feedback	August 2014	May 2017	Principal

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: To increase the graduation rate

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
To meet the graduation rate AMO	Utilize data to inform instructional practices Implement intervention programs to support struggling students Provide ongoing professional development for teachers(e.g., instructional strategies, differentiated instruction) Provide support for teachers Provide more opportunities for Credit Recovery Implement failure intervention plans	End-of-Quarter assessment End-of Grade assessments Common formative assessments Learning Team Meeting Protocols Lesson Plans Instruction Coordination Meeting (district walk-throughs) Teacher evaluations APEX Reports Credit Recovery student logs	August 2014	On-going	Principal Credit Recovery Teacher

SECTION B, PART 4: DESCRIPTIVE INFORMATION: Proposed Activities

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

- Design and implement interventions consistent with the final requirements of selected model;

Graduation Coach:

Lee High School will implement a system for identifying students at-risk of dropping out of school or not graduating on schedule. A Graduation Coach will be hired to monitor students' progress toward meeting graduation requirements. An early warning system will be developed and closely monitored for each cohort. The Graduation Coach will assist with evaluating transcripts, identifying failing students, making students aware of scholarship and grant opportunities, and recognizing who have been accepted to colleges. The Graduation Coach will also assist each student with career planning. It is imperative that the Graduation Coach effectively collaborate with the counselors and the District Parental Involvement Coordinator to enhance student achievement.

Curriculum Specialist:

To further support efforts with improving instructional practices, aligning the curriculum, and closing the achievement gap, the district proposes to hire a Curriculum Specialist at Lee High School. The Curriculum Specialist will work closely with the math and literacy instructional facilitators, district curriculum coordinator, and external provider consultants to ensure that targeted strategies for improving instructional practices are being implemented with fidelity. This position will provide support and feedback to teachers for effective lesson planning and preparation, classroom management, and data analysis for informing instruction. The Curriculum Specialist will also lead efforts to align the curriculum vertically and horizontally and to implement Common Core State Standards.

Math and Literacy Instructional Facilitators:

Although Lee High School already has a Math Facilitator and a Literacy Facilitator, the district proposes to hire two more instructional facilitators to focus solely on improving student achievement for math and literacy for grades seven through nine. Currently, students in these grade levels are being taught by mostly novice teachers in English and Math classes. These teachers have less than three years teaching experience. Because of the inexperience of these teachers, they need more intensive support, mentoring, coaching, and modeling than the current instructional facilitators have time to provide. These instructional facilitators will collaborate with the current instructional facilitators, the Curriculum Specialist, District Curriculum Coordinator, instructional facilitators from the feeder school, parent coordinator, and external providers.

External Providers

The district will continue to work directly with our external provider Learning Forward and our regional Cooperative. Great River Service cooperative to improve leadership teams, effective classroom instruction and to identify the weakness contributing to low reading and math achievement and select/design interventions that address these weakness and are consistent to the requirement of the SIG Turnaround and Transformation Models. We've held a series of meeting and work sessions with teachers, administrators and Board members to pinpoint the underlying problems and select programs and strategies that can best leverage both SIG funds and existing district resources.

As we considered possible options for the future of LHS, we analyzed past strategic improvement efforts at the school to help us identify what has been working and what has not. This information guided our thinking about how best to support students and the community going forward. The LEA has determined that to ensure the community of students served by this school has better opportunities for students achievement, the Turnaround Model would be the most effective model to implement. The Turnaround model addresses the needs of the community that LHS has underserved for years, by offering these and new options and their families, at the same time, all current LHS students would have the opportunity to graduate to attend college or begin their careers. The LEA remains focused on helping LHS's students succeed with targeted support aimed at the unique needs of the school and it students to facilitate the Turnaround Model process. This support will be in the areas of budgeting, staffing, programming, community engagement, guidance, and enrollment, including, but not limited to:

Helping the school provide students with options that support their advancement and fully prepare students for their next transition.

Working with school staff to foster a positive culture; and supporting school leadership in efficiently and strategically allocating resources to ensure a consistent and coherent environment focused on student outcomes.

Differential Pay

Providing bonuses and incentive pay for teachers and our turnaround principals based on criteria set by the LEA and stakeholders. Providing incentives to those teachers selected to remain in the district's employ and the newly hired teachers, we are hoping to strengthen our teaching staff and build a new professional learning community that is committed and prepared to undertake the challenges of a turnaround model. Lee County School District recently hired four new principals beginning with the 2013-2014 school year. The district wishes to provide these turnaround principals with incentive to stay. Lee County's characteristic data sited in this grant depicts the need for some form of incentives to recruit and retain highly trained certified teachers and administrators.

Currently ninety percent of LHS's staff is commuting across county lines to work at there. When newly the hired principal and teachers are presented with a job that may even pay them less than what they are paid by Lee County School District, the teacher or administrator will take the lesser paying job due to the cost of commuting or staying in Marianna. The state of Arkansas takes into consideration the geographic isolation of a school district when considering whether to consolidate a school or not. It should also take in consideration problems faced by isolated rural areas such as Marianna (Lee County). Recruitment of certified staff to an academically isolated rural area is very difficult for a LEA located in a isolated rural setting without some form of incentive. Releasing ineffective teachers is difficult for school board members in an isolated LEA when there are limited resources in retaining and recruitment of highly qualified teachers. Presently, one of LHS's principals crosses four county lines before reaching Lee County School District.

The process by which LHS seeks to staff its teachers are as follows: Teachers in the current school will have the right to apply and be considered for positions in the Turnaround school. Furthermore, to meet the staff turnover requirements, Federal law provides for a number of flexibilities that we believe will enable Turnaround schools to more easily meet the turnover threshold. These flexibilities include:

- Ability to include in the definition of 'new teachers' staff who have been recently hired into the school prior to the implementation of the Turnaround model.
- Counting turnover of positions as opposed to actual headcount
- Flexibility in determining the definition of staff (instructional and non-instructional staff).

Provide ongoing job-embedded professional development

"When school personnel routinely evaluate, invent, and implement new practices, when those changes are motivated by consistent with reform, and when teachers' professional communities and development are supported, change can sustained." (Carpenter et al., 2004).

Research has shown that effective teachers are the dominant factor in student learning and are directly related to student success Marzano's (2009) has noted that effective teachers are those who can use instructional strategies in order to achieve student learning results (effective teacher=student achievement).

Job imbedded professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers asked to do in the classroom so that the skills are knowledge gained from such learning can be immediately transferred to classroom instructional practices. The professional development will occur on a regular basis (daily, or weekly);

It will be aligned with academic standards, school curricula, and school improvement goals; It will involve educators working together collaboratively and will be facilitated by school instructional leaders or school-based instructional facilitators or mentors; The job embedded professional learning will actively engage the teachers rather than passive learning by participants; and it will focus on understanding what and how students work and achievement data collaboratively planning testing, and adjusting instructional strategies, formative assessment, and material based on such data.

Teachers will receive coaching/support in developing professional growth plans (PGP) which are designed to focus their efforts on individual professional growth. Ongoing follow up will consist of highlighting/modeling of evaluation elements and examining artifacts in faculty meetings, PLC meetings and grade level planning meetings as these elements relate to best practice day to day. Discussion and modeling will center on the essential question. "What does it look like in the classroom?" Using the evaluation as a functional tool for growth will support teachers' developing rigorous and reflective practice. The Arkansas Department of Teacher Evaluation and Instrument and Professional Growth Plan will be utilized as tools to assist teachers in evaluating their own professional strengths and needs, assist them in making individual decisions regarding seeking opportunities for their own professional growth provided during and outside of the school day, allow them to examine their own sense of urgency and personal self and efficacy, and to promote personal sense of responsibility for improved instructional capacity.

- Professional development will be designed to build initial foundational skills and background knowledge for teacher development. It will be ongoing, embedded in the regular school day and will include pervasive coaching and A state level coach will provide onsite support and oversight. The goal is intense, ongoing coaching for visible, tangible change in practice at Strong Intermediate School.
- The present literacy and math instructional facilitator will provide daily support, focusing on best practices to facilitate teacher efforts to reach depth in instructional practice and reflection. The facilitator is expected to follow the district's protocols for implementing PLCs which includes data analysis, unpacking standards, and addressing standards in practices.

The school will implement a **Single School Culture Model** as the framework for analyzing student work and developing action plans in professional learning communities. Teachers meet in grade level teams, called learning teams, for ninety minutes weekly. Team discussion topics are limited to the common core standards, instructional strategies and student work. Team meetings are facilitated by a trained learning team facilitator (instructional facilitator) who maintains the focus of the meeting on continuous improvement. The team utilizes three research-based protocols to

analyze student work and create action plans. The Data-Feedback-Strategy, from Jeff Howard's Efficacy Institute, guides team members through an item analysis with an emphasis on the content and skills required to respond to test items. Student products are analyzed with diagnostic rubrics via the Standards in Practice protocol from ADE. Teams will utilize Rick Stiggin's Assessment Literacy Unpacking process to determine the content and skills that are associated with a standard course of study goal. (locate the books to add)

Single School Culture requires little resources to implement. The principal commits to create a master schedule that allows teacher to meet weekly. The principal holds the team meeting times as sacred; team meetings are not canceled or rescheduled. The principal must attend each of the learning team meetings withing the school. The professional development required for the facilitator is provided by the district by an initial intense six day introduction. The facilitator receives regular support and feedback from a district level coach or a specialist from Great River Service Cooperative. All of the Learning Team Facilitators in the district gather monthly for additional professional development.

Done well, the outcomes of SSC are significant. The teachers within the school feel empowered to problem solve the needs of the student body. The teacher and student efficacy increases. Students have multiple ways to demonstrate they are smart, and teachers realize that they can make a difference in student achievement. Teachers become responsible for the learning of all students not just their own. Teachers also become engaged, self-directed and bonded. In addition to building capacity within the adults within the school to address the needs of the students, SSC is cost effective. It also contributes to teacher retention as new teachers have a place to deepen their understanding of the curriculum and gain best-practices from seasoned teachers. Learning teams give veteran teachers an opportunity to lead and learn new strategies from colleagues. SSC guarantees continuous improvement and learning, promotes shared accountability among the faculty, develops a support system for new and veteran teachers and provides continuous on-site professional development. District-wide data highlights that schools that implement SSC produce a higher rate of growth in students than those that do not.

LHS will adopt two afternoon each month for professional development 2nd and 4th Wednesdays.

Technology Integration

Teachers will receive training in implementation of writing across the curriculum utilizing (need program). Historical data shows LHS students' are struggling with writing across all content areas with an average of 25% of the six graders passing writing. Teachers

will work closely with their grade experienced co-teacher and the district gifted and talent coordinator to ensure students are highly engaged in the different genres of writing (e.g, persuasive writing, narrative, etc.) and write across the content areas. As a result of our efforts we hope to obtain a 12% increase in students end of year Benchmark Writing our first year of implementation. We realize this might be a small increase but we are dedicated to increasing students writing over the three years of the grant and beyond. We will continue to improve students writing through increasing students' vocabulary through a variety of leveled readers books, planning lessons that are relevant and meaningful, and ensuring that the lesson allow students to read and write across all content areas. The New NAEP has added a word processing component, which could possibly impact the writing performance as Arkansas moves toward PARCC, a computer based administration of common core math, reading and writing assessments, preparing a proactive writing instruction with technology could be advantageous to our students who are not usually ahead of the technology curve.

Adopt a New Governance Structure

To foster the turnaround process, LHS will use several governance structures. The Leadership Team comprised of the principal, Curriculum Specialist, and Learning Team Facilitators, Director of Student Affairs, and other academic support staff will meet weekly to discuss administrative and supervisory issues.

The school improvement team will meet monthly to monitor implementation of the School Improvement Plan and make adjustments to plan as needed. The Disciplinary Team will meet monthly to monitor implementation of PBIS, to review school-wide behavior norming, recommend or propose services and interventions to impact discipline, and plan staff development based on current needs. The Intervention Support Team, composed of the school counselor, social worker, mental health clinician, and administrative and teacher representatives will meet monthly to discuss progress of and plan for specific students need of additional academic, social, and/or behavior support. The principal will also schedule and facilitate regularly scheduled faculty meetings for effective communication to faculty and staff of important information and initiatives. Finally, the school will seek to increase parent and family engagement by holding quarterly PTA meetings, scheduling family oriented activities, programs, and training.

Monthly instructional coordination meetings chaired by the principal will be used to review, discuss, analyze data, strategies, and progress. Members of the school instructional team will attend the meetings, in addition to the Curriculum Director, Coaches, LEA Supervisor, and a Title One representative. This process increases the

level of accountability of all parties. Data benchmarks, common formative assessments, Classroom Walkthroughs, and observations will drive the conversations to ensure immediate action is being taken to make instructional adjustments.

Promote continuous use of data (including formative, interim, and summative)

The school recognized a year ago a need to emphasize the use of student data by requesting and receiving authorization from the school board to hire a certified professional in an administrative capacity to serve as the central coordinator for assessment and data analysis, Curriculum Director. She works with all the district instructional facilitators and the school's principals to develop a unified, consistent approach to data analysis. The district supports this funding access to The Learning Institute approach to data analysis which provides multiple assessments through uploading Benchmark type assessments. TLI provide extensive professional development to our district literacy and math coaches who work with teachers to identify essentials standards, aligning standards with common classroom assessments, and collaborating to analyze student work.

LHS will utilize daily formative assessments to identify students who have not mastered the lesson objective and modify instruction to address the individual student needs. Common formative assessments will be used either weekly or bi-weekly in Literacy and Math to differentiate instruction to meet student needs. Ensure staff understand and effectively use formative assessment as a means of guiding instruction and gauging student progress, building in an adequate system for monitoring instruction, emphasizing ongoing coaching and feedback strategies to ensure improvement in instruction. Benchmark data, Classworks, The Learning Institute test data will also be used to monitor student achievement.

Instructional facilitators, administrator and classroom teachers will receive professional development on data-driven decision-making at the classroom level. Research has showed that most teachers will not be prepared to view their craft and their student's learning through the lens of information provided by student data (Massell, 2001; Symonds, 2003). The mere presence of data will not be sufficient to improve classroom practices; rather, the ability to turn data into actionable information is the key to making informed classroom decisions. Seymonds (2003) suggested that professional support for teacher data usage should provide in two areas (1) how to understand data, and (2) how to take action based on this understanding.

Zhao and Frank (2003) suggested that successful technology implementation is not strongly impacted by the large-scale professional development. In their study, teacher-to-teacher interaction had a strong positive impact on teacher use of technology, while

training provided by the district did not. The authors asserted that the positive, informal help that teachers provide to each other – long with pressure to keep up- leads to the survival of a technology initiative.

This approach has been implemented successfully in other studies. Nichols and Singer (2000), for instance described the use of “data mentors” where selected personnel from each school were trained in data techniques, then provided data analysis for teachers and helped support teachers in their own data use. Symond (2003) advocated “Classroom Coaches” to support data use in addition to larger-level professional development. Data initiatives that are seen as intrinsically rooted and stimulating a search for new ideas are seen as most successful for busy educators (Earl & Katz, 2002; Feldman & Tung 2001; Massell, 2001), and teachers in case studies often show quick enthusiasm for data when such data provides immediately useful information for their classroom practices (Symonds, 2003). Another systemic reason to use data during teachers collaborative planning meetings is an important issue because of the reciprocal nature of data use and educator collaboration. Research on teacher technology and data use suggests that data initiatives are more likely to be successful if teachers are allowed to learn and work collaboratively, and suggest that the use of data helps foster collaboration (Chrispeels, Brown, & Castillo, 2002; Feldman & Tung, 2001; Nichols & Stinger, 2000; Symonds, 2003; Zhano & Frank, 2003).

Provide Extended Learning Time

LHS presently offers after school tutoring. This year the after school program started in late November. The after school program only serves a small population (daily attendance average is 75 students). There is a need to reach out and serve additional students. The SIG will provide opportunities to include more students needing academic support and enrichment. The extended day would include 2 and half hours of instruction. The students will receive a snack, and there will be bus transportation provided for those who qualify. The ratio would be 10:1 with there being a para-professional assisting the classroom teacher. The focus will be on the core subjects ELA, math, and writing.

LHS will implement summer learning or credit recovery opportunities. Trojan Spearhead program. During this time teachers will have the opportunity to assess students early, build respect and rapport, and prepare them for the challenging expectations of their new grade levels. Students will study and internalize the concepts presented in *7 Habits of Highly Effective Teens* by Sean Covey. Students will meet daily for four hours. Meals

and transportation will be provided. Teachers will prepare and implement effective lessons.

The principal, counselors and staff will use days prior to the start of school, between semesters, furlough days, and after the close of school and Saturdays to meet individually with students and families to provide academic counseling another guidance services as needed.

Research shows that offering student after school tutoring can be helpful in student retention and increasing graduation rates. However, they must be designed to meet specific needs of the students. A research study by Finn (2010) shows that the achievement of students in the U.S. is dismal when compared to students in other countries. Chinese students attend school 41 additional days, and receive 30% more instructional time than American students; students in Singapore attend school 40 weeks a year. By age 18, American students spend only 9% of their time in school, leaving 91% for other activities. They spend 7.5 hours engaged in some form of media entertainment, which equates to 53 hours; but in hindsight only spend 30 hours a week in school (Finn).

Through this grant, Strong Intermediate will provide summer enrichment opportunities for students. Transportation will be required to provide this opportunity each year.

LHS will continue to implement the after school programs. In addition, we will host credit recovery on Saturdays.

School's Culture

LHS plans to address the school's culture through the implementation of AVID (Advancement Via Determination). AVID will help Strong Intermediate School close the achievement gap by helping our students prepared for college readiness. A review of data of Strong Intermediate behavior data and Scholastic Audit shows a great need to motivate our students to learn and become lifelong learners. AVID is a school wide transformation effort focused on leadership, systems, instruction, culture, and designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. The social characteristic of Lee County from the 2010-2011 census depicts only eight percent of Lee County population have obtained a bachelor degree or higher. Avid-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. Avid college readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students in a global society. (research on changing school culture)

AVID impacts:

Leadership

- Provides meaningful and motivational professional learning opportunities
- Develops campus-based leadership through the AVID Site Team
- Supports campus leadership in opening access
- Develops family and community outreach

Systems

- Addresses issues of access and equity
- Increases vertical articulation
- Increases enrollment in advanced academic courses
- Provides data collection and analysis

Instruction

- Supports Common Core and other state standards
- Develops students as readers and writers
- Teaches specific strategies for critical and higher-level thinking
- Utilizes WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) as a foundation for learning

Culture

- Acts as a catalyst to improve the belief system, culture, and instructional strategies for all students
- Provides support so students can meet high expectations
- Empowers students with academic, career, and life skills

Incentive and Bonus Pay

Select and Implement an Instructional model based on student needs, including special education students, using a proven response-to-intervention approach

Special Education students are the lowest performing students on all subgroup data analyze. Strong Intermediate faculty believe that any analysis of Strong comprehensive needs assessment points towards an overriding need to embed a significant, intensive literacy improvement strategy with the instructional program consistent with the response-to-intervention (RTI) structure. To that end, the district poses to utilize Reading Horizon Intensive Phonic Program to address the need of struggling students. Reading Horizon is based on Orton Gillingham methods of teaching struggling learners. It is designed to accelerate students reading achievement of students who are at least two years below grade level, including English Language learners and students with disabilities. With a focus on fluency and comprehension, addresses individual students needs using differentiated instruction, adaptive and instructional software. Student pre, post and on-going data will help the reading specialist/interventionist and classroom teacher make informed decision concerning students academic placement.

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	Select service provider based on written criteria. Meeting community stakeholders and school leadership team to plan for summer enrichment program. Review benchmark data and plan for the upcoming school year. This will consist of reviewing the data for professional development that is needed. Begin the selection of teachers and students for summer enrichment program. Order any materials that are needed in order for teachers to facilitate summer enrichment program. Recruit and hire new staff needed to implement the turnaround model selected by the LEA. Interview and select fifty percent of the current staff that will remain with LEA. Hire a site coordinator. Arrange for staff training on AVID, Data Analysis,
June	Order needed technology, meet with district level team to formulate plans for the upcoming school year associated with district walk-throughs, teacher professional development. Hire for Trojan Spearhead.

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.

July	Establish necessary training needed by reviewing recent school data. Arrange training for the upcoming school year for instructional and non-instructional staff. Contact service providers to assist with PD on working with parents and students with behavior. Arrange for Instructional facilitators to attend conference on data analysis. Meet with SIG site Coordinator to establish a blueprint for monitoring of data and reporting. Meeting with the school's clinician to establish protocols. Hire Curriculum Specialist, math Facilitator, Literacy Facilitator, Graduation Coach, Paraprofessionals. Begin Trojan Spearhead Program.
August	Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs, Discuss planning for teachers meetings, reinstate Leadership team, establish classroom visit protocol, conduct screeners for at-risk students, develop protocol for book of the month. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Implement first 30 days and rituals and routines. Establish schedules and strategies that provide increased learning time for all students. Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant, establish list of students who needs immediate interventions and the protocol use to establish the students schedule for interventions.
September	Professional Learning Communities Revisited, Begin PD, Weekly leadership team meetings, focus walk data, Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, book of the month, establish vertical alignment meetings. Meet with core team members to establish protocol.
October	Deepen collaborative work in PLCs, build science/soc. studies. teachers in content literacy. Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks.
November	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

2015-

December	
January	Update data wall, reassess PLC topics, development of timeline for quality review, continue PD, weekly leadership meetings, CWT classroom visits daily & District Focus Walks, Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
February	Continue implementation of strategies. Begin prep for student registration. Planning for summer programs.
March	
April	
May	Finalize plans for summer programs.
June	Meet with the school leadership team to establish expectations for upcoming year. Hire for Trojan Spearhead Program.
July	

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	Establish necessary training needed by reviewing recent school data. Arrange training for the upcoming school year for instructional and non-instructional staff. Contact service providers to assist with PD on working with parents and students with behavior. Arrange for Instructional facilitators to attend conference on data analysis. Meet with SIG site Coordinator to establish a blueprint for monitoring of

2016-

	data and reporting. Begin Early Start Program.
August	Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs, Discuss planning for teachers meetings, reinstate Leadership team, establish classroom visit protocol, conduct screeners for at-risk students, develop protocol for book of the month. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Implement first 30 days and rituals and routines. Establish schedules and strategies that provide increased learning time for all students. Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant, establish list of students who needs immediate interventions and the protocol use to establish the students schedule for interventions.
September	Professional Learning Communities Revisited, Begin PD, Weekly leadership team meetings, focus walk data, Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, book of the month, establish vertical alignment meetings. Meet with core team members to establish protocol.
October	Deepen collaborative work in PLCs, build science/soc. st. teachers in content literacy. Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks.
November	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
December	
January	Update data wall, reassess PLC topics, development of timeline for quality review, continue PD, weekly leadership meetings, CL/P classroom visits daily & District Focus Walks, Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
February	Continue implementation of strategies. Begin prep for student registration. Planning for summer programs.
March	

2017-

April	
May	Finalize plans for summer programs.
June	Meet with the school leadership team to establish expectations for upcoming year. Hire for Trojan Spearhead Program.
July	

2017 School Year

July	Establish necessary training needed by reviewing recent school data. Arrange training for the upcoming school year for instructional and non-instructional staff. Contact service providers to assist with PD on working with parents and students with behavior. Arrange for Instructional facilitators to attend conference on data analysis. Meet with SIG site Coordinator to establish a blueprint for monitoring of data and reporting. Meeting with the school's clinician to establish protocols. Begin Trojan Spearhead Program.
August	Orientation to the Design, Develop Professional Learning Communities (PLCs), Introduce Principles of PLCs, Discuss planning for teachers meetings, reinstate Leadership team, establish classroom visit protocol, conduct screeners for at-risk students, develop protocol for book of the month. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. Implement first 30 days and

2018-

	rituals and routines. Establish schedules and strategies that provide increased learning time for all students. Meet with interventionist, paraprofessionals and instructional facilitators to establish routines and monitoring requirement of the SIG Grant, establish list of students who needs immediate interventions and the protocol use to establish the students schedule for interventions.
September	Professional Learning Communities Revisited, Begin PD, Weekly leadership team meetings, focus walk data, Classroom Walk Through (CWT) Classroom visits daily, protocol for focus walks, develop safety nets from data, book of the month, establish vertical alignment meetings. Meet with core team members to establish protocol.
October	Deepen collaborative work in PLCs, build science/soc. st. teachers in content literacy. Standards based instruction-deeper, PD(working with students in poverty), Leadership Meetings, classroom visits, Focus Walks.
November	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
December	
January	Update data wall, reassess PLC topics, development of timeline for quality review, continue PD, weekly leadership meetings, CL/P classroom visits daily & District Focus Walks, Provide staff ongoing, high--quality, job--embedded professional development (e.g., regarding subject--specific pedagogy, instruction that reflects a deeper understanding of the community served by the school program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
February	Continue implementation of strategies. Begin prep for student registration. Planning for summer programs.
March	
April	
May	Finalize plans for summer programs.

2019-

June	Meet with the school leadership team to establish expectations for upcoming year. Hire for Trojan Spearhead Program.
July	

SECTION B, PART 6:

B. DESCRIPTIVE INFORMATION: LEA Consultation

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

Date	Department	Attendees	
		Name	Position
2/21/2014 2/24/2014	School Leadership Team	Carol Hart	Media Specialist
		Jacklyn Markovich	Literacy Teacher
		Mary Jones	Math Facilitator
		Phylistia F. Stanley	Principal
		Mary Hayden	Principal
2/11/2014	Strong Intermediate	Linda Davis	Principal
2/24/2014	Transportation	Titus Howell	Director
2/11/2014	Special Education	Lori Ginn	LEA Supervisor
2/11/2014	Technology	Willie Marshall	Technology Director
2/11/2014	Curriculum	Michelle Branch	Curriculum Director

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

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

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

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

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

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

SIG ARRA 1003(g) – Revised November
6, 2013 Arkansas Department of Education –
Division of Learning Services

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Priority School

Total 3-Year Budget \$

Pre-Implementation:

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

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model during the school year through programs with evidence of raising achievement; identify and purchase instructional materials that are researchbased, 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"/>	3. Developing teacher and school leader effectiveness				
<input checked="" type="checkbox"/>	Efficacy Training	\$52,320			
<input checked="" type="checkbox"/>	Travel and Lodging	\$4,400			
<input checked="" type="checkbox"/>	Single School Culture model Training	\$15,660			
<input checked="" type="checkbox"/>	Retaining new principals	\$20,000		\$20,000	\$20,000

<input type="checkbox"/>		\$10,000 x 2		\$10,000 x 2	\$10,000 x 2
X	Make staff replacements	\$4,170		\$4,170	\$4,170
<input type="checkbox"/>	Support required, recommended and diagnostic strategies				
X	Change and sustain decision making policies and mechanisms				
x	Change and sustain operational practices				
<input type="checkbox"/>	Teachers for class size reduction/ALE	\$182,520 4x45,630		\$183,408 4x45,852	\$184,296 4x46,074
<input type="checkbox"/>	Implement local evaluations of teachers and principal				
	Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>	Supplies, furniture, and other medical equipment needed to operate the clinic	\$75,000		\$75,000	\$50,000
<input type="checkbox"/>	Site Coordinator for school based clinic	\$9,701.33 1/3 of 29,104		\$9,701.33	\$9,701.33
<input type="checkbox"/>	Advanced RN Nurse or Licensed Practitioner	\$46,550 1/3 of 139,650		\$48,115.75 1/3 of 144,347.25	\$47,015.50 1/3 of 141,046.50
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
	Subtotal	\$410,321.33		\$340,395.08	\$315,812.83
x	11. Reforming instructional programs				

x	Develop data collection and analysis processes			
X	Use data to drive decision making			
x	Classworks Web-based Learning System	\$30,000		\$30,000 \$30,000
	Align curriculum vertically and horizontally (Prof Dev)	\$30,000		\$40,000 50,000
	Additional options (specify) Any of the required and permissible activities			
x	Materials supplies to implement comprehensive literacy and math (create teacher workroom)	\$30,810		\$35,000 40,000
x	Classroom Libraries	\$10,000		\$15,000 \$20,000
x	SMARTBoards	\$24,000		
x	Just an Ipad document camera (for teachers)	\$1,112 139x8		
	iPads for each students			\$60,000
	District SIG Site Coordinator	\$9701.33 1/3 of \$29,104		\$9,948 1/3 \$29,844 \$10,070.66 1/3 of \$30,212
	AVID	\$26,900		\$14,600 \$8,000
x	Curriculum Specialist	\$60,459		\$60,681 \$60,903
x	2 Directors of Student Affairs	\$116,416 2x58,208		\$119,376 2x 59,688 \$129,850 2x60,425
x	Literacy Facilitator	\$52,558.12		\$52,780.12 \$53,002.12

x	Math Facilitator	\$52,558.12		\$52,780.12	\$53,002.12
x	Graduation Coach	\$45,630		45,852	46,072
x	Paraprofessional (Literacy and Math)	\$32,920 2x16,460		\$33,140 2x16,570	\$33,584 2x16,792
x	Student Services (12-Month Secretary 7-9)	\$17,373		\$17,594	\$17,815
x	Administrative Support Staff 10-12 (summer)	\$3190		\$3,190	\$3,190
Subtotal		\$543,627.57		\$589,941.24	537,488.90
x	3. Increasing learning team and creating community-oriented schools				
x	Increase learning time (extended day, week, or year)				
	District After School Coordinator	\$4,232.79 1/3 of 12,698.38		\$4,232.79 1/3 of 12,698.38	\$4,232.79 1/3 of 12,698.38
	District Summer School Coordinator	\$806.90 1/3 of 2,420.70		\$806.90 1/3 of 2,420.70	\$806.90 1/3 of 2,420.70
	After School and Saturday School— Credit Recovery Teacher ACT Teacher (Saturdays) TADD Program Advisor Materials/Supplies	\$23,400 \$8,300 \$4,800 \$8,300 \$2,000		\$23,400	\$23,400
x	7th-9th Grade Trojan Spearhead Program Instructors Paraprofessional	\$29,125 (5 days) \$17,500		\$29,125 (5 days)	\$29,125 (5 days)

	Cafeteria	\$625			
	Custodial/Maintenance	\$6250			
	Transportation	\$250			
	Materials and Supplies	\$2,000			
		\$2,500			
	After school tutoring (salaries and materials)	\$32,250		\$32,250	\$32,250
	Service Learning/Leadership (includes field experiences--college trips, trip to Clinton presidential Library, live theater plays, etc.;	\$11,250		\$20,000	\$30,000
	Stipend to extend library hours \$50 x 2days/week (72 days)	\$3,600		\$3,600	\$3,600
	Develop community partnerships that support the model				
	Implement parent and community involvement strategies for ongoing engagement and support Materials for parent contact and activities and trainings	\$20,000		\$25,000	\$25,000
	Additional options (specify) Any of the required and permissible activities				
	PBIS-Student recognition/Incentives (includes awards, trips, t-shirts, banquets, Academic motivational enhancements (such as college banners and motivational posters for two buildings)	\$25,000		\$30,000	\$40,000
	Subtotal	\$149,664.69		\$168,414.69	\$188,507.69

<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	\$33,333.33 1/3 of \$100,000		\$33,333.33 1/3 of \$100,000	\$33,333.33 1/3 of \$100,000
	Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>					
<input checked="" type="checkbox"/>	External Provider will be paid by the district				
<input type="checkbox"/>					
<input type="checkbox"/>					
	Subtotal	\$33,333.33		\$33,333.33	\$33,333.33
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model				
<input type="checkbox"/>	Differential performance pay component	\$341,000		\$341,000	\$341,000
<input type="checkbox"/>	Contracted amount with Office of Education Policy	\$22,000		\$22,000	\$22,000
<input type="checkbox"/>					
	Subtotal	\$363,000		\$363,000	\$363,000
	Total for Turnaround Model	\$1,499,946.92		\$1,495,084.34	\$1,438,142.75

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. (this is where you included how your figured the amount needed)

Activity	Explanation	Amount
Community School Coordinator	Based on research from Indeed the average salary of a Advanced RN is based on an average salary of \$77,000 yearly	77,000
Efficacy Training	Program Fee + Travel/Lodging	\$52,320 \$4,400
Site Coordinator for school based clinic	1/3 of 29,104 split amongst the 3 schools	\$9,701.33
Advanced RN Nurse or Licensed Practitioner	Y1=1/3 of 139,650 Y2=1/3 of 144,347.25 Y3=1/3 of 141,046.50	Y1=\$46,550 Y2=\$48,115.75 Y3=\$47,015.50
Retainment of returning teachers/pay for performance	42 certified x 7,500=315,000 13 non-certified x 2,000=26,000	\$341,000
Incentive Turnaround Principal	Retention of newly hired principals	\$10,000

Math Facilitator	Based District Salary Salary Schedule taking into account maximum with Master +24 with yearly increment of \$222	Y1=\$52,558.12 Y2=\$52,780.12 Y3=\$53,002.12
Literacy Facilitator	Based District Salary Salary Schedule taking into account maximum with Master +24 with yearly increment of \$222	Y1=\$52,558.12 Y2=\$52,780.12 Y3=\$53,002.12
Director of Student Affairs		
Trojan Spearhead Program	5 days in summer; teacher Instructors-stipend \$50/hr x 5 hrs Paraprofessional-\$25/hr x 5 hrs Cafeteria salary schedule Custodial/Maintenance salary schedule Transportation salary schedule Materials and Supplies	\$29,125 (5 days) (Yrs 1-3) \$17,500 \$625 \$6250 \$250 \$2,000 \$2,500
After School and Saturday School—	Credit Recovery Teacher (\$50/hr x 2 days/week x 35 weeks + \$50/hr x 3hrs x 32 Saturdays) ACT Teacher (\$50/hr x 3hrs x 32 Saturdays) TADD Program Advisor (\$50/hr x 2 days/week x 35 weeks + \$50/hr x 3hrs x 32 Saturdays) Materials/Supplies	\$23,400 (Yrs 1-3) \$8,300 \$4,800 \$8,300 \$2,000
AVID	Membership fees for each year + 7 Habits of Highly effective teens + activities	Y1=\$26,900 Y2=\$14,600 Y3=\$8,000

After school tutoring (salaries and materials)	Tutors for Algebra, Literacy grades 7, 8, 11; geometry; math 7, 8=\$50/hr x 2 days/week x 35 weeks 1 parapro	\$32,250 (Yrs 1-3)
Stipend to extend library hours	\$50 x 2 days/week (72 days)	\$50 x 2 days/week (72 days) (Yrs 1-3)
TECHNOLOGY	SMARTBoards \$6,000 Just an Ipad document camera (for teachers) \$138 x 8 iPads carts 4 x \$7500 + extra ipads \$600	\$24,000 \$1,112 \$60,000
Teachers for class size reduction/ALE	Salary schedule	\$182,520 4x45,630 \$183,408 4x45,852 \$184,296 4x46,074

Budget Narrative:

Requirements

- o Must include justification of cost estimates
- o Must include description of large budget items
- o Must be aligned with the budget table

- o Must describe how funds from different sources will be utilized
- o Must address an extended school day or year
- o Must limit external provider support at 10% of the amount of grant monies awarded
- o Must limit technology and technology professional development at 15% of the grant monies awarded

Activity	Explanation
<p>Community School Coordinator</p>	<p>Salary and federal match for Clinician to operate the school’s community partners site base clinic, provide services to the community and Lee County School District Students. The community School Coordinator will be an advanced RN Practitioner. Under the supervision of the Physician and or medical director, the Nurse Practitioner works closely with the physician and other providers to provide a team approach to students and community needs.</p>
<p>Director of student affairs</p>	<p>A Director of student affairs is needed to release the school’s principal to handle duties other than constant behavior problems. The Director of student affairs will also work closely with School Social worker in implementing PBIS.</p>
<p>School Social worker /Site Team Coordinator</p>	<p>Salary and Federal and state match Social work is needed to Ensure students are receiving wrap around service and to coordinate with the community partners that offers such services. The social worker will act as the Site</p>

	Team Coordinator
Sign-on incentive (Recruitment)	Money to recruit highly qualified teachers to Lee county School District
Retainment of returning teachers/pay for performance	The LEA seeks to provide returning teachers with a bonus at the beginning of the school in August and provide continue pay performance tide to teacher performance
Incentive Turnaround Principal	As written in grant proposal. The need to provide school leadership incentive to remain in Lee county is monumental due to the changes in the school leadership that has affected students achievement and continuity in the school's improvement plan
Math Facilitator Literacy Facilitator	Low scores in literacy and math call for intensive support for 7-9 grades. Provide instructional leadership through coaching, modeling, collaboration, lesson planning, facilitating PLC, analyzing data, working with students and parents
Teachers for extended	Teachers are needed to extend school through afterschool tutoring and summer enrichment activities
Teachers Stipend for professional development off – contract(Teacher Institute)	Teachers and will be required to attend a four day training in August to provide for orientation of the SIG Grant and plan and collaborate.
Transportation	Transportation is needed to increase students learning after school and summer enrichment
Summer School	Summer school is an added enrichment for technology camp to include training on keyboarding.
After School	As a requirement of the SIG grant LEA will extend the number of students served afterschool by extending the school day at Strong Intermediate School to included afterschool tutorial for students lagging behind their peers.

AVID Training	To change the culture of the school and enrich students with life-long learning that enhances students learning and motivation to learn beyond public education.
AVID Materials	Materials needed to enhance and motivate students
After School Service Provider	A provider that will provide afterschool tutoring. A Request for Proposal will be printed in the Arkansas Democratic Gazette and local newspaper requesting a service provider for afterschool tutoring
PBIS Training	Staff and administrative training for PBIS to assist with adjusting students' behaviors
SMART Boards and iPads	Several classrooms on Strong campus do not have operable SMART BOARDS or no other interactive technology. iPads will allow for more student engagement and in-class opportunities for quick research
Classworks	Program used to assist the Special Education teachers and regular classroom teachers with interventions for students performing two or more years behind their peers in reading and comprehension

D. ASSURANCES

STATEMENT OF ASSURANCES

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

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

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

receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

SECTION E:

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

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

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

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

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

School Name:

LEA #:

SECTION A, Part 1 General Information

LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served

Selection of Identified Schools

Identification of Intervention Models

SECTION B, PART 1 Needs Assessment

Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities

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

Develop Profiles of Available Partners

Determine Best-Fit Model and Partners

Define Roles and Develop Contracts

Forge Working Relationships

Intervention Model Needs Assessment Review Committee

SECTION B, PART 3

Annual Goals

SECTION B, PART 4

Proposed Activities

SECTION B, PART 5

Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

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

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

Principal's Professional Growth Plan
Additional Resources

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

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

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

<http://www.centeroninstruction.org>

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

Lee County School District
Professional Growth Plan
2013-2014

Date 1/6/14

*Please print or type using black or blue ink only.

Educator's Name: Phylistia F. Stanley SSN: 432-25-9083

Assignment: Principal 10th -12th Grades Phone: (870) 295-7130

Email: phylistia.stanley@lcsd.grsc.k12.ar.us Fax: (870) 295-7313

No. of Years in Current Assignment 0

No. of Years of Educational Experience 19

Type of Licensure: Initial Standard

Areas of Licensure: 230 SPED Instructional Specialist 4- 12

- 231 SPED Instructional Specialist PK – 4
- 312 Building Administrator PK – 8
- 320 Curr/Program Administrator PK – 12
- 331 District Administ403 Secondary Principal 5 – 12
- 403 Secondary Princiapl 5 - 12
- 441 Curriculum Specialist K – 12

License Expiration Date: 12/31/18

Page 1 of 4

PROFESSIONAL GROWTH PLAN DOCUMENT

A. Professional Goal – Please briefly describe the professional goal to be addressed during this current school year.

My professional goal is to increase my understanding of TESS and give more timely feedback to team members using TESS’s terminology.

B. Activity- Please describe the professional growth activity required to accomplish the above goal.

My professional growth activities that are required to accomplish the above goal is to attend more trainings on the TESS model, secure a mentor to assist me in the process, engage in more rich discussions using the terminology associated with TESS and obtain Danielson’s professional texts.

C. Timeline- Please indicate the time frame for beginning and completing the goal. (Note: Timeframe can only occur during the current school year)

My timelines are January 6, 2014 - June 6, 2014.

D. Rationale- Briefly explain the rationale for goal choice and its link to self-reflection, current educational situation, and federal/state standards.

The rationale for my goal choice is to ensure I am utilizing the current educational mandates to increase my knowledge level and implementation process to positively impact student achievement.

E. Collaboration and Evaluation- Describe the plan for assessment and documentation of the goal and how the Superintendent or Administrative Assistant can assist in facilitating your professional growth.

The plan for assessment will be to monitor my written feedback forms to team members and ensure the appropriate terminology in being utilized.

My documentation will include agenda, minutes, attendance logs, and proof of receiving professional texts.

I would like assistance in locating a practicing principal who works at an achieving high school to mentor me.

Educator's Signature _____ **Date** _____

Page 2 of 4

*****Evaluation of goal will occur at the end of current school year*****

F. Was the goal met/completed? Yes _____ No _____

Evaluatee's Signature **Date**

Evaluator's Signature **Date**

Lee County School District
Professional Growth Plan
2013-2014
Date 1/6/14

*Please print or type using black or blue ink only.

Educator's Name: Mary Hayden SSN: 431-49-7265

Assignment: Principal 7th -9th Grades Phone: (870) 295-7116

Email: mary.hayden@lcsd.grsc.k12.ar.us Fax: (870) 295-7313

No. of Years in Current Assignment 0

No. of Years of Educational Experience 19

Type of Licensure: Initial Standard

Areas of Licensure:

(312) Build Admin P-08,

(313) Build Admin 7-12;

(297) Reading Specialist P-08; (298) Reading Specialist 07-12; (166) Eng Lang Arts 07-12

PROFESSIONAL GROWTH PLAN DOCUMENT

A. Professional Goal – Please briefly describe the professional goal to be addressed during this current school year.

My professional goal is to increase my understanding of TESS and give more timely feedback to team members using TESS’s terminology. Enhance organizational and managerial skills.

B. Activity- Please describe the professional growth activity required to accomplish the above goal.

My professional growth activities that are required to accomplish the above goal is to attend more trainings on the TESS model, engage in more rich discussions using the terminology associated with TESS and obtain Danielson’s professional texts. Use IDEAS for training in leadership, as well as professional texts.

C. Timeline- Please indicate the time frame for beginning and completing the goal. (Note: Timeframe can only occur during the current school year)
My timelines are January 6, 2014 - June 6, 2014.

D. Rationale- Briefly explain the rationale for goal choice and its link to self-reflection, current educational situation, and federal/state standards.

The rationale for my goal choice is to ensure I am utilizing the current educational mandates to increase my knowledge level and implementation process to positively impact student achievement.

E. Collaboration and Evaluation- Describe the plan for assessment and documentation of the goal and how the Superintendent or Administrative Assistant can assist in facilitating your professional growth.

The plan for assessment will be to monitor my written feedback forms to team members and ensure the appropriate terminology in being utilized.

My documentation will include agenda, minutes, attendance logs.

Educator's Signature _____ Date _____

Page 2 of 4

Evaluation of goal will occur at the end of current school year

F. Was the goal met/completed? Yes _____ No _____

Evaluatee's Signature Date

Evaluator's Signature Date